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A.C.C.E.S.S. System of monitoring and preventive support against Early School Leaving



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1. Introduction

A.C.C.E.S.S. project aims to face, in a preventive way, the problem of early school leaving (ESL) linked to school-related factors, by reinforcing pedagogical quality and innovation through the improvement of teachers' skills and the creation of a positive learning environment.

European documents keep stressing the need for a whole school approach to tackling Early School Leaving. They underline the importance to adopt strategies aimed to: 1) building positive learning environments, 2) improving teachers' competences, 3) implementing professional communities among schools and between schools and external players. They also highlight that school-related factors with an high impact on early school leaving are: negative school environment, including conflicts with teachers and peers; low school results; lack of motivation; students' perception of non-stimulating methods and low expectations.

Specific objectives of the project are:

- 1) increased understanding of the dynamics of early school leaving;
- 2) implemented a periodic monitoring process for identification and preventive support of students at ESL risk;
- 3) increased skills in teachers, specifically in 3 areas: **MONITORING AND SUPPORT; COMMUNICATION AND REPORT; MANAGEMENT AND TEACHING**
- 4) strengthened the inter-sectorial cooperation between schools and external players according to local contexts;
- 5) built multi-professional and transnational learning communities.

These objectives are pursued through the implementation of innovative solutions working on these strategic assets:

- 1) teachers' best understanding of the dynamics of the ESL, possible risk factors and of protective elements;
- 2) actions for the periodic monitoring of risk factors;
- 3) strengthening teachers' skills to provide learning support for all students ;
- 4) building effective partnerships and inter-sectorial cooperation activities among schools of different types and levels, and between schools and external palyers both in terms of local contexts and in a multi-professional and transnational perspective;
- 5) creating conditions for potential future teachers to get in contact with situation of early school leaving and for teacher educators to implement actions focused on ESL.

1.1A.C.C.E.S.S. System of monitoring and preventive support against Early School Leaving in the framework of European policies

The A.C.C.E.S.S System represents a mechanism to tackle ESL based on the following assets:

- a) the adoption of a data-driven approach, in order to have constant updates of students at ESL risk;
- b) the development of a systemic support framework oriented to case management;
- c) centrality of the trusting relationship between teachers (in the role of Mentors) and students, for an inclusive school system.

In the design and implementation of the A.C.C.E.S.S. project, the starting point was the awareness that early school leaving has a complex processual dimension. It does not represent a condition or a final result but it is a process of disengagement that takes place over time (Lyche, 2010).

Monitoring of student inappropriate behaviors, which can take many shapes (from unsatisfactory school grades to poor relational behaviors to aggressive behaviors), and the individualized intervention through a mentor constitute a global action embedded into the whole strategy of schools against ESL.

In the European policies framework, the A.C.C.E.S.S. System goes in the direction drawn by European Council (2015/C 417/05; p.3-4):

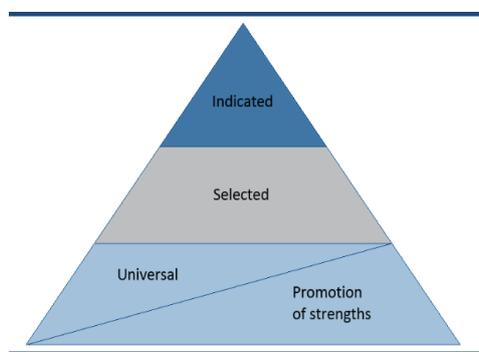
- ✓ “to enable the regular monitoring of educational progress with a view to the early detection and identification of learners at risk of early school leaving”;
- ✓ “to help to define criteria and indicators for identifying educational disadvantage”;
- ✓ “to provide the basis for developing effective guidance and support in schools with a view to preventing early school leaving”.

The ET2020 Working Group on ESL policy (2015), identifies as key conditions for a 'whole school approach' to early school leaving, the Learner support. In this domain, it underlines the importance to build a systemic support framework. It says:

“rapid identification of learning difficulties or other issues should trigger a reaction through a systemic support framework within the school. Targeted intervention for learners at risk should be provided in an inclusive way [...]The development of an individual support plan, agreed with the learner and his/her family, setting clear and achievable goals, can be very helpful” (p.13).

The ACCESS system represents a mechanism of intervention strategies that is located in the intermediate part of the following pyramid since it is a selective prevention system addressed to students at risk but not already in a chronic needs.

Figure 1. Differentiated Levels of Need for Prevention



Source: Downes, P.; Nairz Wirth, E.; Rusinaitė, V. (2017). Structural Indicators for Inclusive Systems in and around Schools, NESET II report, Luxembourg: Publications Office of the European Union.

This approach, already known in social and health field and based on case management, is also emphasised by Eurydice (2014, p. 14) since that “targeted case management is particularly successful when it comes to students who are at risk of dropping out of a VET school”.

In the A.C.C.E.S.S. system, the case management of every student is guaranteed through:

- a monitoring action, where all class teachers are involved;
- support pathways implemented above all by the Mentor.

Through mentoring relationship “the adult provides ongoing guidance, instruction, and encouragement aimed at developing the competence and the character of the protégé” (Rhodes, 2002).

As sectoral research has shown, students' lack of trust in their teachers and /or school can lead to ESL (Nielsen, 2015; Nouwen, 2015; Little, 2015). The mentoring relationship can contribute to get better outcomes within different domains, including education, wellbeing and behavioural problems (DuBois and Silverthorn,2005), considering that three developmental processes interact: social-emotional, cognitive, and identity-related (Rhodes, 2005).

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2. A.C.C.E.S.S. System of monitoring and preventive support against Early School Leaving

2.1 What is and how it works

A.C.C.E.S.S. System of monitoring and preventive support against Early School Leaving (ESL) is a device that enables schools to detect students at risk in the earliest stage and to prevent ESL. As part of the "A.C.C.E.S.S." project, it was designed for upper secondary schools, but it can also be used by lower secondary schools.

It consists of two components corresponding to two phases:

- 1) early warning component: a monitoring process of the risk indicators of ESL addressed to all students;
- 2) Intervention component: which is a support pathway aimed at students at risk.

Through a data collection process, the system allows schools to:

- predict which students are at risk of dropping out, and therefore activate diagnostic practices.
- put in place strategies to support students at risk while they are still at school, before it is too late, through targeted intervention programme.

The **early warning system** is based on specific indicators, descriptors, adopted from literature and from the research carried out as part of A.C.C.E.S.S project, and on the related risk thresholds.

The **monitoring process** is led by all class teachers, under the Mentors's supervision. It's managed by the dedicated App developed in the A.C.C.E.S.S project

The **intervention programme** is data-driven: it's activated when students are flagged as "at risk" by the monitoring App. It is implemented through **support pathways** addressed only to students at risk. For those students the Mentors design and set up diversified actions, based on the specific risk behaviors detected. In this process, Mentors will also actively interact with other class teachers, Coordination Committee of A.C.C.E.S.S. System, the student's family.

The A.C.C.E.S.S.system is organized into several operational steps in which are involved different people belonging to the school community and external professionals.

Main operational steps:

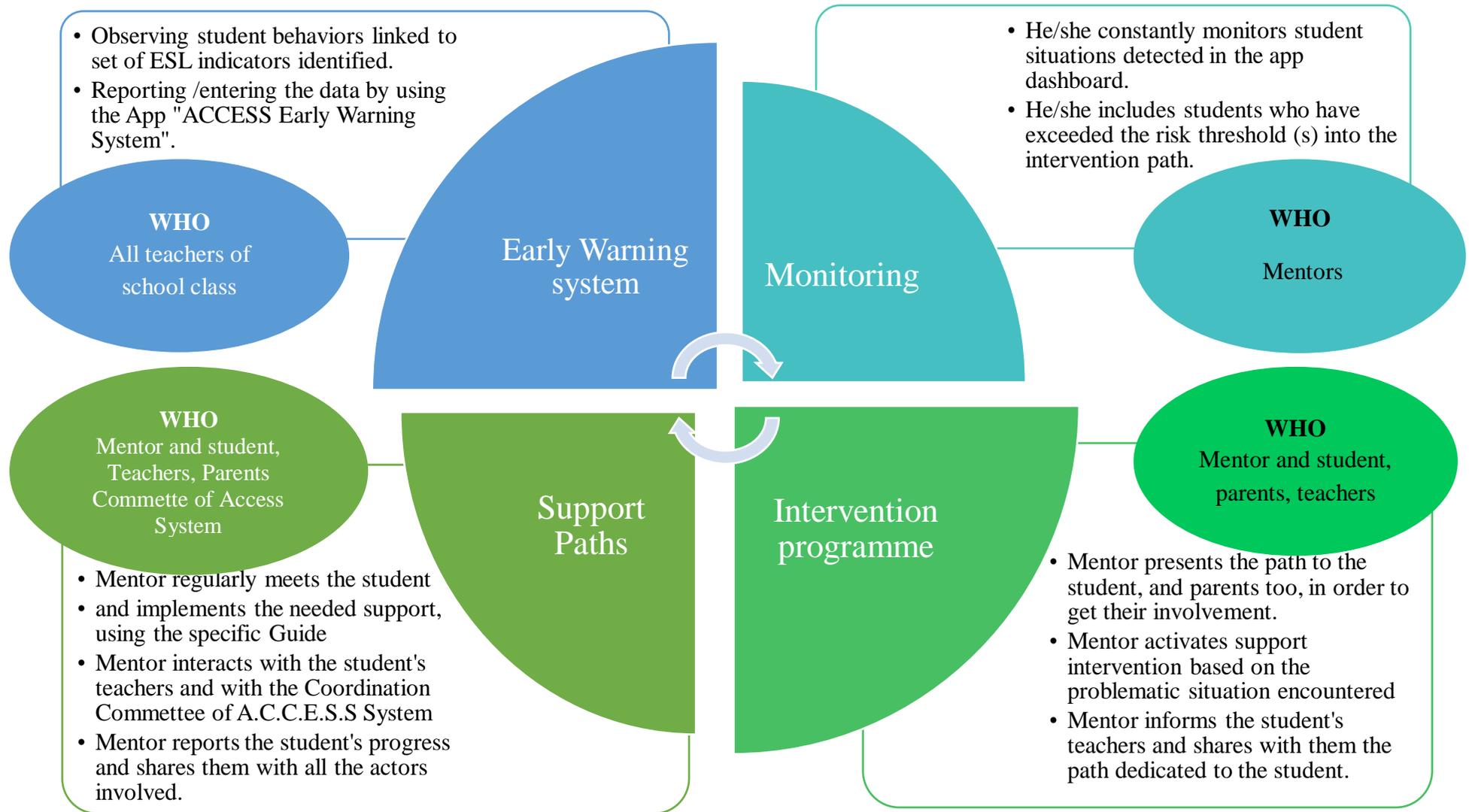
1. Monitoring of students' risk behaviors, according to the indicators set;
2. Systematic reporting of risk behavior through the App;
3. if the risk threshold is reached, including the student in the intervention programme, by acting promptly on the risk factors (before the situation gets worse);
4. providing targeted support paths, in order to address specific risk behaviors and to meet student needs, based on dedicated tools (Guide for Mentors)
5. Evaluating the student's progress.

Other important transversal steps to implement the system are:

6. teachers and mentors training on the early warning system (risk behaviors/indicators) and the monitoring App;
7. mentors training on the Guides to be used in order to carry out focused intervention.

The following figure shows the system cycle and the players involved.

Figure 2.1.1: A.C.C.E.S.S. System of monitoring and preventive support against Early School Leaving: operating cycle and roles



2.2 The mentors of the A.C.C.E.S.S. System

A key role for ACCESS system implementation is played by Mentors. They are teachers responsible to:

- A. lead and coordinate the early warning system:
 - by promoting the collaboration and commitment of all class teachers in the monitoring process;
 - by sharing with class teachers ongoing situation of school class (classes) monitored.

- B. manage and implement the intervention programme, through:
 - activation of the most appropriate support path;
 - awareness-building actions addressed to student at risk about the opportunity to be included in a support path;
 - active engagement of students in order to maintain and increase their motivation and commitment during the implementation of the support path;
 - involvement of the students' families, in order to make them aware of the support path that the school aims to activate and to get them responsible for the contribution they can provide;
 - promotion of the collaboration with and among all the actors involved.

They need to develop a systemic approach that includes simultaneous activities on multiple levels: it means not only working with students (knowing how to communicate with them, learning how to engage them, understanding how to motivate them) but also working along with other key players of the system implemented. Indeed during the intervention, they regularly meet students, other teachers and members of the Coordination Committee of A.C.C.E.S.S System.

The ACCESS project has designed a series of guides aimed at providing mentors with suggestions, insights, useful tools to create paths that:

- on the one hand are addressed to the specific problem to take into the account (also considering that continuous professional development opportunities on issues related to ESL are rather sporadic or absent);
- on the other hand can be adapted to the specific needs of the students and to the attitudes / inclinations of the Mentors.

Specific features of Mentors:

1. *Psyco-social competences*

- ✓ Communication (assertivity, active listening, empathy, flexible thinking)
- ✓ Emotional intelligence (self-awareness, social/relational skill, motivation, being friendly, encouraging)
- ✓ Intercultural and multicultural competences (managing diversity, ability to promote intercultural dialogue)
- ✓ Emotional security (tolerance, understanding and appreciation)

2. *Managerial competences*

- ✓ Counseling skills;
- ✓ Decision making abilities;
- ✓ Problem solving

- ✓ Leadership
- ✓ Teamworking (building; motivation; people empowerment)

3. *Psycho-pedagogical competences*

- ✓ Metacognitive competences
- ✓ Reflexive ability

Mentor selection criteria

The project expects that the Mentor and students ratio is 1 to 4: a Mentor will support a maximum of four students.

The criteria used for the selection are:

- experiences in psycho-pedagogical activities;
- motivation and sensitivity.
- previous experiences as coach/trainer/youth leader in participatory learning environments are an additional asset.

Criteria to match students and Mentors

The mentor can be chosen among the teachers. It is not mandatory that the Mentor teaches the school class attended by the supported student. The mentor should be chosen according to the specific needs of the students. It is highly recommended (where possible) to try to choose a mentor according to the problems/features/personal situation of the students. Just as an example:

- mentor with specific knowledge/competence on issues related to the reason of student's disengagement;
- mentor with previous experience with young people in disadvantaged conditions;
- mentor with socio-cultural background/"lifeworld" (E. Husserl, 1936) similar to the student's one, a kind of Role Model.

2.3 Coordination Committee of the A.C.C.E.S.S. System

The Coordination Committee of the A.C.C.E.S.S. System is a multidisciplinary work team with the following tasks:

1. to supervise the implementation of the system;
2. to undertake network actions in order to face those problematic situations that the system can't successfully manage just by itself (for example complex situations linked to economic, health-related, severely material deprivation of the students' families).
3. to empower the territorial network against the phenomenon of the ESL

The coordination Committee (about 10-14 people) is made up of:

- ✓ Mentors and school teachers/school internal professionals;
- ✓ student representatives
- ✓ parents' representatives
- ✓ External professionals from local network of each school (social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs, etc.)

- ✓ teachers of the local low secondary schools

The Committee responds to the needs, indicated by the ET2020 Working groups on the school and on ESL, to create a participatory and inclusive system in order to face early school leaving. This system must include all relevant community players where the school is based. It means that the school includes other external people, professionals and services belonging to the community in the development of a global and integrated approach against the early school leaving, appropriate to the challenges of the contexts of reference. On these terms, the Committee represents the practical output of the so-called whole-school approach where “different stakeholders and services, inside and outside the school, need to collaborate and integrate efforts” (A whole school approach to tackling early school leaving Policy messages. Education & Training 2020 Schools policy – European Commission, 2015, p.8).

The main Committee's tasks and responsibilities are:

- to encourage the adoption of an approach in which the school becomes a multidimensional and interactive learning organization. An organization that, thanks to the active involvement of the main community players, is continuously able 1) to listen and understand and 2) to promote high quality solutions to the new challenges and expectations of the territory;
- to enhance school autonomy, to give more space to experimental approaches and to identify the most appropriate solutions to face early school leaving;
- to promote cooperation and networking among schools of different types and grades in the same territory;
- to develop multi-professional learning networks and communities at local level in order to promote mutual learning through the adoption of a transversal vision that goes beyond the different sectorial visions.
- To act as a local reference point representing expectations of community in terms of learning needs and social inclusion opportunities

The Committee shall meet regularly, according to a bimonthly schedule determined by each school and in an extraordinary way in case of emergencies or worsening of problematic situations.

3. Early Warning System: monitoring

3.1 What is and how it works

The ESL early warning system allows:

1. constant monitoring through a clearly organized system of *indicators*, and specific *descriptors* for the so-called "complex" indicators, which makes possible to intercept students' specific risk behaviors;
2. a timely assessment of risk behavior through the definition of *risk thresholds* for each indicator;
3. a focused and dynamic assessment on the *intensity of the risk behavior* through the articulation of risk thresholds differentiated on the basis of:
 - level of risk closeness ("close to the risk threshold"; " risk threshold reached");
 - characteristics of the risk behavior (if linked to specific school subjects and/or all school subjects).

The system is aimed to promptly identify students who are at risk of dropping out of school. In addition it is able to evaluate the kind of risk, by differentiating specific elements into the indicators. Therefore it's possible to have many information on the defined risk factors on which, in the intervention programme, Mentors should act in the most possible tailored way.

In this sense, it is also functional to:

- make data-driven decisions;
- monitor any recurrences of certain behaviors, for those students included in the intervention programme who repeat the same risk behavior or engage in risk behaviors associated to other risk factors.
- have a dynamic framework of both students at risk and the whole class group.

Indicators used for monitoring are:

- traditional indicators: those commonly used, coming from the educational literature on the ESL issue,
- indicators emerged from the data processed in the research phase of the A.C.C.E.S.S project (see the related intellectual production).

They are based on:

- ✓ documented data (e.g. absences or delays; unsatisfactory school marks; disciplinary notes);
- ✓ observational data; it means it is required the observation by teachers of certain behaviors to be highlighted (school disengagement; learning difficulties; low self-esteem);
- ✓ data related to what students say (willing to go to work; physical / psychological symptoms associated with "school allergy").

An ad-hoc app has been developed to help teachers and mentors in the monitoring phase and to ensure a constant updating about students. The behaviours will be recorded as they occur, except for "delay/early school dismissal" and "absence", since they are differentiated on the basis of the justification presentation, or not (detectable only when student will come back to the school).

The following table shows in detail the indicators used and their descriptors.

Table 3.1.1: A.C.C.E.S.S Early warning system Indicators and descriptors

	INDICATORS	DESCRIPTORS
1	Justified Absence	<ul style="list-style-type: none"> • he/she is absent all school day long, with justification
2	Unjustified Absence	<ul style="list-style-type: none"> • he/she is absent all school day long, without justification
3	Justified Delay/early dismissal	<ul style="list-style-type: none"> • he/she is late for school (he/she misses one or more classes); he/she gets out of school before the scheduled time (he/she misses one or more classes), with justification
4	Unjustified Delay/early dismissal	<ul style="list-style-type: none"> • he/she is late for school (he/she misses one or more classes); he/she gets out of school before the scheduled time (he/she misses one or more classes), without justification
5	Unsatisfactory school results/marks	<ul style="list-style-type: none"> • school marks below the satisfactory level (see the details of the assessment systems of secondary school students in the A.C.C.E.S.S. project Countries, in the next paragraph relating to the risk thresholds).
6	Disciplinary actions/notes	<ul style="list-style-type: none"> • <i>mild measures</i> <ol style="list-style-type: none"> 1) annotation; 2) disciplinary note; 3) disciplinary note and warned/called parents • <i>serious measures</i>: <ol style="list-style-type: none"> 1) disciplinary note and school suspension; 2) disciplinary note and sent to the Headmaster's office; 3) disciplinary transfer to a parallel class. 4) sent to the social teacher; 5) sent to "Child Welfare Commission"
7	School disengagement	<ul style="list-style-type: none"> • he/she has a low motivation for learning; • he/she has a low satisfaction in relation to the school and with its own results; • his/her investment of affective, intellectual, material resources, in relation to the school, is reduced
8	Extracurricular School disengagement	<ul style="list-style-type: none"> • he/she doesn't participate in extracurricular activities organized by the school

INDICATORS	DESCRIPTORS
9 Learning difficulties	<ul style="list-style-type: none"> • he/she has difficulties in focusing attention on school tasks; • he/she doesn't persevering in achieving the proposed purpose / objectives; • he/she manifests the tendency to move from one activity to another without completing any; • he/she doesn't perform its work independently; • he/she fails to respond adequately to the teacher's requests.
10 Poor relational behaviours	<ul style="list-style-type: none"> • he/she tends to reject social interactions with his/her classmates; • he/she develops a non-cooperative / hostile behavior; • he/she tends to self-isolate • he/she manifests reduced ability to identify and understand his/her own emotions; • he/she manifests reduced ability to identify and understand emotions of others; • he/she gets angry often; • he/she manifests a low resistance to stress; • he/she proves low resilience
11 Low Self-esteem	<ul style="list-style-type: none"> • he/she wrongly appreciates the difficulty of school tasks, by over-evaluating them; • he/she manifests a low level of self-confidence; • he/she manifests increased vulnerability / sensitivity to criticism; • he/she avoids to assert his/her opinions / to make decisions; • he/she frequently abandons the proposed tasks.
12 Personal problem	<ul style="list-style-type: none"> • he/she wants to go to work; • he/she manifests the need for family reunification; • he/she has health problems etc.
13 Behavioral deviations	<ul style="list-style-type: none"> • he/she refuses to respond to the teacher's requests; • he/she doesn't comply with the class/school rules; • he/she makes frauds in the context of evaluation tests; • he/she frequently interrupts didactic activity; • he/she distracts other classmates from didactic activity; • he/she leaves the school desk without the teacher's permission

INDICATORS	DESCRIPTORS
14 Aggressive behaviours	<ul style="list-style-type: none"> • he/she strikes/hurts/hits his/her classmates; • he/she destroys the belongings-goods of the school/ classmates/teachers; • he/she labels/teases/offends/insults/humiliates / terrorizes classmates; • he/she teases/offends/insults teachers
15 School allergy	<ul style="list-style-type: none"> • he/she manifests physical symptoms / physical pains associated with school problems; • he/she develops a feeling of fear, unrealistic, related to everything related to the school environment; • he/she shows repulsion towards school / fear of going to school.

3.2 Risk thresholds of the A.C.C.E.S.S. early warning system indicators

The risk threshold is used to establish a certain value. To this value a specific behavior represents a ESL risk factor. In other words, it indicates when a behaviour is cause of "warning" or when it becomes a first sign of early school leaving.

For each A.C.C.E.S.S. early warning system indicator the following points have been set:

1) Time frame(s) with regard to:

- ✓ detection. For instance: absenteeism/delays must be daily-detected; school results/marks must be detected as a function of the assessment activities timescale, whereas aggressive behaviors have a shorter timespan;
- ✓ calculation/measurement: it is the maximum time span to measure risk threshold. As you can see below in the detailed matrix of risk thresholds, there are 4 timing intervals: 30 days; 60 days; 1 week; 90 days (only for extracurricular school disengagement). It means that the risk threshold will be reached if a misbehavior will occur at the maximum within that timing; obviously it could be reached even before that maximum timing.

2) risk threshold(s), which fix to what extent (frequency and intensity) the occurrence of a certain behavior might represent an ESL's early sign.

- frequency refers to the number of times behavior occur;
- intensity refers to the occurrence of behaviors in the same school subject.

Two risk threshold levels have been set:

- ✓ the first refers to reaching the threshold;
- ✓ the second refers on its approach, generally "one time (or two times) before" reaching the risk threshold.

The risk thresholds, as regards the "intensity" criterion, take shape as follows:

- *referring both to all school subjects and to the same school subject:*

- Justified Delay /early dismissal;
- Unjustified Delay/early dismissal;
- Unsatisfactory school results/marks;
- School disengagement;
- Learning difficulties;
- Low self esteem

- *referring only to the all school subjects:*

- Justified Absence;
- Unjustified Absence;
- Disciplinary actions/notes;
- Extracurricular disengagement;
- Poor relational behaviors (relational skills);
- Personal problems;
- Behavioral deviations;
- Aggressive behaviors;
- School allergy

The same risk thresholds are settled for each indicator, except for "unsatisfactory school results/marks" since the Countries involved in the A.C.C.E.S.S project have different student (assessment systems (see table 2). This means that a comparison was made among the ranges of school marks in order to use the same criteria to establish risk thresholds and to standardize their value. The criteria used are:

- 1) "unsatisfactory/satisfactory marks", regardless of student' failure or pass;
- 2) "very unsatisfactory mark" (red) or "unsatisfactory mark" (yellow).

Table 3.2.1: Student assessment systems in upper secondary school (in Italy; Romania; Lithuania; Portugal)

School marks		ITALY ROMANIA		LITHUANIA		PORTUGAL	
						School marks	
							
6	satisfactory	Pass				50-70%	Pass
5	satisfactory enough	Fail		Pass		20-49%	
4	weak						
3	bad)						
2	very bad	Fail		Fail		0-19%	
1	nothing answered, task was not completed						

The early warning system structure is based on the links among indicators (and descriptors), details of the risk thresholds (with regard to intensity and frequency of behaviour), and measurements of the two risk levels ("close to the risk threshold"; "risk threshold reached")

The following matrix shows this structure.

Table 3.2.2: RISK THRESHOLDS MATRIX OF THE A.C.C.E.S.S WARNING SISTEM

INDICATORS		RISK THRESHOLDS DESCRIPTION	
		Reached 	Close to 
Justified Absence	-	6 times in 30 days	5 times in 30 days
Unjustified Absence	-	3 times in 30 days	2 times in 30 days
Justified Delay /early dismissal	<ul style="list-style-type: none"> • If in different school subjects 	4 times in 30 days	3 times in 30 days
	<ul style="list-style-type: none"> • If in the same school subject 	3 times in 30 days	2 times in 30 days
Unjustified Delay/early dismissal	<ul style="list-style-type: none"> • If in different school subjects 	3 times in 30 days	2 times in 30 days
	<ul style="list-style-type: none"> • If in the same school subject 	2 times in 30 days	
Unsatisfactory school results/marks	<ul style="list-style-type: none"> • If in different school subjects 	4 unsatisfactory marks (below 6) in 30 days	3 unsatisfactory marks (below 6) in 30 days
	<ul style="list-style-type: none"> • If in the same school subject 	2 unsatisfactory marks (below 6) in 60 days (average of unsatisfactory marks criterion)	
	ITALY AND ROMANIA		

Unsatisfactory school results/marks		average of unsatisfactory marks <5 in 60 days	average of unsatisfactory marks ≥ 5 (below 6), in 60 days
	PORTUGAL		
		average of unsatisfactory marks < 20% in 60 days	average of unsatisfactory marks ≥ 20% (below 50%) in 60 days
	LITHUANIA		
		average of unsatisfactory marks <4 in 60 days	average of unsatisfactory marks ≥ 4 (below 6) in 60 days
Disciplinary actions/notes	• Mild measures	3 times in 60 days	2 times in 60 days
	• Serious measures	2 times in 60 days	1 time in 60 days
School disengagement	• One or more behaviors associated with school disengagement (see related descriptors) occur in the same school subject	3 times in 30 days	2 times in 30 days
	• One or more behaviors associated with school disengagement (see related descriptors) occur in different school subjects	4 times in 30 days	3 times in 30 days
Extracurricular disengagement	• Behavior associated with extracurricular disengagement (see related	3 times in 90 days	–

	descriptor) occur in different school subjects		
Learning difficulties	• One or more behaviors associated with learning difficulties (see related descriptors) occur in the same school subject	5 times in 30 days	3 times in 30 days
	• One or more behaviors associated with learning difficulties (see related descriptors) occur in the different school subjects	6 times in 30 days	4 times in 30 days
Poor relational behaviors (relational skills)	• One or more behaviors associated with poor relational behaviors (see related descriptors) occur in different school subjects	5 times in 30 days	3 times in 30 days
Low self esteem	• If in different school subjects	5 times in 30 days	3 times in 30 days
	• If in the same school subject	3 times in 30 days	2 times in 30 days
Personal problems	• One or more behaviors associated with personal problem (see related descriptors) occur/ is reported by student in different school subjects	3 times in 30 days	2 times in 30 days
Behavioral deviations	• One or more behaviors associated with behavioral deviations (see related descriptors) occur in different school subjects	3 times in 30 days	2 times in 30 days

Aggressive behaviors	<ul style="list-style-type: none"> • One or more behaviors associated with aggressive behaviors (see related descriptors) occur in different school subjects 	2 times in a week	1 time in a week
School allergy	<ul style="list-style-type: none"> • One or more behaviors associated with aggressive behaviors (see related descriptors) occur in different school subjects 	3 times in a week	2 times in a week

3.3 Early warning system processes and actors involved

The development of the early warning system led to the systematization and standardization of the processes for the monitoring.

The main processes are:

- 1) Detect ESL risk behaviors;
- 2) Data entry
- 3) Data processing
- 4) Activation of the Intervention programme

Monitoring is coordinated by the Mentor and carried out with the all class teachers' collaboration. It's implemented through the use of the app developed.

In each process' stages tasks and responsibilities are distributed in this way:

All class teachers and the Mentor (if he/she teaches in that class) are responsible for:

- Observing student behavior and collecting data associated with indicators;
- Entering data on the App;

The Mentor is responsible for:

- creating the virtual class on the app, by entering the students names;
- coordinating the entire monitoring phase, making sure that the data are promptly entered;
- if one or more risk thresholds are reached, including the student in the intervention program;
- reporting on the app the inclusion of the student in the intervention program, in order to ensure the updating of the system and get all the teachers aware of the intervention in progress.

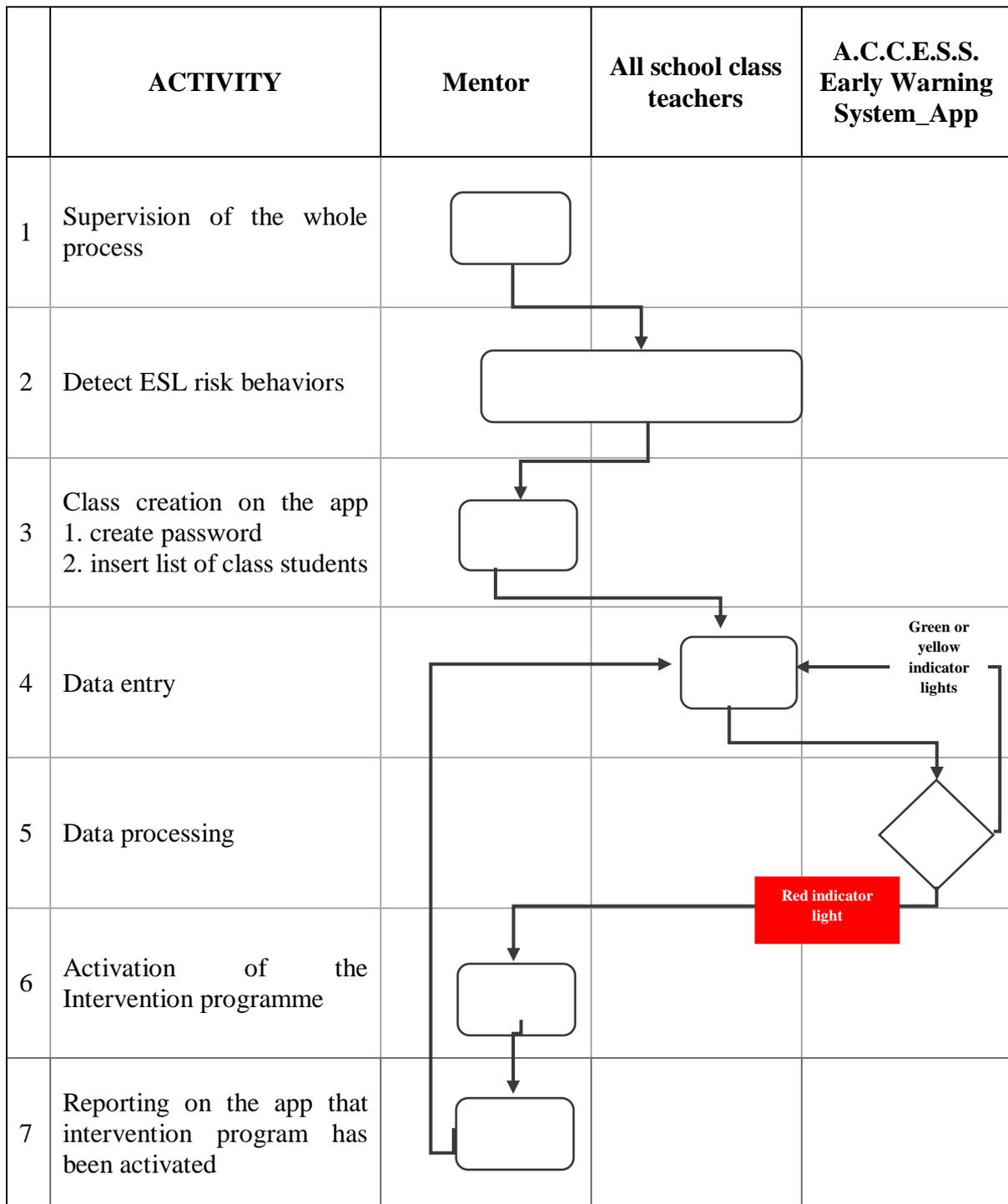
Data processed by the app, can lead to two results:

- 1) student has reached the risk threshold (for 1 or more indicators / behaviors) and therefore needs to be supported;
- 2) student doesn't need support.

In both cases the monitoring phase is continuous (also the supported student continues to be monitored both with regard to the specific indicator for which he/she is already supported and with regard to all other indicators).

Flowchart describing the main processes is shown below.

Figure 3.3.1 : Processes Flowchart Early warning system processes



3.4 A.C.C.E.S.S. monitoring App

For the monitoring system we created the app “A.C.C.E.S.S Warning System”. It is a software that allows to record data and, on the basis of indicators and risk threshold before mentioned, to advise ESL risk situation. The app is:

- **dynamic**, functional to the monitoring process moving on continuously.. The app gives a picture of the situation updated to the timing when the user enters. In other words, the app adapts itself to the timing in relation to the timing-frame set for each risk threshold.
- **Interactive**, since some functions can be activated only by:
 - o mentor (for example data entry about the student included in the intervention programme);
 - o when specific circumstances occur (for example, data entry of event that triggers the threshold risk)

Data entered will be encrypted and stored on a dedicated web space on the project website (<http://projectaccess.eu/>) where it is possible to download the app. It is available in English and in the languages of the project partners (Italian; Lithuanian; Portuguese; Romanian).

At the first login you need to:

1. Set the language

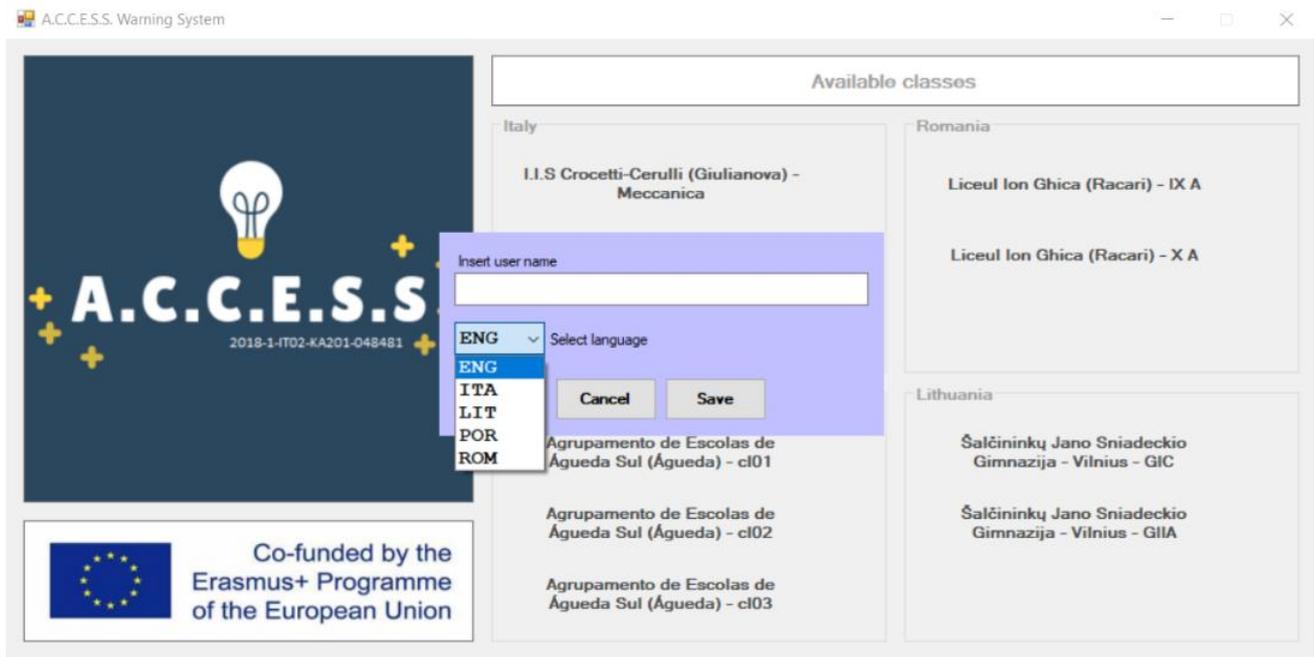
The language must be chosen among those available on first login and then the operating system will keep it set for future login. The app will be available with the chosen language (indicators / descriptors and all functions). The data will also be stored in that language.

In case you need to change the set language, the mentors and teachers of the class board have the possibility to change it directly in the "lang" folder (in case of change of language the data already stored will remain available in the language previously used).

2. Fill in user name

Since the app has been thought as a cooperative tool where mentor and all teachers of the class board work synchronously or asynchronously, names of different users must be entered. The name must be entered only at the first login, then it is memorized (if the user always enters from the same device, he/she will no longer be asked to enter the name).

Figure 3.4.1



3. Select the experimental school class and enter the password.

The password will be generated autonomously by the class board for each class monitored. In the A.C.C.E.S.S. the testing school classes are 10 (3 in IT and PT; 2 in LT and RO).

Figure 3.4.2



The Mentor will be responsible for creating the digital classroom by entering the students names. The students list can be updated if a new student comes in the class during the school year (by clicking on "Add new student")

Figure 3.4.3

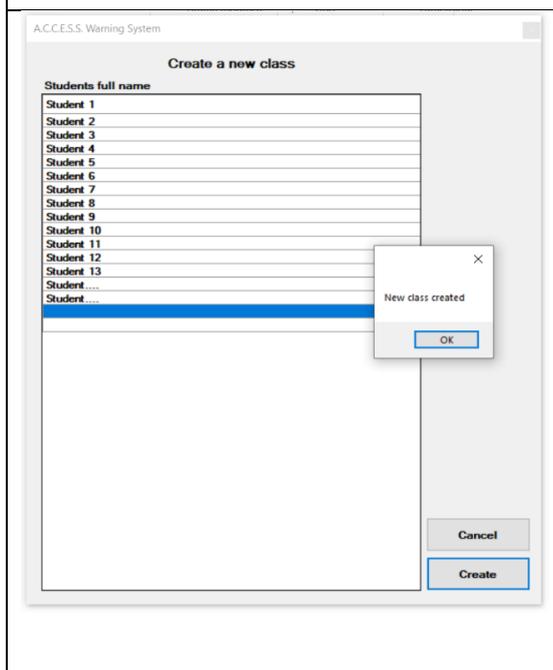
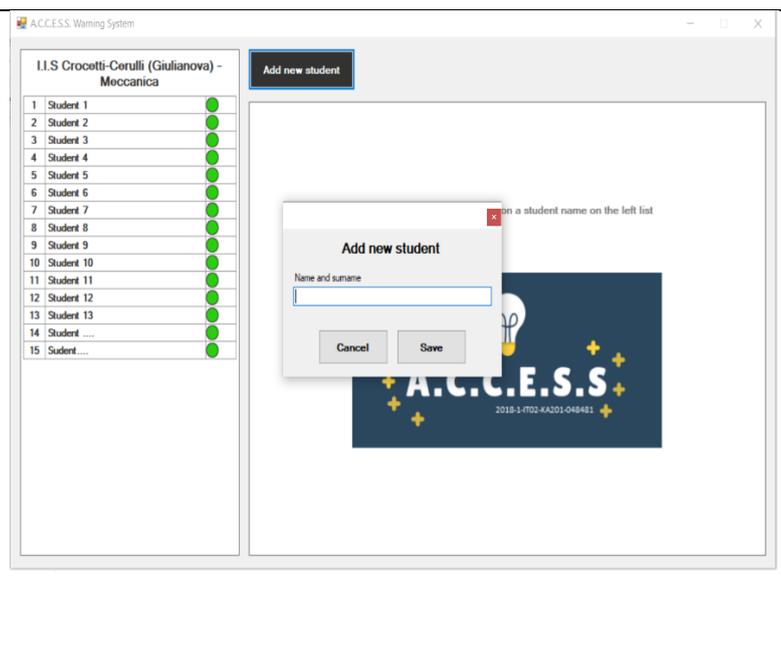


Figure 3.4. 4



For each student you can see a dashboard of the ESL risk indicators to be monitored, associated with the various behaviors. The teachers of the class board (and the Mentor in case he/she teaches in the same class) must report them on the system on the basis of the behaviors they observe.

Figure 3.4. 5

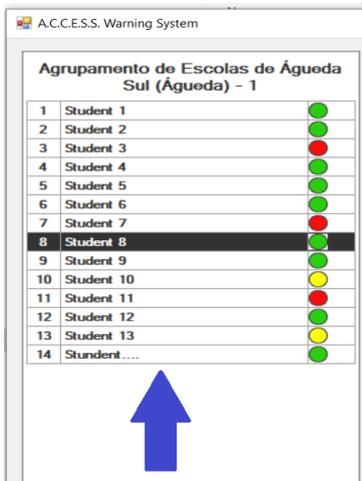


The criteria for data entry is "only if the event / behavior at risk occurs". In this way we want to invite for a smart and punctual use of the app, by avoiding an increase in the workload of Mentors and teachers . The data must be entered with the "+" key and, in case of an error, can be deleted with the "X" key.

Students situations will be monitored through the indicator lights connected to a double warning level;

- red light if the risk threshold has been reached;
 - yellow light if the risk behaviors are close to the established threshold;
- The green light means that no risk behaviors have been reported/entered or that these behaviors are far from the double warning thresholds.

Figure 3.4. 6



The red light turns on when there is at least 1 indicator that has reached the risk threshold. The yellow light turns on when there is at least 1 indicator that is close to the risk threshold.

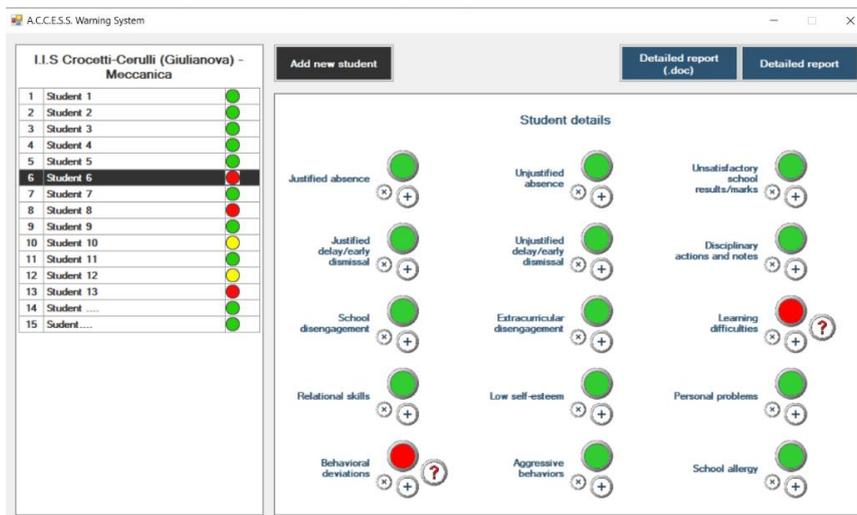
In order to know the **detailed situation of each individual student** with regard to the different behaviors monitored, please click on the relevant student name and open the personal dashboard.

Different situations can occur when we see the red light turned on. Just for example:

✓ **Situation 1: more than 1 red indicator**

In the following picture, for example, by clicking on the name of Student 6 we notice that he / she has reached the risk threshold with regard to behaviors related to two indicators: "learning difficulties" and "behavioral deviations".

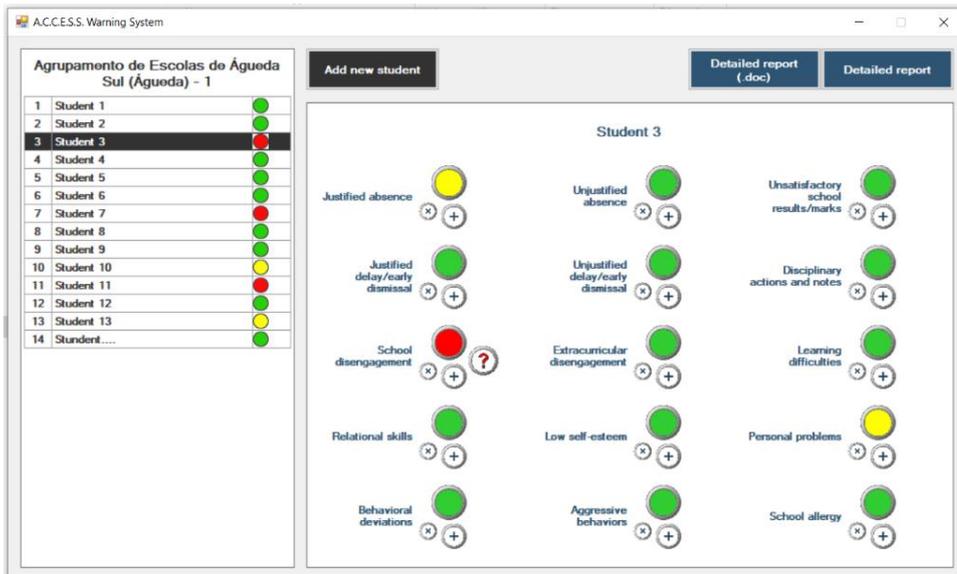
Figure 3.4.7



✓ **Situation 2 : 1 red indicator and other yellow indicators**

In the picture below, for example, by clicking on the name of Student 3 we notice that he / she has reached the risk threshold with regard to the behaviors related to the "school disengagement" indicator. Moreover he/she is close to the risk thresholds both in relation to the number of justified absences and to "personal problems"

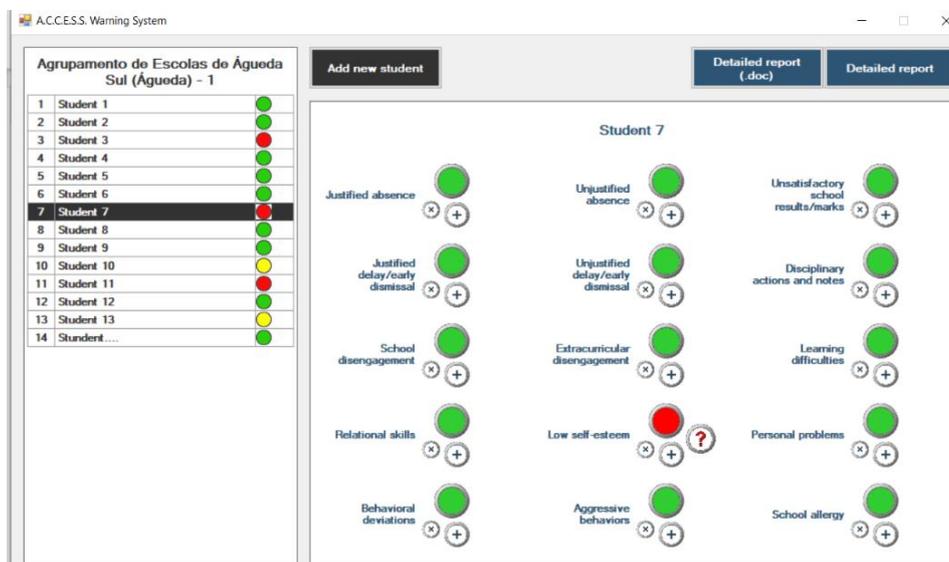
Figure 3.4.8



✓ **Situation 3: only 1 red indicator**

In dashboard of the Student 7, we can see that the risk threshold has been reached only with respect to the "low self-esteem". On the other monitored risk behaviors we don't see problematic situation so far.

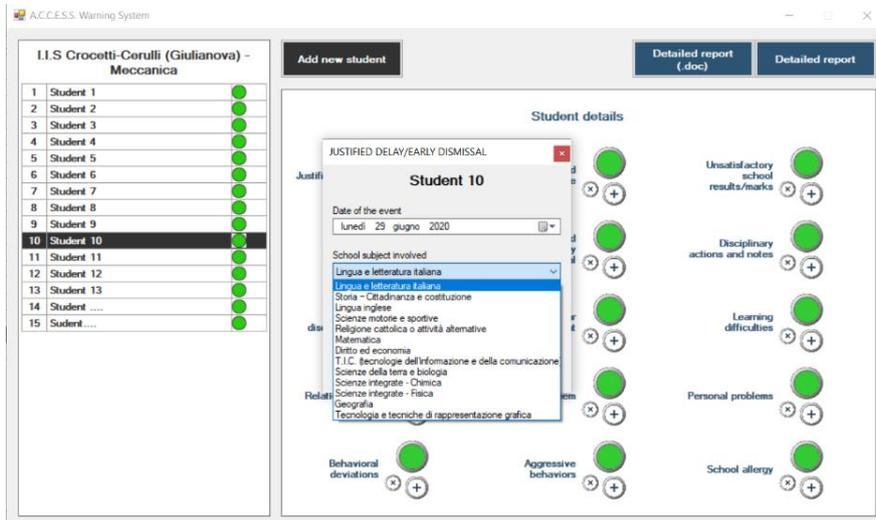
Figure 3.4.9



Per i comportamenti legati ad indicatori semplici si inserisce la *data* (assenze giustificate o ingiustificate) e la *materia* coinvolta (nel caso di ritardi/uscite anticipate giustificati o ingiustificati).

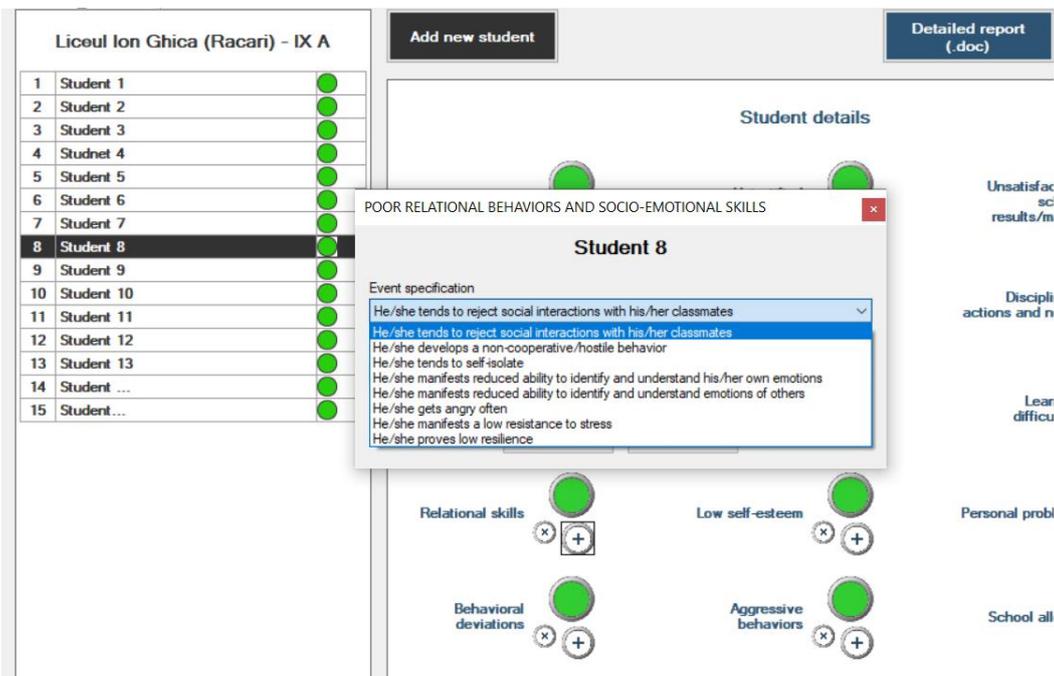
For behaviors related to simple indicators, you have to insert the date (justified or unjustified absences) and the *school subject* involved (in case of justified or unjustified early delays / exits).

Figure 3.4.10



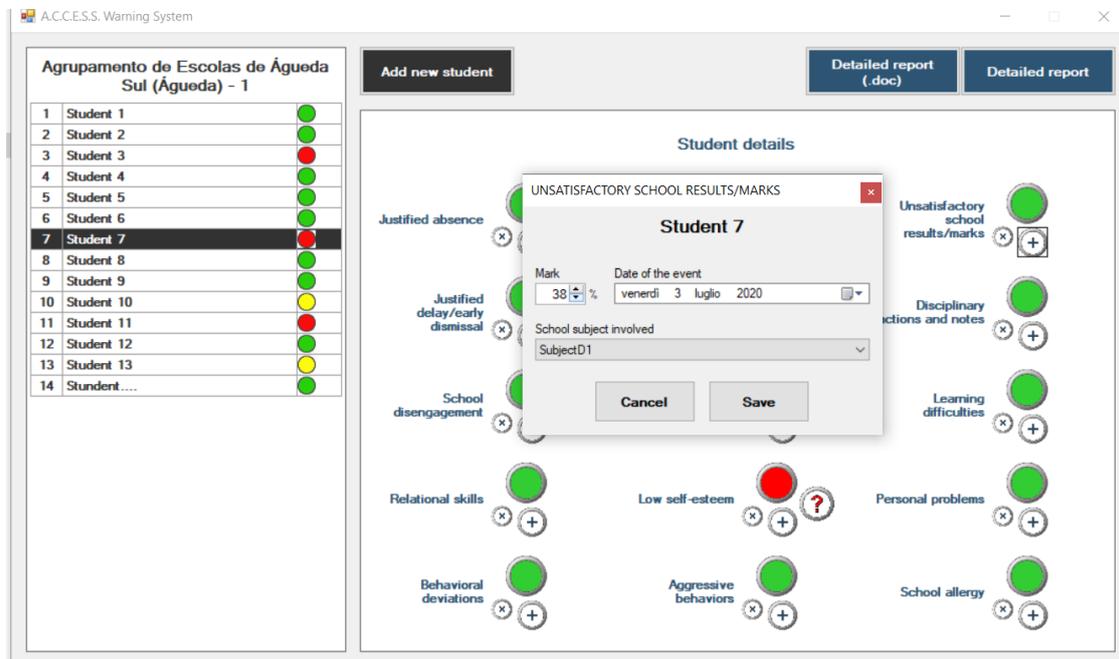
For all other indicators (so-called "complex" indicators), you can insert the type of specific behavior occurred (descriptor) through the "*event specification*" key. For example, with regard to "Poor relational behaviors", you can insert the descriptor of the behavior detected by the teacher

Figure 3.4.11



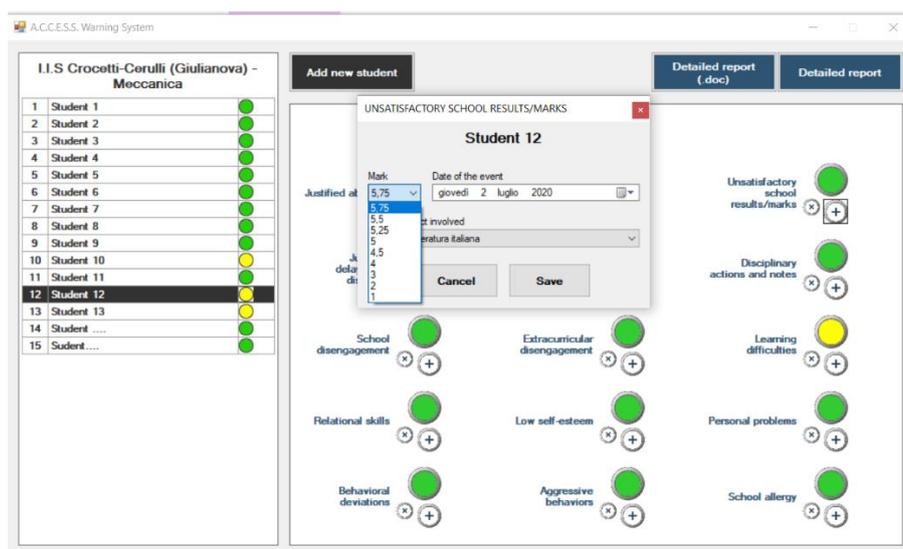
The data related to unsatisfactory results / marks will be recorded on the basis of the respective student assessment systems at upper secondary school level. For Portugal, as already mentioned, the range of unsatisfactory grades goes from 0% to 49%.

Figure 3.4.12



For Lithuania, Romania and Italy the range of unsatisfactory grades goes from 1 to 5.75 (even if the risk thresholds are different in line with the national student assessment systems, as specified above).

Figure 3.4.13



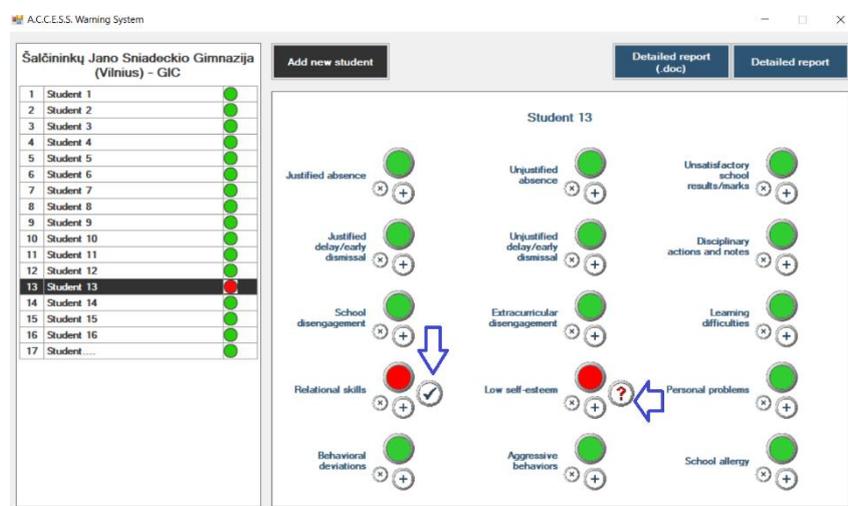
For the behaviors reaching the risk threshold, the A.C.C.E.S.S. project, as mentioned above, expects that the student is involved in an intervention program. Therefore, on student's dashboard, a graphic

symbol "red question mark (?)" will be activated for each risk behavior that has reached the threshold (red light on). This symbol means that we need to activate the specific path expected for that type of risk behavior.

The aforementioned light must be deactivated by the Mentor only once the support path has been activated. At that point, the "checkmark (✓)" symbol will appear: it means that the student has been included in the intervention program, for that specific risk behavior.

The information that the student has been included in the support program will be visible to the entire class council as the light will remain on the dashboard. This data is particularly useful for detecting any potential repeating behaviors

Figure 3.4.14



Since the dashboard has been thought as a dynamic tool (considering its purpose: to monitor and to report early ESL risk behaviors), it is automatically updated when the time span connected to the risk threshold is expired. In other words, when the time frame provided for each risk threshold runs out, the indicators come back to the initial situation. In order to save all data entered, and therefore also to keep the entire monitored path of the student stored it is possible to check the detailed Report of the student.

The Report can be view only (Detailed Report), or it can be downloaded (Detailed Report .doc) and it will be automatically saved in the "Reports" folder (associated with the app) with the student name and the date (and time) of the saving.

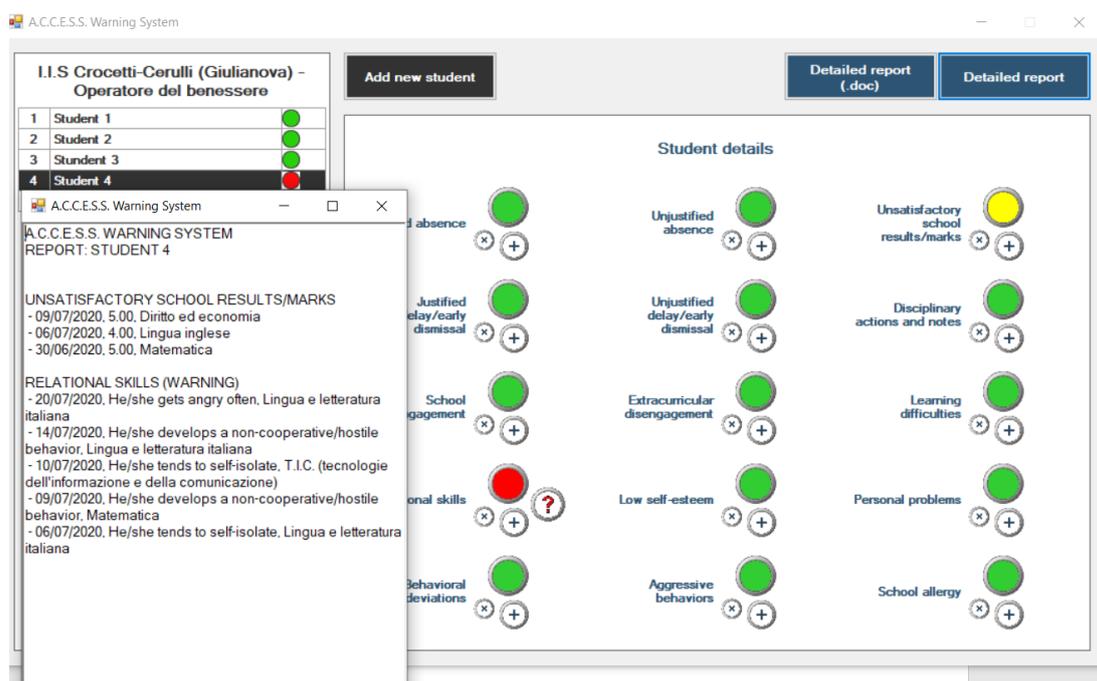
The following data are in the report:

- with regard to the current situation of the student:
 1. all reported behaviors, ordered by event and date (from most recent to oldest);
 2. the word "warning" corresponding to those indicators for which the risk threshold has been reached (when the red light turned on) and which are still in that condition;

- with regard to the previous path of the student:
 - the graphic symbol "red question mark (?)" for those indicators for which the risk threshold has been reached and which are no longer in that condition, with details of the date;
 - the "checkmark (✓)" symbol if the student has been included in the support program.

These last two elements are very important to recreate the entire history of the student and to evaluate the different situations on the basis of the previous path.

Figure 3.4.15



4. Intervention Programme: support pathways

4.1 What Intervention programme is and how it works

The intervention programme is aimed to implement support strategies addressed to students who have been flagged, during the monitoring phase, due to one or more behaviors at risk of ESL.

It is composed of targeted support paths to reduce risk factors, that are compromising the student's career, and to strengthen protective factors. The support path provided by the mentor is implemented through regular meetings with the student. As mentioned above, the Mentor-students ratio should be 1 to 4 (1 Mentor for every 4 supported students). The support is mainly individual and takes place out of class schedule/hours. In some cases, it can also take place inside the classroom with all students', during classes, or in small groups of students (for instance in case of the same type of behavior at risk).

Starting from a tailored risk assessment, on monitoring data based, the program provides diversified support based on specific behaviors (indicators / descriptors).

The intervention program is:

1. **evidence-based**, because it presupposes an information as clearer as possible of the various ways in which each risk behavior appeared in each student. So it tries to overcome a generic approach to the understanding and interpretation of the problem/risk;
2. **steered by a data-driven decision making**, since the Mentor decides to which support path(s) the student should be directed according to collected data. To this purpose, guides have been designed for Mentors, related to each risk behavior (and to each its characteristic). The guides lead the Mentor in taking make informed decisions about how to support students at risk.
3. **implemented through tailored support pathways**, because during the guides' designing, the need to make them usable and adaptable on the basis of students characteristics was taken into account. So each guide provides different actions to make the strategy adaptable on the base student type. We have also tried to provide tools flexible in line with the inclinations of mentors because, as it's known, a success intervention - even more if it's an educational one- is closely linked to mentors'/teachers' skills, professional and personal attitudes (in the ACCESS project, Mentor training is also planned).

What type of intervention is the program based on?

- ✓ positive and student-centered: focused on the promotion of protective factors of ESL (self-esteem; motivation for learning; school engagement and extracurricular engagement; self-regulation of the learning; relationships with classmates and teachers; success in learning etc..)
- ✓ proactive, it works on: student involvement, definition of an action plan and task commitment, making the student more responsible with regard to school success; internal locus of control in order to get school and personal achievements;
- ✓ multidimensional: even if it focuses mainly on school aspects, it activates resources to face other types of difficulties (such as health / psychological / family / economic problems, etc.),

closely related to the well-being of students. Indeed, the ACCESS project sets up, in each school involved, the COORDINATION COMMITTEE OF THE A.C.C.E.S.S. SYSTEM, a multidisciplinary team, responsible for intervening on issues that require the collaboration of schools' territorial network (see paragraph 3.2).

The main programme goals are:

- responding on a regular basis to the support needs of identified students at risk;
- facing with and solving problems associated with school failure by helping the student to set realistic and concrete objectives (action plan).

The intervention programme is organized in following phases:

- Start
 1. starting a dialogue with student and parents.
- Support pathway implementaton
 2. deepen-to the behavior of students at risk (linked to the indicator/s collected in the monitoring phase);
 3. set the action plan together with the student;
 4. implementing action plan;
- Evaluation
 5. Evaluating support pathways and assessing student progress

Each phase has general objectives and specific objectives, according to the different players involved. The following table summarizes them.

Table 4.1.1: Intervention programme phases

GENERAL GOALS	PLAYERS INVOLVED BY MENTOR	OBJECTIVES COMPARED TO EACH PERSON INVOLVED
Phase 1: starting a dialogue with student and parents		
<input type="checkbox"/> to better know each other /set roles; <input type="checkbox"/> to introduce the programme	Student	<input type="checkbox"/> to know; <input type="checkbox"/> to inform; <input type="checkbox"/> to encourage participation
	Parents	<input type="checkbox"/> to inform; <input type="checkbox"/> to collaborate; <input type="checkbox"/> to motivate
	Class teachers	<input type="checkbox"/> to cooperate and to share
	School specialists (internal)	<input type="checkbox"/> to empower; <input type="checkbox"/> to gain confidence; <input type="checkbox"/> to sensibelize
IMPLEMENTATION OF THE SUPPORT PATHWAY		

Phase 2: Deepen the behavior of students at risk		
<input type="checkbox"/> To have a common understanding of the main focus of the misbehavior(s)	Student	<input type="checkbox"/> To make student aware <input type="checkbox"/> Listen to the student's voice <input type="checkbox"/> Building together a vision on his/her weaknesses (misbehavior / risk factors) and strengths (student resources already acquired or to be developed /protective factors)
	Class teachers	<input type="checkbox"/> To inform /to share practices and strategies already implemented
Phase 3: setting an action plan together with the student		
<input type="checkbox"/> Dealing with risk behavior <input type="checkbox"/> Setting student goals/ results/ deadlines <input type="checkbox"/> Sharing tasks and responsibilities	Student	<input type="checkbox"/> Encouraging student leadership and agency in own learning <input type="checkbox"/> Giving trust/letting student know you believe in him/her <input type="checkbox"/> Motivating
	Parents	<input type="checkbox"/> Making them responsible for their role and their contribution in the son's / daughter's path
	Class teachers/ School specialists (internal)	<input type="checkbox"/> Cooperating/ sharing
Phase 4: implementing the action plan		
<input type="checkbox"/> Overcoming risk behavior <input type="checkbox"/> Solving problem	Student	<input type="checkbox"/> Strengthen protective factors <input type="checkbox"/> Promoting positive coping strategies of student
	Parents	<input type="checkbox"/> Activating them
	Class teachers/ School specialists	<input type="checkbox"/> Using an integrated and coherent approach
	External specialists (belong to the A.C.C.E.S.S Coordination Committee or not)	<input type="checkbox"/> Activating further needed resources to face with health/economic/psychological problem
Phase 5: Evaluate		

<input type="checkbox"/> Evaluate support programme in order to improve it	Student	Listening the student's voice (STUDENT QUESTIONNAIRE_A.C.C.E.S.S. INTERVENTION PROGRAMME EVALUATION)
<input type="checkbox"/> To assess results	Student	self-assessing
	Mentor	assessing student' progress
	Class teachers	
<input type="checkbox"/> Evaluate risk factors decreasing and protective factors increasing order to measure impacts	All together	evaluating programme' impacts In the A.C.C.E.S.S project an impacts study will be implemented where both pilot classes and control classes, in each partner school will be involved.

4.2 How to hook student (phase 1)

The first phase comes first to the student inclusion in the support pathway(s). It is the first contact and it is an important moment to catch the interest of the student and the family. Some tips useful for the mentor...

Mentor Tips:

With the student

- ✓ Show to the student her/his detailed report (you can download it from monitoring app) to stimulate her/his reflection on situation and make him/her more aware.

It would be advisable to not make value judgments (well, bad, better than..., worse than....) to understand the student's point of view.

Sometimes, indeed, behavior at risk may not be perceived as it actually is by student and therefore it is important to understand what he/she thinks about it.

- ✓ Ask student if he/she could feel better (greater well-being / satisfaction) by facing some aspects

Sometimes, the reluctance to change is not due to the lack of interest/will but it comes from low or no perception that something needs be changed and the change can be made.

- ✓ Analyse with him / her the possible advantages and disadvantages of the change.

The belief and commitment to make a change (a deep change) is linked to the possibility for the student to glimpse concrete and immediate benefits as much as possible.

- ✓ Present him/her the opportunity that the school provides to take advantage of dedicated support paths.
- ✓ Present him/her the intervention program.
- ✓ Schedule the next operational meeting, if he / she accepts to participate
- ✓ Ask him/her if he/she is available to meet you again, if he/ she is not persuaded to participate so far.

With the student's parents

- ✓ Present the intervention program activated by school and the opportunities to participate for students;
- ✓ Point out that there are some aspects that if addressed could improve the well-being and school results of the son / daughter (decide, case by case, whether or not to show the detailed monitoring report);
- ✓ Emphasize the resources of the son / daughter, to avoid attitudes of closure/refusal/distrust;
- ✓ Explore the interest of the family to actively participate in the support programme.

4.3 How to establish and strengthen relationship with the student

The mentor should establish an open and confidential relationship with the student. It is an essential point for gaining student confidence and making his/her feel comfortable with the Mentor and the situation. The mentor should represent for the student an adult who can be trusted and to confide in. Much of the success and failure of the intervention program will depend on the type of relationship established between mentor and student.

Therefore it is important that the Mentor:

- A. has an empathetic attitude toward the student, in order to create an atmosphere of trust;
- B. uses assertive communication in order to make the student understand that the mentor doesn't want to judge him/her but he/she just wants to support him/her;
- C. develops an emotional closeness with the student in order to communicate him/her to be really interested in his/her life and not only to school performance;
- D. encourages student to loose afraid to talk about his/her problems and his/her relation towards school

A. Having an empathetic attitude

The Best Ways of Becoming a More Empathetic Mentor

At one time or another, many a mentor searches for ways of becoming a more empathetic mentor. It mostly comes from a strong desire to educate students by using genuine connection and understanding. Arguably, this is perhaps the most effective pathway to imparting a meaningful lifelong learning mindset. A classic explanation of empathy is the ability to walk in another's shoes and understand that person's experience.

Empathy is a common language across environments, contexts, and relationships.

Everyone can benefit from practicing it, and it can certainly do no wrong in our classrooms.

Why We Need Empathetic Mentors

Empathy is integral in many human endeavours. It helps us in overcoming and respecting differences. We also use empathy to build a stronger worldview by forging new relationships and communicating successfully.

Researchers often describe two distinct types of empathy: affective empathy and cognitive empathy.

- Affective empathy relates to an individual's capacity to share in another's feelings. This may include mirroring what the other is feeling or having your own unique physical or emotional reaction.
- Cognitive empathy involves being able to understand another's perspective and comprehend why a person might be feeling a certain way.

Feeling for another person and recognizing why others feel are essential to becoming a more empathetic teacher. Apart from simply practicing empathy, empathetic teachers also have the ability to foster it within their learners. In fact, when teachers are caring, supportive, and responsive to their students the learning environment is significantly enriched.

How Empathy Affect Learning

Our learners are at their highest capacity to learn and excel when surrounded by positive relationships. Modelling empathy promotes such relationships.

An empathetic mentor gives each student a framework to build on in which all thoughts, opinions, feelings, and differences are uplifted.

Mentors cannot expect to have an impact on intellectual development without becoming involved in their students' emotional development as well. An empathetic mentor can make a conscious

effort to develop a caring relationship with their students. That's how dramatic positive changes can take place in behaviour, effort, and performance in class.

6 WAYS OF BECOMING A MORE EMPATHETIC MENTOR

How can you succeed in becoming a more empathetic mentor? Below are just a few examples of ways you can introduce empathy.

1. Model it. Your students are watching you, even when you think they are not. Portray an attitude of empathy by showing compassion, positive regard, and understanding for all with whom you interact. Continue this behaviour in the halls, the cafeteria, and even with how you interact with other teachers.
2. Try to communicate empathy. An empathetic mentor uses teachable moments to explain how one student or even a character in a story might be feeling during a certain situation. This will get your students thinking about things from the perspectives of others.
3. Emphasize shared values and common interests. Rather than highlighting how your learners are different, help them to recognize things they may have in common with one another. This includes things like hobbies and interests, or even just a shared desire to do good.
4. Use self-disclosure. When appropriate, share stories or examples about your own life to connect to students on a more personal level. An empathetic Mentor is, after all, a human one.

Source: adapted from <https://www.wabisabilearning.com/blog/6-ways-becoming-a-more-empathetic-teacher>

B. Being assertive

Assertive Training: What do I have to do...

<i>... be an assertive facilitator?</i>	<i>... design assertive facilitation?</i>
<p>1. Listen:</p> <ul style="list-style-type: none"> - allow session time for discussion - encourage expressions of different views - don't pass judgement on different views - be attentive to everything that is said - be sensitive to the feelings expressed - take other people's opinions seriously - remain open to different opinions <p>2. Demonstrate that I understand:</p> <ul style="list-style-type: none"> - don't dismiss or denigrate anyone or anything - reveal some of my own experience - ask relevant and direct questions - say if I don't understand - don't make assumptions - be prepared to become vulnerable - treat people equally - be flexible enough to adjust session content or process to make it more relevant <p>3. Say what I think and feel:</p> <ul style="list-style-type: none"> - know what I think and feel - express my thoughts and feelings openly - include thoughts and feelings of a personal nature - don't feel embarrassed about revealing feelings 	<p>1. Clarify the objectives and make them:</p> <ul style="list-style-type: none"> - specific - achievable - measurable - encouraging of positive outcomes - developmental and able to stretch knowledge and skills - action orientated <p>2. Relate the objectives to the content</p> <p>3. Create an achievable, stimulating and healthy rhythm for the session</p> <p>4. Programme activities to suit all learning styles</p> <p>5. Give out handouts which:</p> <ul style="list-style-type: none"> - include examples from different genders, ethnic groups, ages and experiences - avoid jokes or cartoons which are at the expense of any particular group or individual - respect different views - do not put a person or people down - have practical relevance to each group of participants <p>6. Plan exercises which:</p> <ul style="list-style-type: none"> - don't humiliate anyone - don't require anyone to become a victim - don't encourage passive or aggressive

<ul style="list-style-type: none"> - be prepared to be seen as a human being, not an impersonal automaton - be able to express negative feelings <p>4. Say specifically what I want to happen:</p> <ul style="list-style-type: none"> - don't Impose my wishes on participants - be clear about what I want - be flexible in achieving what I want <p>5. Consider the consequences of joint solutions:</p> <ul style="list-style-type: none"> - take the time to discuss joint solutions - remain open to alternatives - have alternatives to offer - don't regard it as a failure if participants don't exactly do what I wish <p>6. Use a steady, firm, warm, clear, sincere, neither loud nor soft, audible and varied voice</p> <p>7. Have the following body language:</p> <ul style="list-style-type: none"> - direct eye contact without staring - open hand and arm movements - facial expressions that fit expressed feelings - take up appropriate amount of space <p>sit and stand upright and relaxed</p>	<p>behaviour</p> <ul style="list-style-type: none"> - don't cast people in roles - enable people to build on their existing level of skills - build people up - challenge stereotypes - are as realistic as possible <p>7. Use the physical setting of the session (tables, chairs and general layout of the room) to create a friendly atmosphere, express respect for myself and for the participants and the will to work together</p>
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Source: Adapted from *Manual for facilitators in non-formal education involved in preparing and delivering the programme of study sessions at European Youth Centres* (2009) Edited and co-written by Sabine Klocker with contributions by the Education and Training Unit of the Directorate of Youth and Sport and the trainers of the Training Courses for Facilitators 2004 and 2005, Council of Europe Publishing.

C. Taking an interest in the student's life

STRENGTHENING STUDENT - MENTOR RELATIONS **A LIST OF IDEAS**

* Implement common project activities together;

E.g. "Environmental cleaning campaign". Mentors work with students to clean the schoolyard.

* Participate in the training together (where both the student and the mentor learn together new subjects);

E.g. General creative works (jewelry making, photo frames making); General self-knowledge training.

* Looking for help (the mentor asks the student for help);

E.g. Prepare slides for the next meeting;

* Discovery of common interests (mentor and student);

E.g. Play the game: "Small questionnaire".

Mentor		Student	
Question	Answer	Question	Answer
3 things what do I do in my spare time?		3 things what do I do in my spare time?	
Favorite movie?		Favorite movie?	
What do I value most in other people?		What do I value most in other people?	
What do others not know about me?		What do others not know about me?	
How am I doing best in studying or working?		How am I doing best in studying or working?	

* Organize extracurricular activities together;

E.g. General sporting events; Participation in quizzes together.

* Evaluate learning activities together;

E.g. evaluate homework performance together (decide how much the student evaluates, how much the teacher).

* Organize discussions together;

E.g. Round table discussions with students.

Possible topics:

"Microclimate in my school";

"My contribution to school life";

"If I were a teacher I would work like this ...";

"How are our generations different?".

D. Encouraging the student to talk about their views / feelings towards school

Disrespect teacher-student



Ask student to tell what he/she sees and to express his/her opinion on the theme.
Then ask student to tell what his/her proposals to solve this problem.

Objectives:

- a) Put student to talk about the problems school faces nowadays
- b) Help student to loose afraid to talk about his/her problems and his/her relation towards school
- c) Encourage free speech

4.4 How to implement support pathways

Mentor provides support by holding a series of meetings with individual student (the meetings number depends on student situation). It means that the support has to be mainly individual and takes place out of classes schedule/hours. During the support pathway student is helped to understand his/her situation and to identify and define an action plan in order to improve it.

In order to help the Mentor in the support action, guides have been designed. The guides also represent the training material addressed to the mentor, to facilitate him/her in carrying out his role.

The guides provide the Mentor with all the information to implement the support paths. They allow Mentor to:

- study the problem together with the student;
- define an action plan and implement it.

Each guide is linked to indicators and to descriptors of monitoring system (see below):

Monitoring programme		EARLY INTERVENTION
INDICATORS	DESCRIPTORS	RELATED GUIDE(S)
Justified Absence	-	GUIDE No.1 Strategies to reduce absenteeism or delays/early dismissal
Unjustified Absence	-	
Justified Delay/early dismissal	-	
Unjustified Delay/early dismissal	-	
Unsatisfactory school results/marks		GUIDE No.2 “Improve school results/marks”
Disciplinary actions/notes	<p>1) Mild measures:</p> <ul style="list-style-type: none"> • annotation; • disciplinary note; • disciplinary note and warned/called parents <p>2) Serious measures</p> <ul style="list-style-type: none"> • disciplinary note and school suspension; • disciplinary note and sent to the Headmaster's office; • disciplinary transfer to a parallel class 	Guide No.3 “Avoid disciplinary actions/notes”
	<p style="text-align: center;">LITHUANIA</p> <p>Mild measures:</p> <ul style="list-style-type: none"> • annotation; • disciplinary note <p>2) Serious measures</p> <ul style="list-style-type: none"> • disciplinary note and warned/called parents • disciplinary note and school suspension; • disciplinary note and sent to the Headmaster's office; • disciplinary transfer to a parallel class; • sent to “Child Welfare Commission”; 	

Monitoring programme		EARLY INTERVENTION
INDICATORS	DESCRIPTORS	RELATED GUIDE(s)
	<ul style="list-style-type: none"> • sent to the social teacher 	
School disengagement	<ul style="list-style-type: none"> • he/she has a low motivation for learning 	GUIDE No. 4 “Increase Motivation for Learning”
	<ul style="list-style-type: none"> • he/she has a low satisfaction in relation to the school and with its own results 	GUIDE No.5 “Raising Satisfaction in relation to the school and school results”
	<ul style="list-style-type: none"> • his/her investment of emotional, intellectual, practice resources, in relation to the school, is reduced 	GUIDE No. 6: “Invest more emotional, intellectual and concrete resources in school”
Extracurricular disengagement	<ul style="list-style-type: none"> • he/she doesn't participate in extracurricular activities organized by the school 	GUIDE No. 7 “Activate Participation in Activities/extracurricular activities”
Learning difficulties	<ul style="list-style-type: none"> • he/she has difficulties in focusing attention on school tasks; 	GUIDE No. 8 “Enhance attention focus on school tasks”
	<ul style="list-style-type: none"> • he/she doesn't persevering in achieving the proposed purpose / objectives; 	GUIDE No. 9 "Develop perseverance in achieving objectives"
	<ul style="list-style-type: none"> • he/she manifests the tendency to move from one activity to another without completing any; 	GUIDE No.10 "Get rid of the tendency to move from one activity to another without completing any"
	<ul style="list-style-type: none"> • he/she does not perform its work independently; 	GUIDE No.11 "Develop independence in school wo performance"
	<ul style="list-style-type: none"> • he/she fails to respond adequately to the teacher's requests, etc 	GUIDE N. 12 "Give appropriate response to the teachers' requests "

Monitoring programme		EARLY INTERVENTION
INDICATORS	DESCRIPTORS	RELATED GUIDE(S)
Poor relational behaviors and socio-emotional skills (coded as “relational skills”)	<ul style="list-style-type: none"> • he/she tends to reject social interactions with his/her classmates; 	GUIDE No.13"Encourage social interactions with classmates"
	<ul style="list-style-type: none"> • he/she develops a non-cooperative / hostile behavior; • he/she tends to self-isolate 	GUIDE No.14 “Strengthen cooperative behavior”
	<ul style="list-style-type: none"> • he/she manifests reduced ability to identify and understand his/her own emotions; 	GUIDE No. 15 “Understanding your own Emotions”
	<ul style="list-style-type: none"> • he/she manifests reduced ability to identify and understand emotions of others; 	GUIDE No. 16 “Wearing the others’ shoes”
	<ul style="list-style-type: none"> • he/she gets angry often; 	GUIDE No.17 “Angry Control”
	<ul style="list-style-type: none"> • he/she manifests a low resistance to stress; 	GUIDE No. 18 “Stress Resilience”
	<ul style="list-style-type: none"> • he/she proves low resilience 	GUIDE No. 19 “Emotional Empowerment”
Low self esteem	<ul style="list-style-type: none"> • he/she wrongly appreciates the difficulty of school tasks, by over-evaluating them; 	GUIDE No. 20 “Strengthen the ability to cope with school tasks”
	<ul style="list-style-type: none"> • he/she manifests a low level of self-confidence; 	GUIDE No. 21 “Increase self-confidence”
	<ul style="list-style-type: none"> • he/she manifests increased vulnerability / sensitivity to criticism; 	GUIDE No. 22 “Diminish vulnerability/sensitivity to criticism”
	<ul style="list-style-type: none"> • he/she avoids to assert his/her opinions / to make decisions, 	GUIDE No.23 “Encourage to assert his/her opinions & to make decisions”
	<ul style="list-style-type: none"> • he/she frequently abandons the proposed tasks. 	GUIDE No. 24 “Ways to undertake the proposed tasks”

Monitoring programme		EARLY INTERVENTION
INDICATORS	DESCRIPTORS	RELATED GUIDE(S)
Personal problems	<ul style="list-style-type: none"> he/she wants to go to work; 	GUIDE No. 25 “Increase awareness of importance of school education for the effective personal and professional development”
	<ul style="list-style-type: none"> he/she has health problems; he/she manifests the need for family reunification; 	GUIDE No.26 “Activating external resources”
Behavioral deviations	<ul style="list-style-type: none"> he/she refuses to respond to the teacher's requests; 	GUIDE No. 27 “Drawing attention strategies”
	<ul style="list-style-type: none"> he/she doesn't comply with the class/school rules; 	GUIDE No.28 “Adjustment to school rules”
	<ul style="list-style-type: none"> he/she makes frauds in the context of evaluation tests; 	GUIDE No. 29 “Individualized test”
	<ul style="list-style-type: none"> he/she frequently interrupts didactic activity; he/she distracts other classmates from didactic activity; 	GUIDE No.30 “Self-regulated tasks performance frames”
	<ul style="list-style-type: none"> he/she leaves the school desk without the teacher's permission 	GUIDE No.31 “Individual school/lessons attendance agreement”
Aggressive behaviors	<ul style="list-style-type: none"> he/she strikes- hurts- hits his/her classmates he/she destroys the belongings-goods of the school / classmates / teachers he/she labels/teases/offends/insults /humiliates/terrorizes classmates; he/she teases / offends / insults teachers 	GUIDE No.32 “Reduce aggressive behaviors”
School allergy	<ul style="list-style-type: none"> he/she manifests physical symptoms / physical pains associated with school problems; he/she develops a feeling of fear, unrealistic, related to everything related to the school environment; he/she shows repulsion towards school / fear of going to school. 	GUIDE No 33 “Tackle school allergy”

The guides will be presented in the whole version in chapter 5 (paragraph 5.4)

4.5 How to evaluate

Evaluation phase, at the end of the support process, concerns:

- evaluation of the support path by the student;
- student's self-assessment;
- assessment of the student's progress by the mentor.

The related three questionnaires are in the next chapter (paragraph 5.3)

5. Support pathway: tools

5.1 Action Plan Model

Below is an action plan model which can be adapted, if needed, in accordance with each individual guide.

ACTION PLAN			
The action plan must be continuously updated during the meetings with the Mentor.			
Student name and surname _____			
School class attended _____			
Mentor name and surname _____			
SHORT-TERM GOALS (list)			DEADLINES
LONG-TERM GOALS (list)			DEADLINES
ACTIONS TO DO			TIMING
ACTION PLAN PROGRESSES GRID (to be updated at each meeting)			
Compared to the planned actions:			
DATE	WHAT HAVE I DONE SO FAR?	WHAT DIDN'T I DO? WHY?	NEXT STEP(s)

5.2 General report on the student support path

The Report must be filled in by the Mentor at each meeting with the student / parent / Access Committee. It must be constantly updated.

General report on the student support path						
Student name and surname: _____						
School class attended: _____						
Mentor name and surname: _____						
Meeting						
Meeting Date (dd / m / y)						
Time of meeting (minutes)						
Meeting place						
Who was the meeting with? (tick the corresponding boxes for your answer(s))						
1) Student						
2) Parents						
3) Whole class						
4) Other teachers						
5) Other school staff						
6) Members of the ACCESS Committee (not belonging to the school), specify _____						
7) Other, please specify _____						
What is the goal of the meeting? (tick the corresponding boxes for your answer(s))						
1. Present the student with the support pathway						

2. Present the pathway to the parent						
3. Present the support pathway to (specify)_____						
1. Reduce absenteeism						
2. Reducte delays/early dismissal						
3. Improving school results/marks						
4. Avoid disciplinary actions/notes						
5. Increase Motivation for Learning						
6. Raising Satisfaction in relation to the school and school results						
7. Invest more emotional, intellectual and concrete resources in school						
8. Improving participation in extracurricular activities						
9. Enhance attention focus on school tasks						
10. Develop perseverance in achieving objectives						
11. To get rid of the tendency to move from one activity to another without completing any						
12. Develop indipendence in work performance						
13. Give appropriate response to the teachers' requests						
14. Encourage social interactions with classmates						
15. Strengthen cooperative behavior						
16. Understanding your own Emotions						
17. Understanding emotions of others						
18. Anger Control						
19. Stress Resilience						
20. Emotional Empowerment						
21. Strenghten the ability to cope with school tasks						
22. Increase self-confidence						

23. Reducing vulnerability/sensitivity to criticism						
24. Increase the ability to assert own opinions and to make decisions						
25. Undertake the proposed tasks						
26. Increase awareness of importance of school education for the effective personal and professional development						
27. Tackling health/family problem						
28. Improve ability to respond to teacher's requestes						
29. Adjustment to school rules						
30. Avoid frauds in the context of evaluation tests						
31. Improving self-regulate tasks						
32. Reduce aggressive behaviors						
33. Tackling behaviors related to the school allergy						

5.3 Evaluation Tools

1) Student Evaluation of the Intervention programme

A.C.C.E.S.S. INTERVENTION PROGRAMME EVALUATION STUDENT QUESTIONNAIRE
Student NAME _____
Class attended _____
Date _____

1. Did you enjoy being part of the programme?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

2. Did the programme help for your general wellbeing?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

3. Did the programme help you feel better at school?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

4. Did the programme help you feel more appreciated in your school?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

5. Did the programme help you feel more understood by your school?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

6. Did the program help you do better in school?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

7. Has the program helped you with the following difficulties....?

PERSONAL DIFFICULTIES				
NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5
SCHOOL DIFFICULTIES				
NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5
FAMILY DIFFICULTIES				
NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

8. Did you enjoy meetings with your Mentor?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

9. Do you feel that you have developed a positive relationship with your Mentor?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

10. Did you apply your Mentor's indications/tips after your meetings?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

11. How satisfied are you with the support you received?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

12. Was your family involved in the program?

YES	
NO	

13. How important was the involvement of your family for you?

NOT AT ALL	LITTLE	ENOUGH	VERY	GREATLY
1	2	3	4	5

14. Do you think it was a good idea for your school to implement this program for students?

YES	
NO	
I DON'T KNOW	

15. Do you think it is a good idea for your school to implement this program next year too?

YES	
NO	
I DON'T KNOW	

16. If you were offered the opportunity to participate in this program again next year, would you be interested?

YES	
NO	
I DON'T KNOW	

17. How much did you like (or not) the following aspects of the program?

	I did not like it	I liked it little	I liked it enough	I liked it very much	I loved it
school's attention to students					
relationship with my Mentor					
results achieved					
participation of my family					
support received					
Other (specify) _____ _____ _____					

18. Please, give us some suggestions to improve the programme. Your ideas are very important to us!

Thank you for your participation!

2) Student self-assessment

Student Self-assessment questionnaire

Student NAME _____
Class attended _____
Date _____

1. How well did I do in the support programme with regard to:

	Poor  Excellent				
	1	2	3	4	5
Motivation					
Active participation					
Commitment					
Fulfillment of commitments					
Meeting deadlines					
Compliance with the rules					
Attitude during meetings with your mentor					
Respect for roles					
Application of Mentor suggestions					

2. Indicates among the following aspects of your path if and at what level did you have difficulties:

	no difficulty	few difficulties	some difficulties	many difficulties	very many difficulties
To acceptance to participate in the program					
To trust Mentor					
To get trust by mentor					

Establish a privileged and openness relationship with mentor					
To be motivated					
To participate actively and proactively					
To compliance with meeting dates					
Keep my motivation high and constant					
Keep my concentration on what me and mentor were doing					
To deliver the tasks / commitments agreed at the previous meeting					

3. Please read and answer the following questions starting from question number 1 up to question number 3

3) How well?						
Please, tick only with regard to the objectives you have reported as "achieved"						
2) What goals have I actually achieved?		Poor Excellent				
Please, tick only objectives you actually achieved						
1) Which of the following goals did I set out myself to achieve through the support program? (to tick)		1	2	3	4	5
Reduce absenteeism						
Reducte delays/early dismissal						
Improving school results/marks						
Avoid disciplinary actions/notes						
Increase Motivation for Learning						

Raising Satisfaction in relation to the school and school results							
Invest more emotional, intellectual and concrete resources in school							
Improving participation in extracurricular activities							
Enhance attention focus on school tasks							
Develop perseverance in achieving objectives							
To get rid of the tendency to move from one activity to another without completing any							
Develop independence in work performance							
Give appropriate response to the teachers' requests							
Encourage social interactions with classmates							
Strengthen cooperative behavior							
Understanding your own Emotions							
Understanding emotions of others							
Anger Control							
Stress Resilience							
Emotional Empowerment							
Strengthen the ability to cope with school tasks							
Increase self-confidence							

Reducing vulnerability/sensitivity to criticism							
Increase the ability to assert own opinions and to make decisions							
Undertake the proposed tasks							
Increase awareness of importance of school education for the effective personal and professional development							
Tackling health/family problem							
Improve ability to respond to teacher's requestes							
Adjustment to school rules							
Avoid frauds in the context of evaluation tests							
Improving self-regulate tasks							
Reduce aggressive behaviors							
Tackling behaviors related to the school allergy							

Thank you for your participation!

3) Student progress assessment by mentor

Student Assessment questionnaire

(to be filled in by Mentor)

MENTOR: _____
Student NAME _____
Class attended _____
Date _____

1) How well did the student do in the support program with regard to:

	Poor Excellent				
	1	2	3	4	5
Motivation					
Active participation					
Commitment					
Fulfillment of commitments					
Meeting deadlines					
Compliance with the rules					
Attitude during meetings with your mentor					
Respect for roles					
Application of Mentor suggestions					

2) Indicates among the following aspects of the student's path if and at what level difficulties have arisen:

	no difficulty	few difficulties	some difficulties	many difficulties	very many difficulties

Get his/her acceptance to participate in the program					
Get his/her trust					
Establish a privileged and openness relationship with him / her					
Motivate him/her					
Get him/her actively and proactively involved					
Ensure compliance with our meeting dates					
Keep his/her motivation high and constant					
Keep his/her concentration on what we were doing					
Get him/her to deliver the tasks / commitments agreed at the previous meeting					

3) Please read and answer the following questions starting from question number 1 up to question number 3

3) How well?						
Please, tick only with regard to the objectives you have reported as "achieved"						
2) What goals has he/she actually achieved?		Poor  Excellent				
2) Which of the following goals did student set out to achieve through the support program? (to tick)		1	2	3	4	5
Reduce absenteeism						
Reducte delays/early dismissal						

Improving school results/marks						
Avoid disciplinary actions/notes						
Increase Motivation for Learning						
Raising Satisfaction in relation to the school and school results						
Invest more emotional, intellectual and concrete resources in school						
Improving participation in extracurricular activities						
Enhance attention focus on school tasks						
Develop perseverance in achieving objectives						
To get rid of the tendency to move from one activity to another without completing any						
Develop independence in work performance						
Give appropriate response to the teachers' requests						
Encourage social interactions with classmates						
Strengthen cooperative behavior						
Understanding your own Emotions						
Understanding emotions of others						
Anger Control						
Stress Resilience						
Emotional Empowerment						

Strengthen the ability to cope with school tasks						
Increase self-confidence						
Reducing vulnerability/sensitivity to criticism						
Increase the ability to assert own opinions and to make decisions						
Undertake the proposed tasks						
Increase awareness of importance of school education for the effective personal and professional development						
Tackling health/family problem						
Improve ability to respond to teacher's requestes						
Adjustment to school rules						
Avoid frauds in the context of evaluation tests						
Improving self-regulate tasks						
Reduce aggressive behaviors						
Tackling behaviors related to the school allergy						

5.4 Guides

The guides are linked to the indicators and descriptors of the monitoring system. The intent is to provide Mentors with practical-operational indications that are:

- referred precisely to the reported problematic behaviors;
- immediately usable by the mentor;
- flexible according to the needs of the school context and of the class one.
- modular according to the needs and objectives both of the student and of the mentor (the mentor, as said, is a school teacher who can teach or not in the class of the supported student). In addition, the guides offer a wide range of resources, to be used individually or in group activities.

Each guide is structured in:

- strategy, that is the underlying intervention logic;
- concrete actions to be implemented with the student and other players;
- tools to be used into the different actions.

Each of the proposed guides can be used either as a whole and step by step by following all the tracks designed; or as a whole but by changing the designed steps' sequence ; or partially by choosing only few steps better suitable for the needs and resources of the school that uses them.

GUIDE	TOOLS
GUIDE No.1 Reduction of school absenteeism, delays/early dismissal	TOOL 1.1: Student Questionnaire
	TOOL 1.2: Self-observation grid
	TOOL 1.3: Student Reflection grid
	TOOL 1.4: School/Lessons attendance agreement
	TOOL 1.5: Participation grid to the extracurricular activity
	TOOL 1.6 Questionnaire for parents
GUIDE No.2 “Improve school results/marks”	TOOL 2.1: Questionnaire for Families
	TOOL 2.2: Learning styles Questionnaire
	TOOL 2.3: The “Diary” project
	TOOL 2.4: Cinema and Motivation Project
	TOOL 2.5: Tangible bolsters: merit annotations
	TOOL 2.6: ESL Evaluation Plan
	TOOL 2.7: Follow-up Questions
GUIDE No.3 “Avoid disciplinary actions/notes”	TOOL 3.1: Student Interview
	TOOL 3.2: To share disciplinary problem definition and make a decision to overcome it

GUIDE	TOOLS
	TOOL 3.3: List of activities in order to build self-control
GUIDE No. 4 “Increase Motivation for Learning”	TOOL 4.1: Learning mapping
	TOOL 4.2: Self-advocacy
	TOOL 4.3: Debriefing questions
GUIDE No. 5 “Raising Satisfaction in relation to the school and school results”	TOOL 5.1: PARSM
	TOOL 5.2: Mapping
GUIDE No. 6: “Invest more emotional, intellectual and concrete resources in school”	TOOL 6.1: Videos/ Posters
	TOOL 6.2: 15 Reflective Questions Every Learner can benefit from using
GUIDE No. 7 “Activate Participation in Activities/extracurricular activities”	TOOL 7.1: Mapping Likes and Tastes
GUIDE No. 8 “Enhance attention focus on school tasks ”	TOOL 8.1: POMODORO technique steps
	TOOL 8.2: Tips on how to improve focus and concentration
	TOOL 8.3: Exercises that improve focus and concentration
	TOOL 8.4: List of activities in order to build working memory and flexible thinking skills)
GUIDE No. 9 "Develop perseverance in achieving objectives""	TOOL 9.1: Learning objective plan
	TOOL 9.2: Student’s learning diary
	TOOL 9.3: A critical incident reflection framework
	TOOL 9.4: Cooperation notebook
	TOOL 9.5: Write a letter
GUIDE No.10 “Get rid of the tendency to move from one activity to another without completing any ”	TOOL 10.1: Wallet Write . . . or Pocket Write
	TOOL 10.2: Mind mapping
	TOOL 10.3: A list of relaxation techniques
GUIDE No.11 “Develop independence in school wo performance”	TOOL 11.1: Tips to organize cooperation with parents
	TOOL 11.2: Student`s individual weekly plan
	TOOL 11.3: Students’ feedback on Mentor's support form
	TOOL 11.4: Reading techniques guide
GUIDE N. 12 "Give appropriate response to the teachers’ requests ”	TOOL 12.1: Broken phone
	TOOL 13.1: How to respect others opinions

GUIDE	TOOLS
GUIDE N.13 "Encourage social interactions with classmates"	TOOL 13.2: Moderate Group work
GUIDE No.14 "Strengthen cooperative behavior"	TOOL 14.1: Non Formal Education Dynamics
	TOOL 14.2: Mutual assistance group activities
GUIDE No. 15 "Understanding your own Emotions"	TOOL 15.1: Mindful Listening exercise
	TOOL 15.2: Mindfulness Techniques
GUIDE No. 16 "Wearing the others' shoes"	TOOL 16.1: Real Life Study Cases
GUIDE No.17 "Angry Control"	TOOL 17.1: NOW, STOP!
	TOOL 17.2: Choose and negotiate
	TOOL 17.3: Deal with provocations
GUIDE No. 18 "Stress Resilience"	
GUIDE No. 19 "Emotional Empowerment"	TOOL 19.1: Mentoring
	TOOL 19.2: They don't want me
GUIDE No. 20 "Strengthen the ability to cope with school tasks"	TOOL 20.1: List of sentences to encourage students
	TOOL 20.2: The diary of the achievements
	TOOL 20.3: Implement various learning methods
GUIDE No. 21 "Increase self-confidence"	TOOL 21.1: Student strengths checklist
	TOOL 21.2: The list of successful tasks
	TOOL 21.3: Building self-awareness activities
	TOOL 21.4: Building positive relationships activities
	TOOL 21.5: Practical confidence-building activity
GUIDE No. 22 "Diminish vulnerability/sensitivity to criticism"	TOOL 22.1: Reflective listening
	TOOL 22.2: "I" model guide
	TOOL 22.3: Meeting emotional needs
	TOOL 22.4: Changing attitudes towards mistakes
	TOOL 22.5: Feedback receiving guide
GUIDE No. 23 "Encourage to assert his/her opinions & to make decisions"	TOOL 23.1: A decision-making model
	TOOL 23.2: Responsibility taking guide
GUIDE No. 24 "Ways to undertake the proposed tasks"	TOOL 24.1: Weekly plan
	TOOL 24.2: Time management tips

GUIDE	TOOLS
GUIDE No. 25 “Increase awareness of importance of school education for the effective personal and professional development”	TOOL 25.1: Discover yourself _You are on the cover
	TOOL 25.2: Discover unique interests, passion, abilities_Lifeline Discovery
	TOOL 25.3: What is the work?
	TOOL 25.4: How does labour market work?
	TOOL 25.5 The advantages to go to school
GUIDE No.26 “Activating external resources”	TOOL 26.1 Student Information Form
GUIDE No.27 “Drawing attention strategies”	
GUIDE No. 28 “Adjustment to school rules”	TOOL 28.1: Behavior Observation Form
	TOOL 28.2: Guided interview form
	TOOL 28.3: Quarterly adjustment to school rules plan
GUIDE No. 29 “Individualized tests”	TOOL 29.1: Self-evaluation sheet
GUIDE No. 30 “Self-regulated tasks performance frames”	TOOL30.1: Guided interview form
GUIDE No.31 “Individual school/lessons attendance agreement”	See TOOL 28.2 and TOOL 1.4
GUIDE No.32 “Reduce aggressive behaviors”	TOOL 32.1: Aggressive behaviors student self-assessment
	TOOL 32.2: Scale for measuring the aggressive behavior
GUIDE No 33 “Tackle school allergy”	TOOL 33. 1: Self observation grid
	TOOL 33.2: Guide for directed discussion

INDICATORS: "ABSENCES, DELAYS, EARLY DISMISSAL"

GUIDE No. 1 Reduction of school absenteeism, delays/early dismissal

STRATEGY	ACTIONS	TOOLS
Questioning the student about her/his time management.	Guide students/ parents/ teachers to answer some questions.	Questionnaires addressed to students (TOOL 1.1) <i>The main goal is to lead the student to revisit his/her behavior</i>

		<i>in order to make it more aware. Indeed some information of the questionnaire is already known by the Mentor, through the ACCESS monitoring app, and are for focusing the student's attention.</i>
Understanding the context in which this behaviour tends to occur while trying to prevent it from escalating.	Asking for the student`s reasons why he or she is absent from school and the times when he/ she is most likely to do it.	Student self-observation grid (TOOL 1.2).
Supporting the studente and to stimulating her/his commitment	Guide student to reflect on the following matters: - <i>Do you want engage yourself in order to face with this issue?</i> - <i>What are your ways of arriving on time?</i> - <i>Do you have friends who manage their time well?</i> - <i>How do they do it?</i>	Student Reflection grid (TOOL 1.3).
An individual agreement with student or/and family	Step by step planning to initiate changes in school attendance	Agreement template (TOOL 1.4)
Involving the student in a stimulating project at school, where he/she could make his/her contribution.	Developing an extracurricular activity/ an ad hoc project.	Participation grid to the extracurricular activity (TOOL 1.5).
(Optional on the basis of the situation seriousness) Involving parents	Organize an ad hoc meeting with the parents or contact them by phone	Questionnaire addressed to parents (TOOL 1.6).

TOOL 1.1: STUDENT QUESTIONNAIRE

The questionnaire can be filled (in written way) or faced with in oral way (always with Mentor's SUPPORT)

Please answer the following questions honestly:

Q1 Do you know what happens when a student misses classes unjustifiably for a longer period of time or she/he is repeatedly late for school?

- a. The parents are called at school.
- b. The student`s behaviour grade is lowered due to his/her many absences.
- c. The student is expelled.
- d. Nothing really happens to him/ her.
- e. Something else, what? _____

Q2 Please mention some of the reasons why you unjustifiably skipped classes/ were late for school

- a. I`m not interested in school.
- b. I don`t like some of the teachers.
- c. I had better miss a class/ be late for at least one half of the lesson and say I had a problem than get a bad mark.
- d. I can handle it, I can get some medical exemptions.
- e. Some other reason, which one? _____

Q3 How often do you miss classes unjustifiably/ are unjustifiably late for classes?

- a. 1-3 hours per week
- b. 3-6 hours per week
- c. 6-9 hours per week
- d. 9-12 hours per week
- e. 12-15 hours per week
- f. More than 15 hours per week

Q4 What do you think might help you avoid missing classes?

- a. My classmates` encouragement.
- b. My teachers` appreciation.
- c. A better relationship between the head teacher and the students.
- d. Some more attractive and interesting lessons.
- e. Something else, such as? _____

Q5 In your opinion, the school represents: (choose one single option)

- a. A place where I study.
- b. A place where I could socialise/ spend time with my friends/ colleagues.
- c. A way to succeed in life.
- d. Something unimportant.

Q6 To what extent do you think your absences and your repeated delays/early dismissal have an impact on: (* choose the degree of influence for each and every option: *To a very great extent (X) To a great extent (X) To a small extent (X) Not at all (X)*

	To a very great extent	To a great extent	To a moderate extent	To a small extent	Not at all
LEARNING QUALITY (what I can learn)					
SCHOOL RESULTS					
SOCIAL SUCCESS					
DECISION TO LEAVE SCHOOL					
RELATIONSHIP WITH MY COLLEAGUES					
RELATIONSHIP WITH MY TEACHERS					
RELATIONSHIP WITH MY FAMILY					
OTHERS, WHICH ONES? _____					

Q7 What is the class (lesson) you skip more often than not and why?

***Specify the class lesson and then choose the answers that match your options (choose 2 options)**

Class/Lesson: _____

- a. The school subject is too complex, I don't understand it.
- b. I don't understand the teacher's explanations.
- c. I simply don't like the school subject.
- d. I can't do my homework assigned for this school subject.
- e. The lessons are boring.
- f. The teacher's requests are exaggerated.
- g. The relationship with the teacher is critical (I'm afraid to be humiliated in front of my colleagues).
- h. I'm afraid of getting a bad mark; I don't feel prepared, I would like to avoid a bad grade.
- i. Conflict with a classmate/ with the classmates.
- j. Fatigue.
- k. Some other reason. Which one? _____

Q8 Who do you spend your time with when you skip classes/lessons?

- a. My friends.
- b. My boyfriend/ my girlfriend.
- c. My colleagues.
- d. Nobody, I remain alone.
- e. Some other person. Who?

Q9 Are you acquainted with the rules enclosed in the school regulations concerning the sanctions applied to the students with a large number of unmotivated absences/delays/school early dismissals?.

- a) Yes.
- b) No.

Q10 Do you think that the sanctions enclosed in the school regulations may help to diminish absenteeism/delays/early dismissal in the future?

- a) Yes
- b) No
- c) I don`t know.

(the information mentioned below must also be reported by the Mentor on the Support grid)

Student Name Surname: _____

School class attended: _____

Mentor Name Surname: _____

TOOL 1.2: SELF-OBSERVATION GRID

The self-observation grid can be provided to the student (and discussed at the next meeting with the Mentor) or used directly during the meeting (s) with the mentor

Student Name Surname: _____

Mentor Name Surname: _____

Q1 How do you usually feel after having skipped class (lesson)/ when you come late for school?

Q2 What do you do when you skip lesson/class?

Q3 Where do you usually go when you skip lesson/class?

Q4. List three things that would have avoid your unjustified/unmotivated absences / your unjustified school delays/early dismissal

1) _____

2) _____

3) _____

TOOL 1.3: STUDENT REFLECTION GRID

The grid can be filled (in written way) or faced with in oral way (always with Mentor's SUPPORT)

Student Name Surname: _____

Mentor Name Surname: _____

Q1 Do you want commit yourself to arrive on time at school/ not to have unmotivated/ unjustified absences? Whether yes or no, explain why

Q2 What are the advantages and disadvantages if you decide to commit yourself?

Advantages	Disadvantages

Q3. What are the advantages and disadvantages if you decide not to commit?

Advantages	Disadvantages

Q4. If you want to commit yourself, in what way? Please, list 2/3 things you'll commit yourself to do.

TOOL 1.4: SCHOOL/LESSONS ATTENDANCE AGREEMENT

An example

2020 _____ No-__

The school X (name, address), represented by (name/position)and
the student (name/ grade)
..... and students
'representative (name of family member/trustee)

AGREE:

The school agrees:

- To provide additional support in (for *example: special psychological assistance*)
- To guarantee (for *example: safe environment, confidence*)
- To inform timely (for *example: about noticed deviations*)
- To communicate (for *example: with the student/family members by a certain means*

The student agrees:

- To come to the school on time.....
- Not to leave lessons without permission.....
- To inform about intention not to come to the school and present the reason.....
- To communicate with teacher/mentor about personal issues.....
- To take teacher/mentor/specialist support in.....

The students' representative agrees:

- To support this agreement.....
- To communicate with.....by means of
- To cooperate in.....

The school representative (name)..... Signature
The student (name)..... Signature
The student's representative..... Signature

TOOL 1.5 PARTICIPATION GRID TO THE EXTRACURRICULAR ACTIVITY

NO.	DATE AND TIME	TITLE OF THE ACTIVITY	PLACE OF THE ACTIVITY	ORGANIZER/TEACHER COORDINATOR	PARTICIPANT'S SIGNATURE
1.					
2.....					

TOOL 1.6 QUESTIONNAIRE TO PARENTS
 Questionnaire can also be administered by telephone, through a call from the mentor

Q1 Are you acquainted with your son's/daughter's absences(or delays/early dismissals) from school?

YES NO

Q2 How many classes did he/she skip unjustifiably in the last month?

- a. None.
- b. 1-5 classes.
- c. 5-10 classes.
- d. more than 10 classes.

Q3 What is the reason why your son/daughter skips classes unjustifiably?

- a. He/she is influenced by his/her colleagues.
- b. He/she is influenced by his/her friends.
- c. He/she doesn't like a particular subject.
- d. He/she doesn't like the teacher.
- e. He/she is tired.
- f. An absence is better than a bad grade.
- g. He/she isn't influenced by anything.
- h. Some other reason: _____

Q4 Who are the persons your son/daughter spends time with when he misses classes?

- a. His/her colleagues.
- b. His/her school friends.
- c. Nobody.
- d. His/her friends from outside of school.
- e. Other persons, who? _____

Q5 Where does your son/daughter go to when he misses classes?

- a. He/she goes home.
- b. He/she goes to the park.
- c. He/she goes to a bar/ club.
- d. He/she goes to a place where he can have Internet access.
- e. He/she goes home to a colleague.
- f. Others, which ones? _____

Q6 How does your son/daughter usually motivate his/her absences?

- a. He/she uses real medical exemptions.
- b. He/she uses fake medical exemptions.
- c. He/she uses fake exemptions from the parents.
- d. He/she talks to the teacher.
- e. He/she doesn't motivate them.
- f. I don't know.

Q7 What is your son's/daughter's attitude towards unjustifiably missing classes?

- a. He/she thinks it is good to miss classes once in a while.
- b. Absenteeism is caused by teachers.
- c. He/she doesn't do any harm if he misses some classes.
- d. Absenteeism may have bad consequences on school success.
- e. Absenteeism leads to a lower conduct mark.
- f. Others: _____

Who replied to the questionnaire (specify if mother / father / grandfather / grandmother / etc ..) _____

Student Name Surname: _____

School class attended: _____

Mentor Name Surname: _____

INDICATOR: "UNSATISFACTORY SCHOOL RESULTS/MARKS"

GUIDE No. 2 "Improve school results/marks"

This guide aspire to investigate the metacognitive aspects, in other words examine in depth the student's thoughts in order to know his/her learning processes and to avoid school unsuccess linked to lack of interest for learning, attitudes of little commitment or refusal of school tasks and activities.

STRATEGY	ACTION(s)	TOOLS
Promote the involvement of the student to the solution of the tasks and the participation to school activities.	Individual and private conversation with Mentor and/or the coordinating teacher of the class convocation of the student's family	Analysis of the student's personal files kept at school Conversation with the student's parents / family questionnaire (TOOL 2.1)
Encourage the student to do his/her homework	Didactic help desk (support for school work in the afternoon); Psychological support (when Mentor and teachers believe it is appropriate).	Questionnaire to examine in depth of the student's learning style (TOOL 2.2) The "Diary" project – reflection on emotions / moods / situations/ ability to listen (TOOL 2.3) "Ad hoc" meeting of the Coordination Committee of the A.C.C.E.S.S. system, which is composed by other professionals too beyond teachers, in order to activate an intervention on psychological aspects.
Motivate the student to get involved in school activities; Encourage the student to do and start an activity proposed; Motivate the student to complete the activity started	Alternative curriculum course (strengthening of laboratory activities and projects) Extracurricular laboratory projects	"Cinema and Motivation" Project (TOOL 2.4) Tangible bolsters: merit annotations (TOOL 2.5) (Also see strategy proposed in the GUIDE No. 7 Activate Participation in extracurricular activities)
Provide guidance support along the school year	Evaluation of changing course or school	Early School Leaving Evaluation Plan (TOOL 2.6) Follow-up Questions (TOOL 2.7)

TOOL 2.1 “ Questionnaire for Families”

Tool can be provided to the family members (and discussed at the next meeting with the Mentor) or used directly during the meeting between the Mentor and the family. It can also be administered by telephone, through a call from the mentor

1. Composition of the family unit:

Father, Mother, Son, Daughter, Grandfather, Grandmother, other.

Please, underline the terms you are interested in

2. Number of the family members:

2	3	4	5	6	
---	---	---	---	---	--

Please tick the number you are interested in

3. Residence:

Please, write the name of your City of residence

4. Role of the declarant: Parent.....Brother.....Sister.....Uncle/Aunt
Guardian..... other

Please, underline the terms you are interested in

5. Types of job of the declarant:

occasional regular seasonal

Please, underline the terms you are interested in

6. Schooling of your child

- **Primary School: regular attendance - positive results**

Please, underline the terms you are interested in

- **Primary School: irregular attendance - negative results**

Please, underline the terms you are interested in

- **Secondary School: regular attendance - positive results**

Please, underline the terms you are interested in

- **Secondary School: irregular attendance - negative results**

Please, underline the terms you are interested in

- **Secondary High School: regular attendance - positive results**

Please, underline the terms you are interested in

Secondary High School: irregular attendance - negative results

Please, underline the terms you are interested in

Repeated school years

Number of Primary School repetitions

Number of Secondary School repetitions

Number of repetitions of Secondary High School

Please, write a number

7. Reasons underlying the phenomenon of school dropout (Please tell it briefly)

- School aspects:

Suggested terms: interest, motivation, school attendance, school absences, school subjects

- Psychological aspects:
Relationship with classmates, with teachers, with other school figures

- Bullying

8. The declarant or other figure:

1) Do you know the number of the hours dedicated to the afternoon study?

YES	NO
-----	----

2) Do you have a password to control school absences, school marks, or disciplinary reports?

YES	NO
-----	----

3) How often do you check your previous data?

Daily	Weekly	.Monthly
-------	--------	----------

4) Does the declarant know the school-family co-responsibility agreement?

YES	NO
-----	----

5) Does the declarant, if not satisfied with the school results of his/ her child, state that he contacted the school?

YES	NO
-----	----

6) Has the declarant received the due care from the school?

YES	NO
-----	----

9. What remedies or school agreements did you agree to carry out with the help of the school and the active involvement of the learner? (Please, tell it briefly)

10. What are the learner's extracurricular activities?

Sports ActivitiesRecreational Activitiesmobile phones / Games
Work.....Friendship.....other

11. How much time do you spend on these extracurricular activities?

One hour.....Two hours.....Three hoursother.

TOOL 2.2: “LEARNING STYLES QUESTIONNAIRE ”¹

This tool, and its results, should be shared and used with the teachers of the class, or at least with those of the subjects in which the monitoring shows that unsatisfactory school marks have been registered.

In addition, it integrates with the other intellectual output developed by the partnership “TOOLKIT_Supportive teaching and assessment strategies”- Erasmus+ A.C.C.E.S.S project (Cod. 2018-1-IT02-KA201-048481)

The following statements describe some study habits and ways of learning. Decide to what extent each statement applies to you, mark the numbers (0-4) according to the way you study.

0 = none 1 = little 2 = moderate 3 = high

1	When I study, if I underline or highlight words or sentences, I tend to focus more	0	1	2	3
2	I like to work without planning everything from the beginning, but making the necessary changes as I go along	0	1	2	3
3	I prefer the teacher who gives homework that everyone can do as they want to	0	1	2	3
4	I find it difficult to understand a word or a concept if they don't give me any examples	0	1	2	3
5	Charts and diagrams without written explanations make me confused	0	1	2	3
6	I prefer tasks to be carried out step by step, completing a task before starting the following one	0	1	2	3
7	I remember a topic better if I can have some direct experience, for example doing a lab experiment, building a model, doing research, etc.	0	1	2	3
8	I'd rather learn by reading a book than listen to a lesson	0	1	2	3
9	I'm happy if I understand the general ideas of a topic, leaving out the details	0	1	2	3
10	I can better understand a topic talking about it with someone, rather than just reading a text	0	1	2	3
11	I like the group work	0	1	2	3
12	When I learn from a book, I focus on pictures, charts and maps rather than reading the written text	0	1	2	3
13	If I have to report or tell something, I dwell on the details	0	1	2	3
14	I can easily follow someone speaking even if I don't look them in the face	0	1	2	3
15	I can better understand the task instructions if they are provided in writing	0	1	2	3
16	If we have to work in groups, I would prefer the teacher to decide about the group formation	0	1	2	3
17	During the lesson or the discussion of a topic, writing or drawing something helps me focus on the moment	0	1	2	3
18	I learn and remember more when I study on my own	0	1	2	3

¹ Source: Mariani L. 2000. Portfolio. Strumenti per documentare e valutare cosa si impara e come si impara. Zanichelli, Bologna.

19	During a group work, I would prefer the teacher to let us divide the tasks within the group	0	1	2	3
20	I organize my time, both for studying and for doing other activities	0	1	2	3
21	When I read a text, I create mental images of the story, the characters or the ideas	0	1	2	3
22	When I study, I need frequent breaks and physical movement	0	1	2	3
23	At the end of a group work I feel like I learned much more than if I had worked on my own	0	1	2	3
24	I prefer the exercises with only one correct solution or answer (<i>translator's note: objectivity</i>) to those more "open" and "creative" (<i>translator's note: subjectivity</i>)	0	1	2	3
25	When I work in the class with a friend or in a group, I feel like I'm wasting my time	0	1	2	3
26	I find it easier to remember pictures and illustrations in a book if they are brightly printed out	0	1	2	3
27	I learn more starting from a general overview of the whole, rather than from the details and the specific aspects	0	1	2	3
28	I would prefer a rule or a theory to be clearly explained before being applied to examples or exercises	0	1	2	3
29	I make drawings and diagrams in order to understand a text more clearly	0	1	2	3
30	I learn more listening to the lesson in the class than studying at home	0	1	2	3
31	I don't like reading or listening to instructions, I prefer to start working on a task immediately	0	1	2	3
32	I can understand the task instructions more clearly, if they are given verbally and not only in writing	0	1	2	3
33	If a task has to be carried out in groups, I would prefer the students themselves to decide about the group formation	0	1	2	3
34	I take notes during the teacher's explanations and the class discussions, and then I reread them on my own	0	1	2	3
35	I find it quite easy to summarize everything that has been said during a class discussion	0	1	2	3
36	When I study, I'm more focused if I read or report about something out loud	0	1	2	3
37	I learn more at home than at school	0	1	2	3
38	If I have to decide if something is right or wrong, I rely more on my instinct rather than on the logic	0	1	2	3
39	I prefer to learn watching a video or listening to a CD rather than reading a book	0	1	2	3
40	When I study a textbook, I take notes or make a summary	0	1	2	3

SCORE CALCULATIONS

Write down the score for each statement and then calculate the total score

AREA A							
Statement No.	Score						

5		4		10		1	
8		12		14		7	
15		21		32		17	
34		26		36		22	
40		29		39		31	
<i>Total Visual/verbal style</i>		<i>Total Visual/non-verbal style</i>		<i>Total Auditory style</i>		<i>Total Kinesthetic style</i>	
<i>Total Area A:</i>							
AREA B				AREA C			
<i>Statement No.</i>	<i>Score</i>	<i>Statement No.</i>	<i>Score</i>	<i>Statement No.</i>	<i>Score</i>	<i>Statement No.</i>	<i>Score</i>
6		2		3		11	
13		9		16		19	
20		27		18		23	
24		35		25		30	
28		38		37		33	
<i>Total Analytical style</i>		<i>Total Global style</i>		<i>Total Individual style</i>		<i>Total Group learning</i>	
<i>Total Area B:</i>				<i>Total Area C:</i>			

CALCULATE THE PERCENTAGE VALUES

AREA A					
Visual/verbal	Total Visual/Verbal x 100 ÷ total Area A	=%	Visual/non-verbal	Total Visual/non-verbal x 100 ÷ total Area A	=.....%
Auditory	Total Auditory x 100 ÷ total Area A	=.....%	Kinesthetic	Total Kinesthetic x 100 ÷ total Area A	=%
AREA B			AREA C		
Analytical	Total Analytical x 100 ÷ total Area A	= %	Individual	Totale Individual x 100 ÷ total Area C	= %
Global	Total Global x 100 ÷ total Area B	= %	Group	Total Group x 100 ÷ total Area C	= %

SCORE INTERPRETATION

The different learning styles vary from person to person, but they can be summarized into some main categories. This questionnaire highlights the following learning styles:

AREA A: *visual/verbal, non-visual/verbal, auditory or kinesthetic*: it consists of sensory channels through which we perceive the outside world. Those who have an inclination for the visual/verbal style learn best by reading. Those who have an inclination for the visual /non-verbal by looking at pictures, diagrams etc. and those who prefer kinaesthetic, by making their own experience

AREA B: *Analytical or global*: it consists of ways of processing the information. People with an analytical inclination tend to prefer the logical and systematic reasoning based on facts and details; those who prefer the global style tend to look at things synthetically, relying on their intuition and the general aspects of a problem.

AREA C: *Individual or group*: it is the natural inclination for individual or group work/activity. Most people show a certain inclination for a specific style, for example, a person may prefer an auditory style, a global or a group one; another may prefer a visual/verbal, an analytical and an individual one, and so on.

It does not mean that, if necessary, we cannot use different styles; actually, the best way to learn involves the ability to use one's own style along with different styles, depending on the needs.

The following descriptions, and the related suggestions, might be useful to take full advantage of your own style. Read the strategies suggested for the other styles as well, you may find some of them interesting and it will be worth trying to put them into practice.

AREA A

VISUAL VERBAL STYLE

You'd rather *see* what you have to learn and rely mostly on the oral communication. For instance, you may find it useful:

- * read the instructions rather than listen to them
- * take notes of what the teachers say
- * watch things written on the board
- * use textbooks rather than listen to a lesson

Suggested strategies

- * take notes during the lesson and then re-read them at home, copying and reordering them can help you remember more
- * before studying the chapter of a book, read carefully the titles, the subtitles and the figure captions
- * write a summary of what you've read or listened to
- * take notes of the instructions for the homework
- * study and read quietly (*not* out loud)
- * underline and highlight with symbols or abbreviations the main ideas in a text, summarize them, in your own words, on the sides of the paragraphs. Write explanations near charts or diagrams.
- * write down a list of the things you want to remember
- * ask your teacher for written instructions and explanations
- * look into the face of those who are talking to you, this may help you concentrate

- * in the classroom, sit near the teacher and the board

VISUAL-NON VERBAL STYLE

You'd rather *see* what you have to learn, but relying mostly on the non-verbal language (pictures, images, symbols, charts, diagrams etc). For instance, you may find it useful:

- * go through a book and look at the pictures
- * Learn by doing something rather than read or listen to instructions
- * watch a film about a certain topic rather than listen to a lesson or a class discussion
- * rely on your visual memory in order to remember places, people, events and circumstances

Suggested strategies:

- * draw pictures, charts, diagrams in order to remember words and concepts and to summarize what you have read or listened to
- * use coloured markers in your notes
- * before studying the chapter of a book, read carefully the titles, the subtitles and the figure captions
- * create mental images of what you are reading or listening to, so that you can increase understanding and better remember the information given only orally
- * use symbols and abbreviations
- * ask your teacher for practical examples of difficult concepts and examples on how to perform a task
- * look into the face of those who are talking to you, this may help you concentrate

AUDITORY STYLE

You'd rather *listen* to what you have to learn. For instance, you may find it useful:

- * listen to a lesson rather than read the textbook
- * read out loud
- * repeat mentally
- * take part in class discussions
- * work with a friend or a group
- * listen to a demonstration of how something should be done rather than read written instructions

Suggested strategies:

- * before studying the chapter of a book, read carefully the titles, the subtitles and the figure captions
- * tell someone what you have learnt, let people ask you questions
- * read and summarize the main ideas out loud; if this is not possible, try "to hear" the words in your mind while reading them
- * say the solution to a problem out loud before writing it down
- * record the lessons and your notes and then listen to them
- * ask your teacher for oral explanations and instructions
- * work with a friend

KINESTHETIC STYLE

You'd rather work on *practical* activities. For instance, you may find it useful:

- * have a direct experience of a problem
- * perform a task without even reading/listening to the instructions

- * move around while you are studying
- * use gestures during a conversation
- * work with a friend or a group
- * have direct experiences inside and outside the school, such as research, interviews, lab experiments.

Suggested strategies:

- * take notes while you listen to a lesson or study at home; writing down can help focus on the topic
- * before studying the chapter of a book, look at the pictures, read introductions or summaries, if any, carefully consider the titles, words in bold or italic
- * add charts and diagrams to your notes
- * highlight the main ideas of a text, then summarize them in your own words on a separate sheet of paper
- * plan your learning in a way that you can alternate work periods with the breaks you need
- * divide a great task into small tasks, and vary the activities so that you don't have to do the same thing over a long period
- * when you are at home, look for the positions and the movements that can help you concentrate more while studying, for example, you can alternate sitting with walking
- * when you are in your classroom, try to make some movements (even only with your hands), obviously without disturbing your classmates
- * study with a classmate

AREA B

ANALYTICAL STYLE

You'd rather deal with a problem breaking it up and considering each part one by one. For instance, you may find it useful to:

- * think logically, relying on specific facts
- * focus on the differences among things
- * move forward in a linear way, step by step
- * perform tasks in a systematic way
- * plan what you have to do in advance
- * make good/better use of your time either for studying or doing other activities
- * overcome distractions (music, for instance) when it's time to study
- * have and keep to time limits within which a task has to be performed

Suggested strategies:

try to take advantage of your strengths, like the ones listed above, but also try to understand the advantages of a more *global* style; for example:

- * try to consider a problem a whole
- * summarize the details of a topic in a way you have a comprehensive view
- * do not overlook your feelings and what your intuition tells you to do
- * try to express and tell what you know even if you don't have all the information you need
- * share your ideas and thoughts with your classmates and teachers

GLOBAL STYLE

You'd rather consider a problem as a whole. For instance, you may find it useful to

- * summarize frequently what you are learning
- * focus on the similarities among things
- * make decision in an intuitive way, relying on your feelings
- * do multiple tasks at once
- * decide what to do as the work progresses, rather than plan everything in advance
- * avoid planning rigidly the time for studying or for doing other activities

Suggested strategies

try to take advantage of your strengths, like the ones listed above, but also try to understand the advantages of a more *analytical* style; for example:

- * try to schedule your time, taking notes of the deadlines and deciding the order in which you want to perform the tasks
- * Focus on a particular task, thus avoiding getting lost in other directions
- * in addition to the overall view of a problem, analyse the information you have and supplement your comprehensive vision with the necessary details
- * try to make decisions not only relying on your intuition, but also carefully considering the facts and the logical ties
- * read carefully the instructions of the task and try to figure out how to move forward before you start working
- * share your ideas and thoughts with your classmates and teachers

AREA C

INDIVIDUAL STYLE

You prefer working on your own and carrying out an *individual* study to working in pairs or groups. You learn better from textbooks at home than working with the others at school

Suggested strategies

- * Please note that sharing and exchanging views with your teachers and classmates may be very useful; it takes nothing away from your personal learning style, but it gives you the chance to learn different opinions, ways of thinking and doing things what the others say and compare it with what you know or think

GROUP STYLE

You prefer learning in class to working at home, pair or group activities to individual work. You'd rather discuss topics with your classmates than learn from textbooks on your own.

Suggested strategies

- * Interactivity and group work have many benefits, but the individual study is also very important to review and deepen what you are learning in your mind and in a personal way
- * make the most of the time you work both in class and at home, for example organizing your work tools (textbooks, notebooks, etc.) and making summaries of what you are studying

Diary

*Devo liberarmi del tempo
e vivere il presente giacché
non esiste altro tempo che
questo meraviglioso istante.*

Alda Merini

***"I have to get rid of time and live in the present,
since there is no other time than this wonderful moment"***
(Alda Merini Italian poetess and writer)

THE DIARY PRESENTS ITSELF

Ehm...

Ehm....

Excuse me?

Yes, yes,

I'm talking to you!

To you that are reading
me at this moment with
amazement!

Are you surprised,
afraid, embarrassed?

Well,

perhaps it is not everyday that we hear ourselves
called from...

yes: who? Who am I?

Let's make it plain: I'm not a SCHOOL DIARY! I don't live in a rucksack,
I'm not used for writing down your homework.

I'M A DIFFERENT KIND OF DIARY: A SORT OF PERSONAL DIARY.

<< You can write in complete freedom whatever you are thinking >>

Your diary won't say a word!

A DIARY, HOW MANY EMOTIONS!



ACCEPTING THE LEAST NICE ASPECTS OF A SITUATION OR OF AN EVENT IS DIFFICULT, BUT IT IS FUNDAMENTAL TO DO SO, IN ORDER TO UNDERSTAND AND TO TRY TO IMPROVE ONESELF.

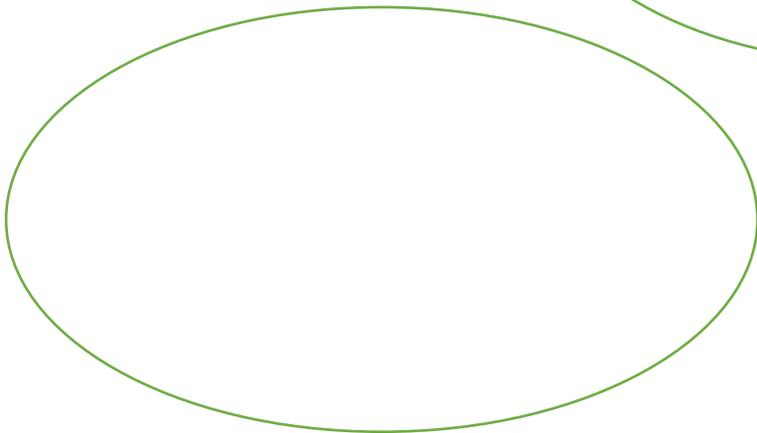
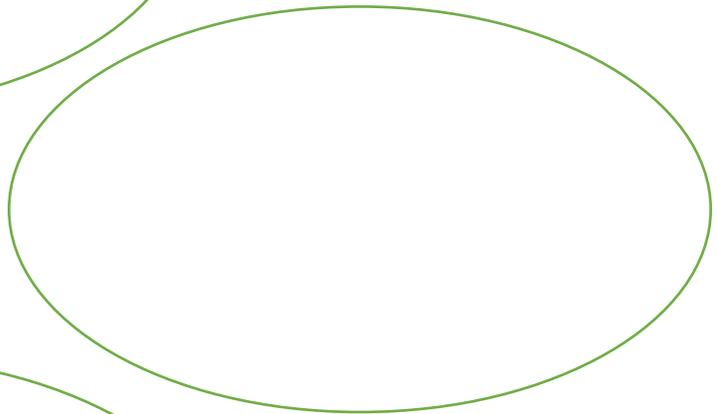
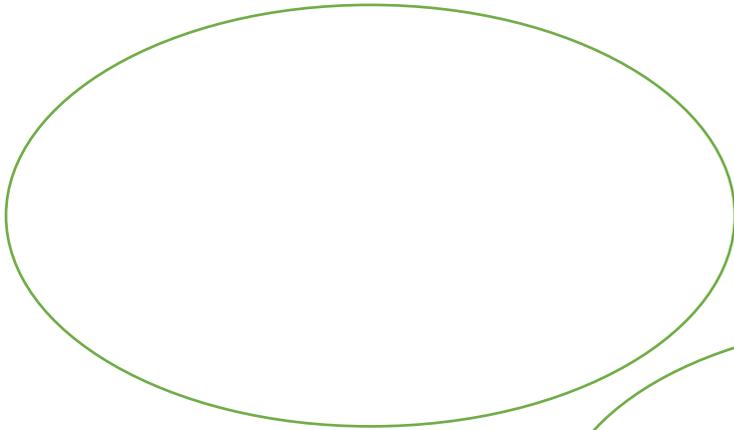
Note down an event you cannot
change
and that you don't like

You accept it

You don't accept it



THESE ARE YOUR STONES, THOSE THAT YOU CARRY WHEN YOU ARE SAD. WRITE INSIDE EACH OF THEM WHAT SADNESS MAKES YOU FEEL.



I felt -----

When?-----

This emotion made me feel very bad? -----

My emotion has communicated something negative about me to other people?

My emotion manifested itself in a very intense way?

My emotion has made me act in a negative and counterproductive way?

If you have answered with a “yes” to three or more questions, it means that it has been a harmful emotion on which it is worth working on , in order to transform it in a useful emotion.

**A DIARY MAKES YOU REFLECT ON.....
YOURSELF**



1) There are different opinions on school. Which of them do you agree with?

- a) School is useful especially for those youngsters that still don't know what to do.
- b) School still offers many things to who engages in it.
- c) It is useless to study, as a diploma doesn't help you find a good job.
- d) School doesn't keep up with the times.
- e) School teaches you to take part in social life.

2) With which criterion did you choose your high school?

- a) I was interested in the subjects.
- b) It offers more possibilities to find a job than other schools.
- c) Advised by my teachers at middle school.
- d) I have followed by friends' choice.
- e) Advised by my parents.
- f) It is a diploma that I can use to work with my parents.
- g) It was the school closest to home.
- h) Other reasons.

3) How important is the participation to school activities for you?

- a) A lot
- b) Rather
- c) A little
- d) Not at all

4) Which aspects don't you like of the school you attend?

- a) Teachers don't consider their students' personality.
- b) The teachers are too strict.
- c) The lessons and the explanations are too difficult.
- d) There isn't a real relationship with the teachers.
- e) I have difficulties in getting along with my schoolmates.
- f) Listening to the lessons and studying bore me.
- g) I need more explanations from my teachers.
- h) I don't see problems.
- i) Other aspects.

5) In your opinion which characteristics should teachers have?

- a) A good teaching method.
- b) Inflexibility and strictness.
- c) Capacity to establish a good relationship with their students.
- d) Little inflexibility in teaching.
- e) Competence and knowledge of the subject they teach.
- f) Respect for their students' opinion.
- g) Ability to talk about extra – scholastic topics.
- h) Attention to the students' needs.
- i) Other characteristics.

6) Which are the reasons that distract you at school and that don't encourage you to take part in school activities?

- a) Family problems.
- b) I feel insecure.
- c) I have no desire to study
- d) I realize I need more explanations from my teacher.
- e) I realize I'm not able to carry out the activities because I haven't got a good method of studying.
- f) I can't concentrate.
- g) I'm afraid of grades.

7) If you have got a problem at school, who do you talk with?

- a) With my schoolmates.
- b) With my family.
- c) With my teachers.
- d) With my friends.
- e) Other people.
- f) Nobody.

8) Is studying important for you?

- a) A lot
- b) Rather
- c) A little
- d) Not at all

9) How much time do you usually dedicate to studying?

- a) none
- b) 30 min
- c) 1 hour
- d) 90 min.
- e) 2 hours

f) 3 hours

g) 4 hours

10) At home, when you study, what distracts you some much that at the end you don't do your homework?

a) Family problems

b) I feel insecure

c) At home there is too much chaos to study

d) I haven't got much desire to study.

e) I realize I need more explanations from my teacher.

f) I don't know how to study, I haven't got a method of studying.

g) I can't concentrate, I study little and badly.

h) I'm afraid of grades.

i) My friends convince me to go out.

l) My phone and other things

MY DIARY LISTENS TO ME

<<In jazz everybody wants to play in a different way. You must learn to listen to different ways of doing things. And since you play with other people, you have to tune with them. And it is when you are "a tempo" that you know when you should stay quiet and when you should be assertive. You are able to decide when your sound is the answer to the other's sound and when to let the invention start.>>

Wynton Marsalis

You have surely heard people of whatever age say : "*You don't listen to me*>>, or: << *Please listen to me!*>>. These are statements that put in evidence how important being able to listening is in order to understand each other.

READ THIS NOT LITERARY TEXT

I feel very happy when I succeed in “*listening*”, that is to hear and really understand somebody. The capacity of listening is equivalent to perceiving not only the words, but also the thoughts, the frame of mind and what my speaker really wants to transmit to me. I have realized that, while I listen in this way, the person in front of me looks at me with gratitude and relaxes, revealing the desire to give me more information about him/her and his/her world.

I like listening and, in turn, I like being listened by other people because it gives me the strength to accept feelings and emotions that are otherwise unbearable. If, after trying to express to another person something deeply private and personal, the latter doesn’t understand my message, I feel frustrated and I want to withdraw into myself.

Source: Adaption from Carl Rogers, *Freedom To Learn, Firenze, Giunti Barbera, 1973*

Are you able to listen.....? Answer the following questionnaire:

		Always 3	Sometim es 2	Never 1
1	You listen to the person who is talking without interrupting him/her			
2	You have eye contact with the person you are talking to			
3	You smile to the person you are talking to			
4	You ask questions to understand better what he/she is saying			
5	You accept what he/she is saying without criticizing			
6	You imagine in advance what he/she is going to say			
7	You interrupt the discourse with inappropriate questions and jokes			
8	You think about something else while he/she is talking to you			
9	You pretend you don’t understand what he/she is saying to you			
10	You answer back without waiting for him/her to finish talking			

Your total score is -----

If your score is less than 20 it means that you still have work on your way of listening because you haven’t got the basic competences that makes you a good listener.

In which aspect do you think you should improve (it could be useful to look back to the questionnaire and identify which listening behaviour had a low score).

Can you think about a story, a film that underlines the difficulty to be listened to and the consequences deriving from it?

Have you ever had the sensation that people aren't listening to you? How did you react. Please talk about it.

The Diary gives you the possibility to pull out all that you have got inside and that <<blocks>> you, that doesn't gives you the opportunity to express yourself as best as you can, both at school and at home or with your friends.

In a room of your school you will find a <<secret box>> in which you can put, anonymously, your thoughts, your worries, your fears, that is all the emotions that cause you a sense of frustration, the cause of your negative thoughts. Only if you remove those thoughts, you will find the motivation again and you can deal with your life tranquilly.

TOOL 2.4 "Cinema and Motivation Project"

The motivation to study, according to students who attend high school and are at risk of Early school Leaving, proves to be changeable and variable, so it can show it in the following ways:

1) Many students find it difficult to maintain motivation over time. They start school with great enthusiasm, but they highlight more or less long periods of abandon during their school career with inconstant frequency, poor study and failures.

2) Other students, on the other hand, find it difficult to motivate themselves and to find the necessary stimuli in themselves or in what surrounds them, and as a result they feel apathetic and bored and for this reason, they often change the course of their study to try to get out of this spiral.

3) Others, finally, are able to motivate themselves and go on for a long time, but inadequately to the real possibilities, they live badly their school time and attend school because they are “monitored” by their parents.

In this context, the achievement of a “cinematographic route” in which situations that deal with the problem of motivation that takes inspiration from real facts, can act as a stimulus and lead to reflect on one's own way of dealing with the difficulties linked to interest and participation.

The films proposed are the following:

-“Front of the Class” which is a film shot in 2008 inspired by Brad Cohen and Lisa Wysocky’s book entitled “Front of the Class: How Tourette Syndrome Made Me the Teacher I Never Had”.

The film based on the true story of Brad Cohen, a twelve years old boy, who lived in Missouri with his divorced mother and his younger brother. Brad often got into trouble with his father and his teachers because of his tics. In one class, his teacher called him “to the front” because he could apologize to his classmates for disrupting them and he could promise not to do it again. His mother sought medical help and a psychiatrist believed that Brad’s tics were the result of his parents’ divorce. One day his mother entered into a library and found the term “Tourette Syndrome” in a medical book. The psychiatrists agreed with the diagnosis and added that there was no cure. At the end, thanks to his mother’s help and the support of his school principal, as an adult, Brad became an award-winning teacher and shared his success with everyone around him.

-“The Miracle Worker” which is a 1962 film directed by Arthur Penn and which is inspired by the true story of the deaf-blind Helen Keller and her teacher Anne Sullivan.

Young Helen Keller, who was blind and deaf since infancy because of a severe case of scarlet fever and frustrated by her inability to communicate, often had violent and uncontrolled outbursts of anger. Her terrified and helpless parents were unable to deal with her. They contacted a school for blinds for assistance and the school sent Anne Sullivan to their home, to tutor their daughter. Anne broke down “Helen’s walls of silence and darkness” through persistence, love and stubbornness. In the midst of the battle, Anne taught Helen how to communicate with others.

-“Freedom Writers” which is a 2007 film directed by Richard LaGravenese, based on the book

“The Freedom Writers Diary: How a Teacher and 150 Teens Used Writing to Change Themselves and the World around Them”. The film deals with the true story of the teacher Erin Gruwell and her class, formed by problematic kids from a Californian high school.

In 1994, in Long Beach California, Erin Gruwell accepted to teach English in a “particular class”. Everyone in her class seemed to be gangsters and did not care about school or their future at all. They were poor, urban children who did not care about education. The teacher changed the lives of her young students finding different dynamics and projects that showed her students that they were not different from others. She asked them to write in a notebook about their past, their lives and their stories. The teacher made each of them reach their goals and made them believe in themselves, no matter which situation they would face throughout their lives. Through unconventional means and a lot of love, she earned their respect and helped them to become “fine students”.

-“Dangerous Minds” which is a 1995 film by John N. Smith, played by Michelle Pfeiffer and based on the autobiographical book “My Posse Don't Do Homework” (re-titled “Dangerous Minds” in 1996) by LouAnne Johnson, an American writer, teacher and ex-marine.

Louanne Johnson left her nine years military career to do what she always dreamed about: becoming an English teacher. Her Principal warned her that her class was formed by “the rejects from Hell”, kids with severe social problems and no interest in education. She discovered that it took more than ABCs to get through to a class of “impolite kids”. After having a terrible first day, she decided to connect with them and to motivate her students, turning their class from “a bunch of criminals” into fine students.

The proposed movies, watched at the beginning of the school year during the “welcome period” in which the leading role of the teachers assumes particular importance, will create a positive atmosphere of participation. At the end of the film screenings, talks and thoughts will take place thanks to debates on the movies. There will be specific interventions: "Brainstorming", "role-taking" (to put oneself in the shoes of ...), and anything else that may help to capture the attention, interest and participation of the students. In order to monitor the project, it could be useful to distribute a card to the students on which they can write down their emotions.

They will give cards after the watching of the films.

Which of these last films did you particularly like? Why?

Tell about what characters or scenes you identified with and what you felt (write the title of the film and which characters and scenes are referred to).

Which movie made you think about some of your personal situations? What are the questions that raised you?

TOOL 2.5 “Tangible bolsters: merit annotations ”

There are tangible reinforcements with individual or class merit notes that could be written in each student's personal file or on the electronic register in order to increase the mark of profit and conduct until they reach a number of three or four notes.

✓ **A class note of merit (in which the pupil at risk of dispersion is present):**

“It is with pleasure that I would like to congratulate all the students of the class for the EFFORTS made at Lounge Bar lab that led them to have the title of best supporters for the school year. 2019-2020 (or month / week ...) for the involvement and inclusion of some schoolmates. Come on guys, keep it up!”

✓ **A note of merit to a single pupil at a risk of dispersion :**

‘It is with great satisfaction that I would like to congratulate the pupil who, despite being in the first or second class of a secondary high school, he was able to organize and carry out his tasks with a strong sense of responsibility and maturity. Congratulations, keep it up!”

✓ **A note of merit for the performance of afternoon homework or tasks:**

“I was very pleased to note that you did your homework in a correct and precise way. Great job, keep it up!”

✓ **A note of merit to have supported a classmate:**

"The student distinguished himself for the valuable help given in the class, contributing to the achievement of the academic success of the whole group. Excellent job, keep it up!”.

✓ **A note of merit for a particular and brilliant oral testing or for a spontaneous and deep work.**

"I would like to congratulate the student who explained the topic in a correct and comprehensive way enriching it with excellent insights. Congratulations, keep it up!! "

✓ **A note of merit to reward his/her respect towards classmates and teachers or a goodwill and commitment, also not related to school performance.**

✓ **A note of merit for the participation in some extracurricular promotional activities in his/her school:**

“It is with pleasure that I congratulate with all the students of the class for the COMMITMENT made on the occasion of the conference or meeting, fair or approach that led them to represent our Institute with pride. Congratulations to all, keep it up!! "

Privilege reinforcements:

- Ask the pupil to help the teacher in a task for the class to reward with a note of merit or with a positive school mark.
- Ask the pupil to support a classmate in trouble to reward with a note of merit or with a positive mark.
- Involve the pupil in preparing a lesson or an activity addressed to the classmates using his writing skills
- Involve the pupil in the preparation of a lesson or an activity for classmates using his computer skills

TOOL 2.6 “ESL Evaluation Plan”²

Student _____

Class _____

- _____ (Field of study name)
- _____ (Field of study name)

School Year: _____

CLASS COORDINATOR: _____

ESL MENTOR: _____

This information is optional because it refers only to students with certified disabilities or with specific educational needs, as required by Italian school system.

- The student’s DPP is kept in the personal file in the didactic reception office
(The DPP, Didactic Personalised Plan, Italia PDP, is an educational programme designed for students with learning difficulties).
- The student’s IEP is kept in the personal file in the didactic reception office
(The I.E.P. (Individual Educational Plan – Italian PEI) is the document in which the integrated and balanced measures and actions are described, for disabled students)

SECTION 1 (filled out by the student)

SURNAME and FIRST NAME: _____

PLACE and DATE OF BIRTH: _____

HOMETOWN _____

PARENT/PARENTS*: _____

BROTHERS/SISTERS*: _____

*(please, write only names and, if you want, extra information such as jobs and occupation)

² This document is an adaptation of the IEP (Individual educational Plan), filed at the I.I.S. “V. CROCETTI-V.CERULLI” (Giulianova-Teramo/IT).

E-MAIL: _____

PHONE NUMBER: _____

PRIMARY SCHOOL: _____

MIDDLE SCHOOL _____

(Secondary school – 1st degree) _____

I AM:

- Circle the adjectives that describe you (cancelling those in which you do not recognize yourself):

LAZY FRIENDLY OUT-GOING STRONG-WILLED
CHEERFUL TALKATIVE MEAN HELPFUL EASYGOING CREATIVE
REFLEXIVE OPTIMISTIC INDEPENDENT FUNNY RESPONSIBLE LOYAL
PESSIMISTIC SPORTIVE RELIABLE DETERMINATED HUMBLE
GENEROUS LIAR

- MY BIGGEST FAWLS ARE:

- MY BETTER QUALITIES, MY GREATEST MERITS ARE:

MY HOBBIES

I'D LIKE A JOB THAT

Choose among the following features those that attract you most and seem you congenial. You can select all features you like, but point out only those that seem REALLY suited to your personality

- outdoor activities
- Where I am in touch with other people
- Where I work alone
- Creative
- in the hospitality and catering sector
- where I can help other people
- Where I can stay indoors
- self-employed
- employee
- where I can make career
- where I can earn a lot
- Where I don't get dirty
- not too tiring

- where I can use machines, tools
- Where I can reflect and produce ideas
- Where I can express my manual skills
- where I can travel
- where I can keep up-to-date

MY EDUCATIONAL PLAN

- Describe the reason which led you to attend this school. (Why did you choose this kind of school and not another one?)
-

- What obstacles are you experiencing? How do you think you can overcome them, what do you need to improve, what can you actually do to achieve your goals ?
-

- Say what year you are attending and describe briefly your more meaningful school experiences you have lived so far.
-

- What competences have you gained, which ones do you have to acquire?
-

• I SHOW:

1 INTEREST FOR THE SCHOOL: keen spontaneous superficial absent

2. SOCIAL ABILITIES: sure good unsure difficult

3. SCHOOL PARTECIPATION: active constructive detached passive

4. SCHOOL COMMITMENT: continuous regular superficial discontinuous

5. GENERAL LEVEL OF KNOWLEDGE,
ABILITIES AND COMPETENCES: high middle/high middle low

- Do you think the school, in these years of course, has given you the professional and cultural basis to pursue the career you chose? If so, point out which ones
-

- What is your overall level of satisfaction?

- completely satisfied
- satisfied
- unsatisfied
- completely unsatisfied

Other:

SECTION 2
LEARNING STYLES QUESTIONNAIRE

(GIVEN BY THE CLASS COORDINATOR OR THE MENTOR)

(see **TOOL N.2 of Guide N.2 “Improve school results/marks”**, contained in the Intellectual output "*ACCESS System of monitoring and preventive support against ESL*")

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Cod. 2018-1-IT02-KA201-048481)

SECTION 3
(FILLED OUT BY THE CLASS COORDINATOR)

RESPECT FOR THE RULES

- Punctual
- Regular
- Irregular
- Difficult
- Non-existent
- Other: _____

PARTECIPATION AND INTEREST

- He/She participates/takes part spontaneously with a live interest
- He/She participates spontaneously with interest
- He/She participates spontaneously , but in an inconstant way and/or only if you asked him
- He/She participates occasionally and shows low interest
- He/She doesn't participate even if you encourage him and he/she doesn't show any interest as well.

RESPONSABILITY

- Punctual in an assignments and fully autonomous in assignments
- Punctual in an assignments and fully autonomous in school material management
- Generally punctual in an assignments and autonomous enough in school material management
- He/she doesn't usually have the school material and he/she doesn't respect the assignment time
- He/She never has the school material and / or he/she doesn't respect the assignment time

ATTITUDE TOWARDS PEERS

- Correct
- Rather correct
- Not always correct
- Incorrect
- Prevaricator
- Other:

ATTITUDE TOWARDS ADULTS

- Respectful and collaborative

- Respectful and generally collaborative
- Generally respectful and collaborative
- Incorrect
- Oppositional
- Outrageous*

FAMILY COLLABORATION (presence at the school meeting, relationship with the tutor/class coordinator,etc.)

- Complete and constructive collaboration
- Generally present, but not participative
- Occasionally
- non-existent*
- Other: _____

OTHER (significant aspects related to the school subjects and/or families):

EVALUATION AT THE END OF MIDDLE SCHOOL:

OTHER SCHOOL OR OTHER EDUCATION PROGRAMME:

PREVIOUS SCHOOL YEAR/S RESULT/S:

KNOWLEDGE OF THE ITALIAN LANGUAGE (for the foreign students)

LEVEL NOTHING A1 A2 B1 B2 C1 C2

SECTION 4 MENTOR'S OBSERVATIONS

TOOL 2.7 : Follow-up Questions

Those students who lack about a sufficient motivation to use their energy in school learning, come to a school failure or a dropping out of school. For this reason, it could be useful to direct them towards the choice of a different course of study, after a carefully evaluation of some aspects.

Based on your past experiences, what behavior do you want to develop or increase in relationship with other fellows? How?

What are your strengths that you prefer to appreciate in the future to achieve your school success?

What are your weaknesses that you prefer to reduce in the future?

According to you, what other element, which you had not considered in the past, could be important to complete your course of studies?

INDICATOR: "DISCIPLINARY ACTIONS/NOTES"

GUIDE No. 3 “Avoid disciplinary actions/notes”		
STRATEGY	ACTION(s)	TOOLS
Make the student aware about his/her feeling on the general disciplinary rules applied in his/her school	<p>Involvement student to explore if and to what extent he/she has interiorized school rules and or if he/she recognises himself/herself in them.</p> <p>This process allows to show to the student his/her sense of belonging to a school</p>	<p>Student Interview</p> <p>(TOOL 3.1)</p>
Exploring student’s point of view about his/her behaviour that generates disciplinary action	Involve student in problem-solving process, confide tasks, deal with misconduct.	Sharing disciplinary problem definition and make a decision to overcome it (TOOL 3.2)
Build executive functioning skills: Inhibitory control area	Apply activities to improve students` self-regulation skills.	“List of activities in order to build self-control” (TOOL 3.3).

TOOL 3.1 “Student Interview”

The purpose of this interview is to understand better the meaning given by student to school rules. Research shows that a low compliance/acceptance with the rules is often linked to the thought that they are unfair and/or misapplied.

The Mentor will has to use the student' interview responses, mainly if worded in negative sense (too severe, unfair, taken too often), during the second action in order to change (renovate) his/her perception and feeling.

Student Name _____

Mentor Name _____

1. According to you, how are disciplinary rules in your school?

a) too severe/hard

- b) severe but fair
- c) severe and unfair
- c) bilanced ____
- d) mild but fair
- d) mild but unfair

2. According to you, how often are the disciplinary actions taken?

- a) too often
- b) often
- c) moderatly
- d) rare
- e) too rare

3. What is the students´ reaction to displinary actions ?

(please tell me them)

- ✓ with regard to sanctioned students;
- ✓ with regard to other students

4. What do you think are the causes of your disciplinary problems at school ? (state them)_____

TOOL 3.2 “To share disciplinary problem definition and make a decision to overcome it”

1. Problem definition

Do the student and the mentor have the same understanding of the problematic behavior of the student?

The problem from the mentor`s point of view:

The problem from the student`s point of view:

2. Identifying feelings.

Mentor : When during the lesson the student behaves ..., I feel ..., because..... *(if he/she teaches that student)*

Student: when ..., I feel, because... . The student can express their emotions not necessarily according to a scheme.

(This step has other two versions:

- or the mentor tells student his/her feelings related to his experience, even if he/she doesn't teach the supported student;

- or, ask the student to imagine feelings of his/her teacher when the student misbehaves)

3. Looking for solutions.

Possible solutions are generated by applying a brainstorming technique. Any solution is accepted and is not evaluated. After listening to the student, the mentor expresses his/her options for possible solutions. All suggestions are written down on a piece of paper.

(if mentor doesn't teach the supported student, has to share solutions hypothesized with the student's teachers and share acceptable choices with them.)

4. Choice of solution.

From the proposed solutions, the one that seems acceptable to the student and the mentor is chosen. The student discusses with the mentor what should be done to implement the solution.

5. The anticipation of consequences.

The student suggests what the consequences might be if the agreement was broken, discusses with the mentor what would lead him/her to follow the agreement.

6. Decision making.

The mentor tells how long he will implement the decision and when he/she will meet to discuss how it is going.

SUGGESTION

Recognize the purpose of the misconduct.

The mentor must learn to understand the logic (scheme) of the student's behavior, no behavior is illogical, although it may look different from the outside. If mentor doesn't teach the supported student, he/she should to discuss with student's teacher about this. It is therefore important for the teacher to understand what the misconduct is about.

Goal	Feelings of the teacher	The reaction of the teacher	The reaction of the student	Student behavior in relation to goals
Attention (Someone sees me)	Annoyance, light anger, dissatisfaction	Says comments	In response to a remark, the behavior is briefly stopped, but the behavior is	Responds as little as possible to misbehavior, but encourages and gives attention when the student

			repeated or another method is chosen.	does not seek it. Uses body language. Involves the student in the overall activity.
Power (I am independent, powerful)	Anger	Raises a voice, engages in a struggle for power in the classroom and/or surrenders and does what the student seeks	Starts talking back, can misbehave more.	Don't get caught up in the fight. Reflects the feelings of the student. Provides a choice between mentor-acceptable options. (The work will need to be done, but you can choose now or at home. You have a choice).
Revenge (I'm hurt, I hurt others)	Feels hurt, disrespectful	Trying to hurt, gives low grades	Passive or active aggression. The student either does nothing while saying or attacks the teacher.	Don't hurt back. Allow the student to experience the consequences of his or her behavior. Discuss the problems facing the student when you are calm.
Unsuccessfulness (I can't do anything myself, others have to help me)	Helplessness	Leaves alone	Does nothing.	Encourage comments. Notice the smallest remarks and successes of the student. Remind him when he was successful in completing the task or his abilities.

TOOL 3.3 “List of activities in order to build self-control”

The following activities aim to help build executive operating skills in the inhibitory control area. This area includes self-control over one's behavior, emotions and thoughts (for example resisting temptations or not acting impulsively) as a function of one's behavioral control.

1. Impulse Control

Impulse control helps a student think before acting.

Students with weak impulse control might blurt out inappropriate things. They're also more likely to engage in risky behavior.

* Implementation Intention

Plan and make a decision before a temptation or scenario arises. For example, if you are trying to resist sweet treats and are heading to a party, you could plan and create the intention: *‘If they offer me a dessert, I will ask for a herbal tea instead.’*

* “Wait 5”

Count to five before verbally responding to input in the classroom.

* “Wait 3”

In personal conversations think before speaking in pairs or groups.

2. Emotional Control

Emotional control helps students keep their feelings in check.

Students with weak emotional control often overreact. They can have trouble dealing with criticism and regrouping when things go wrong.

* Emotion log

Write an emotion diary, which can help see the emotions objectively, notice which emotions repeat themselves, and know how to act accordingly.

INDICATOR: "SCHOOL DISENGAGEMENT"

Descriptors

- ✓ he/she has a low motivation for learning
- ✓ he/she has a low satisfaction in relation to the school and with its own results
- ✓ his/her investment of affective, intellectual, material resources, in relation to the school, is reduced

GUIDE No. 4 "Increase Motivation for Learning"

STRATEGY	ACTION(s)	TOOLS
Inspire the student for the interest in learning.	Do exercises where the student can link their learnings with his/her daily life.	Learning Mapping (TOOL 4.1) Self Advocacy (TOOL 4.2)
Debriefing at all end of the meeting.	Devote the last 10 minutes to analyze what were students taught and what students learned.	Debriefing Questions (TOOL 4.3)

TOOL 4.1: Learning mapping

Map with students their learnings and then ask them to link the learnings with tasks of his/her daily life. After that ask students to identify his/her strengths. Then they should identify how those strengths can be used to improve their learning and create experiences that allow them to learn and apply the contents.

Learnings	Use in my daily life	Strenghts	How to improve Learnings

TOOL 4.2: Self-advocacy

Help students to be conscious of their role in achieving their goals. Nevertheless, this process is not always easy and it is important that they develop self-defense having in mind the process of interhelp that is essential to achieve those goals.

So it is important that the mentor works with students the following items:

- ask for help;
- Strengthening inner abilities.

Eg: Brainstorming about self-advocacy

- What you think it is self-advocacy?
- What do you think you have that can allow you to achieve self-advocacy?
- What strenghts do you have/do you think you should have?
- What is the impact that self-advocacy will have in your learning process?

Source: adpted from: <https://www.nureva.com/blog/education/11-ways-to-increase-student-led-learning-in-yourclassroom>

TOOL 4.3: Debriefing questions

It is important that the mentor makes a final debriefing to help student summarise and get conscious of what they talked/discussed during the meeting.

1. WHAT WERE WE TRYING TO DO?

This is when you might repeat the goals of the meeting and reiterate what you were trying to achieve.

2. WHAT HAPPENED?

What we plan is not always, what ends up happening. As Eisenhower said, “*Plans are useless, but planning is indispensable.*” Use this question to find out what the student really took from the meeting.

3. WHAT CAN WE LEARN FROM THIS?

Some learning moments will be obvious, others will be less specific and require a little more exploration.

4. NOW WHAT?

Now for the practical stuff. A debrief might lead to actions that need to be taken, and this is where the student must decide what to do with the learnings and improve his/her actions. Set up accountability — decide on actions, set up tasks and determine deadlines.

GUIDE No. 5 “Raising Satisfaction in relation to the school and school results”

STRATEGY	ACTION(s)	TOOLS
Analyze / Deconstruct Results.	Establish an empathetic and safe space for dialogue	PARSM (TOOL 5.1)
Map problems and make a solution effective	Map problems and make an effective solution	Mapping (TOOL 5.2)

TOOL 5.1: PARSM

What do I want?

My goal:

In order to have a well defined aim/goal, that means, to have it defined in a way it can be achievable, it must follow the subsequent criteria:

Positive - Is it defined in a positive way?

Achievable - Is it realistic?

Responsible - Does it depend on me?

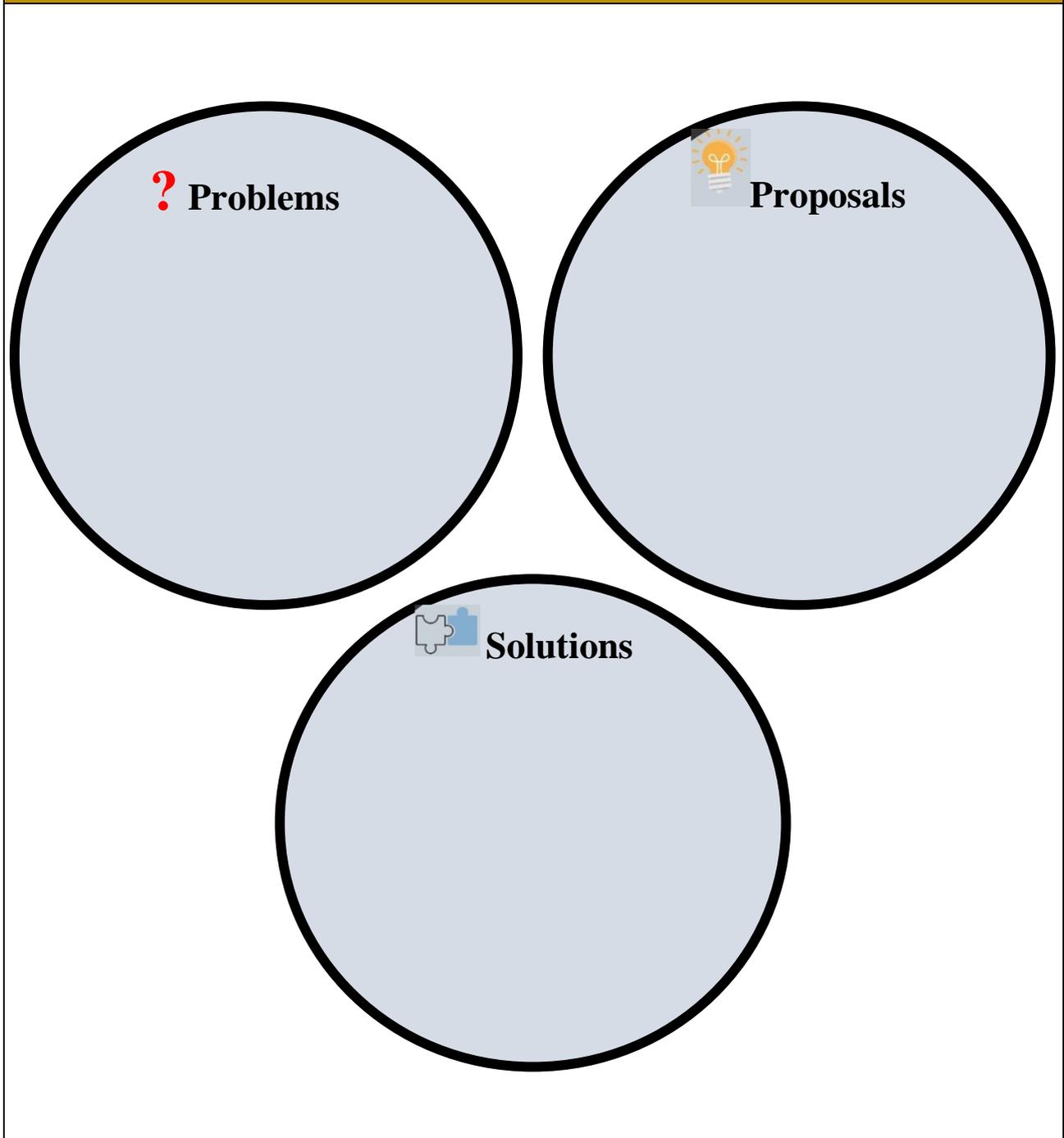
Specific - Is it clear and concrete?

Mesurable - How do I know I have achieved it?

Comments:

Source: <https://familycoaching.pt/>

TOOL 5.2: Mapping



GUIDE NO. 6: “Invest more emotional, intellectual and concrete resources in school”		
STRATEGY	ACTION	TOOLS
Work mentor – student interrelationship	Devote the first 10 minutes of the meeting to dialogue with student(s) on topics of his/her day.	Posters and Videos Guidelines (TOOL 6.1)
Work on the importance of school path for the future of students	Discussion with mentor	Reflective Questions (TOOL 6.2)

TOOL 6.1: Videos/ Posters
<p>Ask former students from your school to make inspiring videos for your students where they talk about their school path and how school was important for their life project.</p> <p>Besides videos it is also possible to make posters with some former students who have an inspiring career.</p> <p>In case you don't have former students to ask for their participation, search some famous people (if possible from your own country) who have inspiring careers and make posters with them.</p> <p>Guidelines for Posters:</p> <ul style="list-style-type: none"> - Name of the person - Actual career position; - School path; - Inspiring sentence as for example: <i>If he/she was capable, you can do it too!</i>

TOOL 6.2: 15 Reflective Questions Every Learner can benefit from using

Most students at risk of ESL and their families do not value school path as an investment for a better future and a promising life project. It is highly necessary to work the idea school can help them have a different path from their relatives and that they are not designed to have the same life.

- Define some of your most challenging moments. What made them so?
- Define some of your most powerful learning moments. What made them so?
- What would you say is the most important thing you learned personally? As a team?
- When did you realize that you had come up with your final best solution?
- What do you feel most got in the way of your progress, if anything?
- How well did you and your team communicate overall?
- What were some things your teammates did that helped you to learn or overcome an obstacle?
- How did you help others during this process?
- Were your milestones and goals mostly met, and how much did you deviate from them if any?
- What did you discover as being your greatest strengths?

Your bigger weaknesses?

- What would you do differently if you were to approach the same problem again?
- What would you do differently from a personal standpoint the next time you work with the same group or a different one?
- How can you better support and encourage your teammates on future projects?
- How will you use what you've learned in the future?

Source: <https://wabisabilearning.com/blogs/inquiry/reflective-questions-debriefing-learning>

INDICATOR: "EXTRACURRICULAR SCHOOL DISENGAGEMENT"

GUIDE No. 7 Activate Participation in extracurricular activities		
STRATEGY	ACTION (s)	TOOLS
Map student's interests	Organise a session to map and help students identify on tastes, preferences and entertainment.	Mapping Likes and Tastes (TOOL 7.1)
Provide extracurricular activities during the students' school hour	Some Schools offer clubs or workshops to students. After having mapped the students' interest, discuss with him/her the possibility to join the clubs and workshops provided by school.	For reporting you can use: TOOL 1.5 (Guide No.1)
Provide extracurricular activities outside school	The community where the school is inserted also has some extracurricular activities that can be useful or interesting for the students you are the mentor. Ask the institutions around the community what are the activities they offer and present them to your students. Then, discuss with him/her the possibility to join the clubs and workshops provided by the institutions in the community.	

TOOL 7.1: Mapping Likes and Tastes

? What do I like?

? Where do I like to go?

 **What are my hobbies?**

INDICATOR "LEARNING DIFFICULTIES "
• he/she has difficulties in focusing attention on school tasks;
• he/she doesn't persevering in achieving the proposed purpose / objectives;
• he/she manifests the tendency to move from one activity to another without completing any;
• he/she does not perform its work independently;
• he/she fails to respond adequately to the teacher's requests, etc.

GUIDE No. 8 " Enhance attention focus on school tasks "		
STRATEGY	ACTION(s)	TOOLS
"Copy me" strategy	<p>Teacher/mentor asks to copy any picture/immage form a textbook/ cartoon book/ picture book, etc. He/she has to to copy accurately, without mistakes/or almost without mistakes. He/she checks afterwards how many mistake he/she has done.</p> <p>To make the exercise more difficult with increasingly complex components, one has to start with the very simple. To make the task more difficult, one can also speed up the pace of task completion. The exercise must be done systematically</p>	A book/ an illustration/ cartoon, etc.
POMODORO technique	Use a timer to break down work into intervals, separated by short breaks.	POMODORO technique steps (TOOL 8.1)
"Beat the clock" strategy	Teacher/mentor allocates specific time for task performance. Time is controlled by clock- either physical or virtual. When student sees the clock and knows the end of task, he/she starts to control his/her time. Mentor can try to set the timer for 1e minute for how many years' students have. So if the student is 14 years-old, she/he has to be able to focus on one task 14 minutes.	Clock, any task/ worksheet/activity/project work/ problem solving etc.
<i>When student is not paying attention, one may make the conclusion that he/she is lazy, disobedient. But difficulties in focusing attention may be caused by many reasons – not enough sleep, noise in the</i>		

<i>classroom, stress, illness, poor nutrition. etc. Regardless of the reason, teacher/mentor can use some simple strategies to bring back attention to the tasks.</i>		
Strengthen focus and concentration	Apply tips on how to improve focus and concentration, apply exercises to improve attention, reduce background noise, and distractors.	Tips on how to improve focus and concentration (TOOL 8.2) Exercises that improve focus and concentration – (TOOL 8.3)
Build executive functioning skills: working memory area, flexible thinking area	Apply activities to improve students` working memory, flexible thinking and self-regulation skills.	List of activities (working memory and flexible thinking skills) (TOOL 8.4).

TOOL 8.1 "POMODORO technique steps"

The technique uses a timer to break down work into intervals, traditionally 25 minutes in length, separated by short breaks.

Each interval is known as a pomodoro, from the Italian word for 'tomato'.

1. Download pomodoro timer (<https://sourceforge.net/projects/pomodortimer/>).
2. Choose a task you'd like to get done.
3. Set the Pomodoro for 25 minutes.
4. Work on the task until the Pomodoro rings.
5. When the Pomodoro rings, put a checkmark on a paper.
6. Take a short break.
7. Every 4 pomodoros, take a longer break

Source: <https://francescocirillo.com/pages/pomodoro-technique>

TOOL 8.2 "Tips on how to improve focus and concentration "

1. Exercise

Exercise has been shown to impact both attention and performance at school.

2. Healthy breakfast

A good breakfast has been shown to have numerous benefits including:

- achieving a balanced weight;
- better cognitive development;
- good behaviour;
- enhanced performance in school.

3. Music

Research shows that music helps students concentrate. The ability to concentrate has two parts: Conscious part where the individual directs his mind to the task-at-hand and Unconscious part, upon which the individual has very little control. Music might play an important role in controlling the unconscious part.

4. Avoid electronic gadgets

Excessive Screen Time on electronic gadgets has negative consequences on students` ability to concentrate. Direct energy towards other healthy pursuits and limit time spent using electronic gadgets.

5. Set short term goals.

6. Set routines

Setting a daily routine will help the student to be more independent, confident, and reduce tantrums. It will improve students` general behaviour, discipline, and concentration.

7. Divide bigger tasks into smaller tasks.

8. Prioritize to-do list of tasks and switch between high and low attention tasks

9. Practice deep breathing and practice visualization.

10. Encourage a passion that your student loves

Research indicates that encouraging the student to pursue what he or she loves to do, can help in increasing the concentration skills.

11. Moods play an important role

The mood is an important element of concentration. A student finds it difficult to concentrate if he/she is upset, overwhelmed, tired, or excited. Whereas a calm student is able to concentrate better.

12. Positive example

Encouraging and Motivating (Positive Reinforcement) can directly benefit the student when it comes to concentration. Conversely, Negative Reinforcement will impact the student's ability to concentrate negatively

13. Joint attention

Joint attention is defined as the shared focus of two individuals on an object. Doing activities together with the student will help the student concentrate better and enhance the entire experience.

14. Reward students for their performance.

TOOL 8.3 "Exercises that improve focus and concentration "

1. Increase the strength of your focus gradually. Set a timer for 5 minutes and focus *completely* on your work/reading for that time period. Then take a 2-minute break before going at it again for another 5 minutes. Each day, add another 5 minutes to your focused work time, along with an additional 2 minutes to your break time. In 9 days, you should be able to work for 45 minutes straight before you allow yourself an 18-minute break. Once you get comfortable with that set-up, you can work to lengthen your focus sessions a little, while shortening your break times.

2. Create a distraction to-do list. To stay on task, whenever something you want to check out pops into your head, just write it down on a piece of paper next to you, and promise yourself you'll be able to look it up once your focusing session is over and your break time has arrived.

4. **Build your willpower.** Our willpower allows us to deliberately ignore distractions while staying focused on the task at hand.
5. **Exercise (your body).** The researchers found that exercise primarily helps our brain's ability to ignore distractions.
6. **Memorize stuff.** Make it a goal to memorize a poem or a verse of scripture each week.
7. **Read long stuff slowly.** Besides books, make an effort to read one or two long articles a week.
8. **Stay curious.** The more curious you are about the world, the greater the stamina of your concentration will be when it comes to any endeavor.
9. **Practice mindfulness throughout the day.** In addition to dedicating 10 to 20 minutes a day to mindfulness meditation, attention experts recommend finding opportunities to practice mindfulness throughout your day. Mindfulness is simply focusing completely on what you're doing, slowing down, and observing all of the physical and emotional sensations you are experiencing in that moment.

Mindfulness Exercises for concentration:

9.1 The Raisin Exercise



This is a great introductory exercise for beginners to start practicing mindfulness since it can be attempted by anyone with any kind of food (although one with an interesting or unusual texture, smell, or taste is best).

In this exercise, the mentor provides student mentor a few raisins and asks that they pretend they have never seen a raisin before. The mentor then asks them to pay careful attention to:

- The way the raisin looks;
- How it feels;
- How their skin responds to its manipulation;
- Its smell;
- Its taste.

Focusing on the single object of the raisin is meant to bring the student's mind to the present, to what is right in front of them. We may be used to raisins, and not used to taking time to actually *notice* them.

“By focusing on the raisin in their hand and making a point to notice everything about it, they are unlikely to be expending energy, time, and attention on worrying or ruminating about other parts of their lives.”

When you follow these instructions and take notice, it is much easier to focus on what is in front of you. If your mind does wander, that is natural too. Gently guide it back to the exercise.

9.2 The Body Scan

Another popular exercise for practitioners of mindfulness is called the Body Scan. It requires very little in the way of props or tools, and it is also easily accessible for most beginners.

Try this 30 minute guided narrative by expert and founder of Mindfulness-Based Stress Reduction **Jon Kabat Zinn**:

- *Step 1*: the Body Scan begins with the student lying on their backs with their palms facing up and their feet falling slightly apart. This exercise can also be done sitting on a comfortable chair with feet resting on the floor;
- *Step 2*: the mentor then asks the student to lie very still for the duration of the exercise, and move with awareness if it becomes necessary to adjust their position;
- *Step 3*: next, the mentor begins guiding the Body Scan. Student begin by bringing awareness to the breath, noticing the rhythm, the experience of breathing in and expelling out. The mentor explains that nobody should try to change the way they are breathing but rather just hold gentle awareness on the breath;
- *Step 4*: next, the mentor guides attention to the body: how it feels, the texture of clothing against the skin, the contours of the surface on which the body is resting, the temperature of the body and the environment;
- *Step 5*: the mentor guides awareness to the parts of the body that are tingling, sore, or feeling particularly heavy or light, s/he asks the student to note any areas of their body where they don't feel any sensations at all or are hypersensitive.

A typical Body Scan runs through each part of the body, paying special attention to the way each area feels. The scan usually moves systematically through the body, e.g. starting at the feet and moving upwards as follows:

- Toes of both feet;
- The rest of the feet (top, bottom, ankle);
- Lower legs;
- Knees;
- Thighs;
- Pelvic region (buttocks, tailbone, pelvic bone, genitals);
- Abdomen;

- Chest;
- Lower back;
- Upper back (back ribs & shoulder blades);
- Hands (fingers, palms, backs, wrists);
- Arms (lower, elbows, upper);
- Neck;
- Face and head (jaw, mouth, nose, cheeks, ears, eyes, forehead, scalp, back&top of the head);
- The “blowhole” (Fleming & Kocovski, 2007).

After the Body Scan is complete and the student feel ready to come back to the room, they can slowly open their eyes and move naturally to a comfortable sitting position.

9.3 Mindful Seeing



For some, the absence of visual stimuli can feel stifling. After all, a healthy imagination does not come naturally to everyone.

The activity of Mindful Seeing may be helpful to anyone who identifies with this.

It is a simple exercise, requiring only a window with some kind of a view. The mentor guides the student following these steps:

- *Step 1:* find a space at a window where there are sights to be seen outside;
- *Step 2:* look at everything there is to see. Avoid labeling and categorizing what you see outside the window; instead of thinking “bird” or “stop sign,” try to notice the colors, the patterns, or the textures;
- *Step 3:* pay attention to the movement of the grass or leaves in the breeze. Notice the many different shapes present in this small segment of the world you can see. Try to see the world outside the window from the perspective of someone unfamiliar with these sights;

- *Step 4:* be observant, but not critical. Be aware, but not fixated;
- *Step 5:* if you become distracted, gently pull your mind away from those thoughts and notice a color or shape again to put you back in the right frame of mind.

10. Perform concentration exercises.

Exercise 1: Sitting Still in a Chair

Sit in a comfortable chair and see how still you can keep. This is not as easy as it seems. You will have to center your attention on sitting still. Watch and see that you are not making any involuntary muscular movements. By a little practice you will find you are able to sit still without a movement of the muscles for fifteen minutes. At first I advise sitting in a relaxed position for five minutes. After you are able to keep perfectly still, increase the time to ten minutes and then to fifteen. This is as long as it is necessary. But never strain yourself to keep still. You must be

Exercise 2: Concentration Increases the Sense of Smell



When you take a walk, or drive in the country, or pass a flower garden, concentrate on the odor of flowers and plants. See how many different kinds you can detect. Then choose one particular kind and try to sense only this. You will find that this strongly intensifies the sense of smell. This differentiation requires, however, a peculiarly attentive attitude. When sense of smell is being developed, you should not only shut out from the mind every thought but that of odor, but you should also shut out cognizance of every odor save that upon which your mind, for the time, is concentrated. You can find plenty of opportunity for exercises for developing the sense of smell. When you are out in the air, be on the alert for the different odors. You will find the air laden with all kinds, but let your concentration upon the one selected be such that a scent of its fragrance in after years will vividly recall the circumstances of this exercise.

The object of these exercises is to develop concentrated attention, and you will find that you can, through their practice, control your mind and direct your thoughts just the same as you can your arm.

Exercise 3: Concentrating on Sleep

What is known as the water method is, although very simple, very effective in inducing sleep. Put a full glass of clear water on a table in your sleeping room. Sit in a chair beside the table and gaze into the glass of water and think how calm it is. Then picture yourself getting into just as calm a state. In a short time you will find the nerves becoming quiet and you will be able to go to sleep.

Sometimes it is good to picture yourself becoming drowsy to induce sleep, and, again, the most persistent insomnia has been overcome by one thinking of himself as some inanimate object—for instance, a hollow log in the depths of the cool, quiet forest.

Those who are troubled with insomnia will find these sleep exercises that quiet the nerves very effective. Just keep the idea in your mind that there is no difficulty in going to sleep; banish all fear of insomnia. Practice these exercises and you will sleep.

Exercise 4: When You Read

No one can think without first concentrating his thoughts on the subject in hand. Every man and woman should train himself to think clearly. An excellent exercise is to read some short story and then write just an abridged statement. Read an article in a newspaper, and see in how few words you can express it. Reading an article to get only the essentials requires the closest concentration. If you are unable to write out what you read, you will know you are weak in concentration. Instead of writing it out you can express it orally if you wish. Go to your room and deliver it as if you were talking to some one. You will find exercises like this of the greatest value in developing concentration and learning to think.

After you have practiced a number of these simple exercises read a book for twenty minutes and then write down what you have read. The chances are that at first you will not remember very many details, but with a little practice you will be able to write a very good account of what you have read. The closer the concentration the more accurate the account will be.

It is a good idea when time is limited to read only a short sentence and then try to write it down word for word. When you are able to do this, read two or more sentences and treat similarly. The practice will produce very good results if you keep it up until the habit is fixed. If you will just utilize your spare time in practicing exercises like those suggested you can gain wonderful powers of concentration. You will find that in order to remember every word in a sentence you must keep out every thought but that which you wish to remember, and this power of inhibition alone will more than compensate for the trouble of the exercise. Of course, success in all of the above depends largely upon cultivating, through the closest concentration, the power to image or picture what you read; upon the power, as one writer expresses it, of letting the mountains of which we hear loom before us and the rivers of which we read roll at our feet.

TOOL 8.4 " List of activities in order to build working memory and flexible thinking skills)"

Build executive functioning skills. Areas: working memory and flexible thinking

1. Flexible Thinking

Flexible thinking allows students to adjust to the unexpected.

Students with “rigid” thinking do not “roll with the punches.” They might get frustrated if asked to think about something from a different angle.

* Weekly journal

Create weekly journal prompts that require students to see things from multiple perspectives (A child drops an ice cream cone in front of their friends. A coach screams at a player. A shy student wins an award—describe these situations from the multiple perspectives of different participants.).

2. Work Memory

Working memory helps students keep key information in mind.

Students with weak working memory have trouble remembering directions—even if they’ve taken notes or you’ve repeated them several times.

* Use memory games or apps like Fit Brains Trainer or Lumosity, or use memory-based team-building games that require students to remember something as part of classroom activity—names, colors, favorite things, etc., and then celebrate their success.

3. Self-Monitoring

Self-monitoring allows students to evaluate how they’re doing.

Students with weak self-monitoring skills may be surprised by a bad grade or negative feedback.

* “Stop & look”

Periodically call out to the student “Stop and look” so that they can intentionally pause at any given moment and assess what they’re doing, how they’re feeling, what their engagement level is, and how they are or aren’t making progress towards a personal goal.

4. Planning & Prioritizing

Planning and prioritizing helps students decide on a goal and a plan to meet it.

Students with weak planning and prioritizing skills may not know which parts of a project are most important.

* Mock projects

Have students create mock projects (video games, music albums, books, businesses, apps, etc.) and then map out how they could accomplish that goal.

5. Task Initiation

Task initiation helps students take action and get started.

Students who have weak task initiation skills may freeze up because they have no idea where to begin.

* Starting points

Create daily prompts of various tasks to complete, and have students brainstorm different “starting points,” then share out.

6. Organization

The organization helps your students keep track of things physically and mentally. Students with weak organization skills can lose their train of thought, as well as their cell phones and homework.

* Use Organizational apps. Checklists. Planners (different things work for different students)

7. Read and write things down

Reading the textbook, academic articles, and journals will broaden students' understanding. It is a good idea to make shorter notes and study on these notes. Write questions and answer them later.

8. Talk out loud

Read the topic out loud, or try to teach the topic to someone else.

9. Mind mapping

Mind maps are a great way to break down information into a simple diagram that can be remembered more easily. This is also a good way to test whether the student knows the subject matter. The student can redraw the diagram and deliberately leave blanks to fill them in again or whether the student can discuss the topic in more detail by only looking at the key headings on the mind map.

10. Practice

To improve memory it is important to keep going back over the information that you learn, using different formats of learning.

GUIDE No. 9 "Develop perseverance in achieving objectives"		
STRATEGY	ACTION(s)	TOOLS
Prompt students to set their own objectives	<p>Set SMART objectives and make the action plan; monitor the progress of accomplishing the goal within certain time framework.</p> <p>Identification of personal learning objectives it is very important but just first step for independent and meaningful learning. Students need to be supported either by Mentor/teacher or other students in helping to set personal objectives and in monitoring the whole process. Personal objectives can be reflected in different periods of the learning process, using different tools</p>	<p>Learning objective plan (TOOL 9.1);</p> <p>Student`s learning diary (TOOL 9.2);</p> <p>Oral feedback, individual learning agreement.</p>
Reflection on personal learning	<p>Critical incidents may be positive or/and negative; an interesting interaction or an ordinary everyday occurrence. The critical reflection framework is a guided process to aid analysis and increase the potential for positive outcomes.</p> <p>Critical reflection results in: a) congratulation and affirmation. Even if something is not going well, there is usually some part of learning situation that has been handled well; b) immediate action that can/has to be taken ; c) not resolved situations/ objectives; d) no action, just talking/discussion</p>	A critical incident reflection framework (TOOL 9.3)
Create parent-teacher-student cooperation	Establish a welcoming and positive school climate; include families in problem-solving and decision making; enhance learning at home; engage uninvolved families.	Cooperation notebook (TOOL 9.4)
Write letters	Students write letters to the mentor about their objectives and its accomplishments, the mentor writes the response.	Model of the letter (TOOL 9.5)

TOOL 9.1" Learning objective plan "

Learning objective plan (an example)

NAME: Julia

DATE: September, 2019

OBJECTIVE	SUCCESS CRITERIA	STRATEGIES/ METHODS	ACTIONS	TIME
<i>What do I want to achieve/to improve</i>	<i>How shall I recognize success?</i>	<i>What strategies shall I use?</i>	<i>What do I have to do/what actions to take?</i>	<i>By what time/when?</i>
To be able to use English while communicating with friends from UK by the end of the school year	I will be able to keep simple conversation in oral and written form	Watching films, writing letters	To select 1 film and to watch it To look for unknown words in vocabulary To pay attention to pronunciation To practice writing letters	During September – December During January - May

TOOL 9.2 "Student's learning diary"

The students are given the following questions to guide their writing of learning diaries:

1. What did I learn?
 - What was new to me?
 - Was there something that changed my views and why?
 - Focus on and analyze the themes important to you.

2. What did I not understand?
 - What went against my ideas? Why?
 - What was less comprehensible? Why?
 - Focus on and analyze the questions that left you puzzled.

3. The knowledge acquired during the lessons is likely to have some relevance for you and your future.
 - Can you identify what this is?
 - How are you able to apply this knowledge in the future?
 - How does this support your development as a student?
 - Make note of and reflect on the thoughts that emerge as important.

TOOL 9.3 "A critical incident reflection framework "

(Reflective Practice, 2007)

The framework below is a guide for your own reflection and learning from events that have significance to you. The questions under each heading are "prompts" only. The framework is there to support you identify and develop options. There are no right or wrong responses although the overarching frames of "The what?", "So what?" and "Now what?" are important components in a critical incident reflection.

The what?

A description of the incident/experience with just enough detail to support doing your "So what?" section. For example, description about who, what, why, when, where.

So what?

This is the sense-making section that asks you to surface general meaning, significance, your position / view point; actions; emotions (pre-during-post).

Now what?

This section makes connections from the experience / incident to further actions.

	<p>For example: what would you do differently / the same next time? How come? What are key points, lessons learnt to share with your colleagues, network and/or group outside the network? (eg. idea, product, process, concept)? How will you do this?</p>
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TOOL 9.4" Cooperation notebook"

This notebook shows the cooperation between a teacher, a student, a student’s parents, and a mentor. In the first column, there are written days of the week and subjects this student has that day, the next column presents what this student wants to have in the first semester, in the next column we see what mark this student has got that day, then teachers comments for homework, the next column represents student’s plan for his homework, after that parents check homework and write a feedback for the mentor and in the last column the mentor can write his comments, tick or put plus as an agreement. This notebook must be filled in and checked every day by all the participants in the learning process.

Name, Surname	Class		Date			
MONDAY	1st SEM.	TODAY	TEACHER	STUDENT	PARENTS	MENTOR
Lithuanian	5	4	A student has to learn the poem	I have to learn the poem	Lucy has leant the poem	+
Maths						
Chemistry						
IT						
Polish						
Religion						
TUESDAY						
Biology						
Maths						
Physics						
Lithuanian	5	7				
English						
WEDNESDAY						

Music						
Russian						

TOOL 9.5" Write a letter"

Model of the letter

Dear Ms ...,

I set ... goals this week.

The 1st goal was ...

To achieve the goal I had to ...

(The student describes his progress, encountered difficulties.)

The 2nd goal was ...

To achieve the goal I had to ...

(The student describes his progress, encountered difficulties.)

There were other tasks I had to do.

(The student describes his progress, encountered difficulties.)

The best thing this week was...

I have to improve...

This week I learned...

This week I understood...

I am grateful...

I am planning...

Best wishes,

...

GUIDE No. 10 "Get rid of the tendency to move from one activity to another without completing any "

STRATEGY	ACTION(s)	TOOLS
Use games	It is recommended to have set of different games to be used for different purposes. For example, to get ready for a task, to make brake and change focus, to bring focus back, to stop and reflect, etc. Games can be used during lesson/outside lesson/during brakes.	"Wallet Write . . . or Pocket Write" game (TOOL 10.1)
Plan learning	Make a detailed plan of work activities, set the definite time for the activities to be accomplished, monitor the success and note down the failures.	Mind mapping (TOOL 10,2)
Take breaks	Teach relaxation techniques.	A list of relaxation techniques (TOOL 10.3)

TOOL 10.1 " Wallet Write . . . or Pocket Write "

It is affective/cognitive activity that might be used for individuals/pairs or small groups. It is used for those moments when everyone seems tired, loosing attention, concentration and needs to change an activity.

Ask student to take something out of the pocket, purse, or wallet that represents him/her in some way and to write about that object for five minutes. After writing, she/he is allowed to comment on this activity. If this activity is applied for pairs or small groups, invite them to read their pieces aloud.

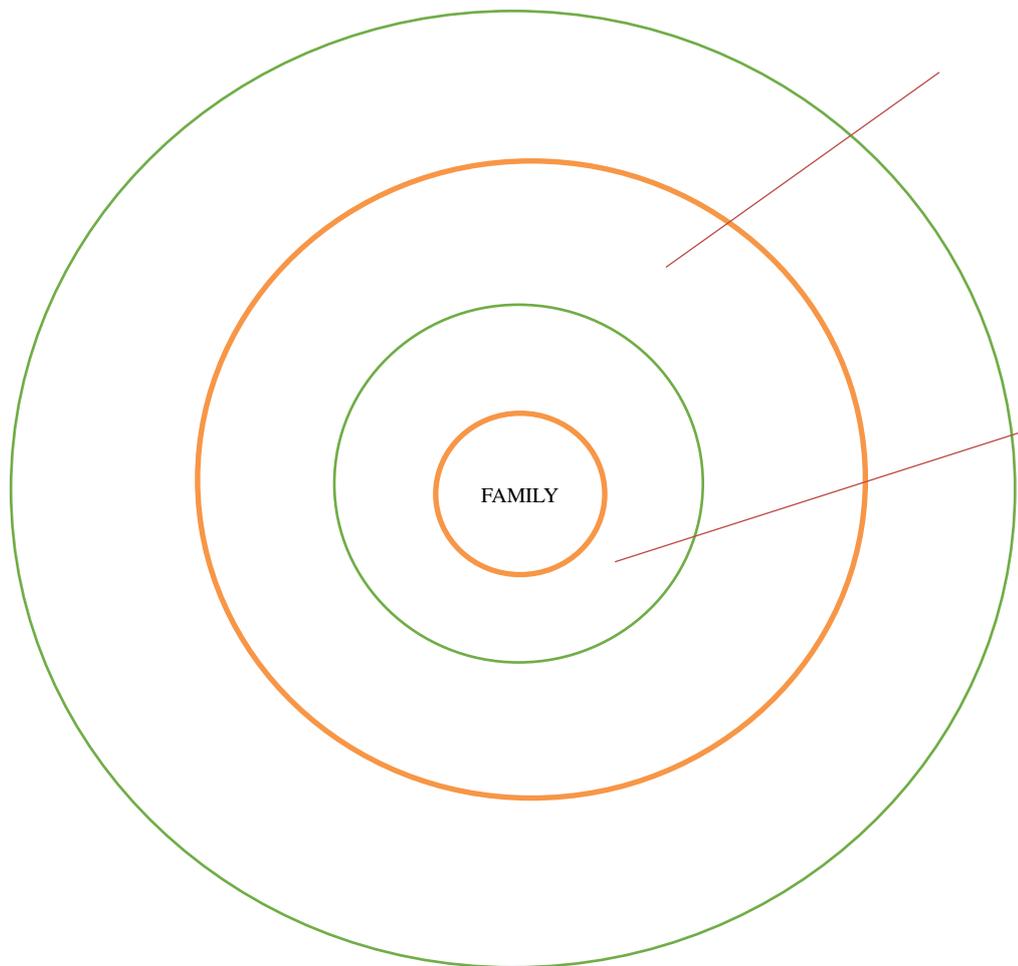
In spite of playful nature, this game teaches to concentrate attention on particular task for particular moment. Task looks a little bit challenging, but attractive because it carries personal nature.

TOOL 10.2 " Mind mapping"

A student comes to the lesson and draws a mind map with circles, which are steps of his learning plan.

In the middle of the map is the topic of the lesson. The next step is, for example, reading the text. Then, what new words the student has learned, the next circle shows what the student understood from the text or what was important and interesting for him to know from the text.

This tool enables the student to set his small goals during the lesson, monitor his own progress, and take the responsibility to improve working additionally with this topic at home.



TOOL 10.3 "A list of relaxation techniques"

1. Breath focus. In this simple, powerful technique, you take long, slow, deep breaths (also known as abdominal or belly breathing). As you breathe, you gently disengage your mind from distracting thoughts and sensations. Breath focus can be especially helpful for people with eating disorders to help them focus on their bodies in a more positive way. However, this technique may not be appropriate for those with health problems that make breathing difficult, such as respiratory ailments or heart failure.

2. Body scan. This technique blends breath focus with progressive muscle relaxation. After a few minutes of deep breathing, you focus on one part of the body or group of muscles at a time and mentally releasing any physical tension you feel there. A body scan can help boost your awareness of the mind-body connection. If you have had a recent surgery that affects your body image or other difficulties with body image, this technique may be less helpful for you.

3. Guided imagery. For this technique, you conjure up soothing scenes, places, or experiences in your mind to help you relax and focus. You can find free apps and online recordings of calming scenes—just make sure to choose imagery you find soothing and that has personal significance. Guided imagery may help you reinforce a positive vision of yourself, but it can be difficult for those who have intrusive thoughts or find it hard to conjure up mental images.

4. Mindfulness meditation. This practice involves sitting comfortably, focusing on your breathing, and bringing your mind's attention to the present moment without drifting into concerns about the past or the future. This form of meditation has enjoyed increasing popularity in recent years. Research suggests it may be helpful for people with anxiety, depression, and pain.

5. Yoga, tai chi, and qigong. These three ancient arts combine rhythmic breathing with a series of postures or flowing movements. The physical aspects of these practices offer a mental focus that can help distract you from racing thoughts. They can also enhance your flexibility and balance. But if you are not normally active, have health problems, or a painful or disabling condition, these relaxation techniques might be too challenging. Check with your doctor before starting them.

6. Repetitive prayer. For this technique, you silently repeat a short prayer or phrase from a prayer while practicing breath focus. This method may be especially appealing if religion or spirituality is meaningful to you.

Source: <https://www.health.harvard.edu/mind-and-mood/six-relaxation-techniques-to-reduce-stress>

GUIDE No. 11 "Develop independence in school work performance"		
STRATEGY	ACTION(s)	TOOLS
Create parent-teacher-student cooperation	Organize parenting education, explain the role of parents in the process of doing homework by the students, change the attitude that the most important is good grade into the importance of the knowledge and skills.	Tips to organize cooperation with parents (TOOL 11.1)
Involve students in setting learning goals and in lesson planning	Empower students by letting them set their own goals of the lesson and plan the process and set their involvement and responsibility; monitor the progress of accomplishing the goal.	Student`s individual weekly plan (TOOL 11.2)
Collaborative learning	Create opportunities for students to learn from each other, organize pair learning, small group tasks.	Tasks sheets, handouts TOOLS (See the other intellectual output developed by the partnership <i>“TOOLKIT_Supportive teaching and assessment strategies”</i> - Erasmus+ A.C.C.E.S.S project)
Positive feedback	Provide written or oral feedback about made achievements, spheres for improvements and invite for self-reflection	Feedback, self-evaluation sheets, Students' feedback on Mentor's support form (TOOL 11.3)
Improve reading comprehension	Teach various reading techniques.	Reading techniques guide (TOOL 11.4)

<p>Peer to peer mentoring or specialist support</p>	<p>In addition to Mentor support, assign a peer mentor (senior student) to support individual student.</p> <p>It might have needed to have specialists (language therapist, school psychologist) support.</p> <p>Design a path with teachers' (Apply "students to students" approach. Build pairs of students' – one is a teacher; another is a learner. Student-teacher serves mentor's role for his/her classmate. With support of a teacher they make their learning work plan and implement it)</p>	<p>TOOLS (See the other intellectual output developed by the partnership <i>"TOOLKIT_Supportive teaching and assessment strategies"</i>- Erasmus+ A.C.C.E.S.S project)</p>
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<p>TOOL 11.1 " Tips to organize cooperation with parents "</p>
<p>Parents take part in the lessons as teacher's assistants, help students with poor performance to follow the task, explain what to do, act in drama classes, organize festivals, tell about professions or invite to their workplace.</p> <ol style="list-style-type: none"> 1. 4-6 times a year organize parent-teacher meetings and discuss various organizational matters concerning the class, students' school achievements and difficulties students encounter; 2. organize celebrations or school events and invite parents for a better understanding of the atmosphere prevailing at school; 3. organize parents meeting with experts in order to teach parenting knowledge; 4. organize parent training meetings in a form of conferences or lectures; 5. organize monthly parent-teacher consultations, during which the parents have an opportunity to learn the requirements and expectations of teachers and the educational situation of their child; 6. organize home visits in order to establish closer contact and better knowledge of the living conditions of the student; 7. organize written communication via cooperation notebook (Guide N.9 TOOL 4" Cooperation notebook"); 8. organize informal meetings for playing board games, movie watching, hiking, and so on.

TOOL 11.2 " Student`s individual weekly plan "

School Class.....

Student`s name, surname

Start

Finish

People who took part in planning/discussing

.....
.....
.....
..

Subject/difficulties (teacher`s notes):

.....
.....
.....
.....
.....
.....
.....

Student`s input (student writes what he/she is going to do)

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.....
.....
.....

Parents input (what can they do, how can they help to control the learning process, to explain, monitor at home)

.....
.....
.....
.....
.....

The result :

.....
.....
.....
.....
.....
.....
.....

*Student`s signature
signature*

Teacher`s/Mentor`s signature

Parent`s

TOOL 11.3 " Students' feedback on Mentor's support form *"

* Similar form can be used for Mentors to reflect on their tutoring activities

(An example)

How did I learn

1. I learned (*please, underline*): native language, foreign language, math, chemistry, physics, history, geography
Other: (*please, insert*)
2. At the beginning I was learning (*please, underline*): eagerly; passively, not learning at all
Other: (*please, insert*)
3. Now I learn (*please, underline*): eagerly; passively, not learning at all
Other: (*please, insert*)
4. It was most difficult for me (*please, underline*):

To make friends with a mentor

Not to get into a conflict

To find time for meetings

To prepare for meetings

To understand explanation

To take support

Other: (*please, insert*)

5. Mentor's support helped me (*please, underline*): to understand subject, to feel self-trust, to achieve my personal learning objectives, to enjoy learning

Other: (*please, insert*)

6. I thank my Mentor for (*please, underline*): friendship, patience, knowledge, good mood, time

Other: (*please, insert*)

TOOL 11.4 " Reading techniques guide"

Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing, vocabulary and content.

Skimming and scanning: using a quick survey of text to get the main idea, identifying text structure, confirm or question predictions.

Guessing from the context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

GUIDE N. 12 "Give appropriate responses to the teacher's requests "

STRATEGY	ACTION(s)	TOOLS
Active listening strategy	Teach students active learning strategy by modelling and scaffolding activities. Illustrate what happens in daily life when people do not hear each other	Role play; Game "Broken phone" (TOOL 12.1)
Interview	Ask students to make interviews with others (teachers, parents, community members) about cases, when someone failed to respond adequately and get in trouble	Questionnaire, smart phones.

TOOL 12.1 " BROKEN PHONE "

Active listening is very usefull not only for learning, but also for any situations of social life. Mentor/teacher can ask students to remember meetings with friends, other people or the time spent in a public transport or were in a café, and recall the information one has received as a passive listener. In those situations one can form an opinion about the people and places. However, sometimes this opinion can be wrong because one has no chance to be an active listener.

To be an active listener means:

- a) listening attentively and being interested in what is said;
- b) asking if something is not clear;
- c) when asking to use phrases like "It is very interesting but I can't really catch...."; "excuse me, but I'd like to know...." "have I understood you correctly that.";
- d) repeating the acquired information, reacting and putting it down;
- e) looking at the speaker's face.

STEPS

Sitting in a circle, the mentor says one word to the ear-sitting next to him/her.

He/she passes it on to another.

Thus the word is conveyed to all who sit in a circle.

When the transfer is complete, the mentor asks who heard what. Starting from the last. Usually the original word is distorted beyond recognition because everyone hears it in their own way. Therefore, it is very important to listen well.

INDICATOR "Poor relational behaviors and socio-emotional skills"

- he/she tends to reject social interactions with his/her classmates;
- he/she develops a non-cooperative / hostile behavior;
- he/she tends to self-isolate
- he/she manifests reduced ability to identify and understand his/her own emotions;
- he/she manifests reduced ability to identify and understand emotions of others;
- he/she gets angry often;
- he/she manifests a low resistance to stress;
- he/she proves low resilience

GUIDE No. 13 "Encourage social interactions with classmates"

STRATEGY	ACTION(s)	TOOLS
- Create a safe environment	Empathetic attitude	Example: Do not use harmful words, positive speech, positive reinforcement
- To work students self-confidence and feeling of safety	Ask for student's involvement by giving the opportunity without judging	How to respect others opinions (TOOL 13.1) (Note: in this annex there are example of activities suited to both actions)
- Avoid self-isolation	To allow collaborative/ group work	Moderate Group work (TOOL 13.2)

TOOL 13.1 " HOW TO RESPECT OTHERS OPINIONS "

EXPRESS OPINIONS

The expression of personal opinions, refers to the voluntary expression of personal preferences, take position on a topic or be able to express an opinion that is at odds with, or in potential disagreement with the other person. We all have the right to express our personal opinions The important thing is that we are able to do it properly.

To be assertive is to respect the rights of others and, as a consequence, to always have their feelings in mind when we want to express ourselves in a situation. So, when we want to express an opinion we must be clear and firm without forcing the other person. But we know that often the other person can be annoyed, and this is an aspect to have in attention when deciding whether to manifest it. However, negative beliefs must be undone like "*if I express my opinion and I'm wrong, how will I be?*" or "*I'm not smart enough, attractive, young, experienced, etc. to have the right to express my opinion*".

Objectives:

- Develop the ability to "express an opinion".
- Promote tolerance towards the opinions of others.
- Recognize the need to know situations in greater depth in order to express a conscious opinion.
- Reflect on how to behave in situations where it is difficult to express personal opinions.
- To raise awareness of the importance of assertive behaviour when our rights are violated.

ACTIVITY 1 - MY OPINION AND THE OPINION OF OTHERS

You start by introducing the concept of assertiveness:

"Assertiveness involves the affirmation of personal rights and the expression of feelings, thoughts and beliefs in an honest and appropriate manner without violating the rights of others."

Already in the field of assertiveness, to make a small explanation about the importance of expressing our opinion, as well as respecting the opinions of others.

There are several guiding categories of subjects that can be controversial and on which students can pronounce themselves.

The debate is open. Anyone who has a different idea expresses their disagreement. The main ideas and conclusions that emerged from the discussion are noted on the board.

Clues for reflection:

Reflection on the way the different points of view were presented:

Were they always assertive?

Was there any aggressiveness or passivity?

At what times and why?

Did this help to clarify the different points of view?

What could be improved to make the discussion more effective?

Suggestions:

- The subjects brought up for discussion may be suggested by students. It will also be interesting to use this activity to discuss controversial issues concerning the life of the institution or group.
- Depending on the success of the activity, and on the reflection achieved, this activity may be repeated in future sessions, serving for the group to assess its own evolution in terms of skills acquired.

ACTIVITY 2 - BUILDING OPINIONS

Three posters are glued in three different corners of the room with the following inscriptions: agree, disagree and neutral.

The advisor writes opinion sentences on the board. Before each sentence, students move to one of the three corners according to their opinion. Then each group explains why they are in that corner.

After everyone has pronounced themselves, the advisor should ask the students if they would like to change their corner.

Clues for reflection:

The richness of sharing opinions in a context of respect and tolerance. The comfort of support from colleagues in the same corner. The change of opinion in the face of new arguments. The care to be taken so that our opinion does not harm or aggress others. The attention to the other when he or she gives an opinion.

Suggestions:

- Opinion statements may involve situations that provide occasions for health education, citizenship, etc.
- As many young people as possible should be given the opportunity to express themselves. The advisor should be careful to alert everyone to the importance of listening. Groups should refute each other's opinions.

ACTIVITY 3 - CAN I GIVE MY OPINION?

Divide the group into two and number them: group 1 (4 students) and group 2 (the remaining students in the class). Students in the first group are given the cards containing the "papers" to be played during a discussion that will follow. Before the discussion begins, students can ask questions about their assigned role. In the second group, students will play the role of observers. The debate will then begin and should not take more than three minutes. At the end of the debate the students who were as observers report what happened.

The situation:

As a prize for participating in a project, your class won tickets to attend a concert. The problem is that one of your colleagues, Miguel, did little work on the project.

At this moment your teacher puts to the consideration of the class whether or not he should have the right ticket. It's up to you to decide.

1- You are Miguel's friend and you do not allow anyone to have a different opinion than you.

2 - You're Miguel's friend and you want him to go. You're a very inhibited person.

3 - You are Miguel's friend. You speak very loudly and don't listen to the arguments of people who have opinions contrary to yours.

4 - You are the only person who is against Miguel going to the concert. You'll try to defend your opinion assertively.

Clues for reflection:

The difficulty vs. easy of intervening when there are more aggressive people in the group. The need to be firmer in these situations. The difficulty in defending an opinion against the group. The importance of argument. The difficulty in defending an opinion that is not our own: in what situations in our daily lives does this happen? The difficulty in assuming a relational style that is not ours.

Source: Manual Prático - Promoção de Competências Pessoais e Sociais (Lúcia Neto Canha; Sónia Mota Neves)

TOOL 13.2 " MODERATE GROUP WORK "

Facilitating Effective Discussions

"Initiating and sustaining a lively, productive discussion are among the most challenging activities for an instructor" (Davis, 1993). Here are some strategies that will help you prepare for and lead an effective discussion.

Preparing for a discussion

- **Plan how you will conduct the discussion.** Although the ideal discussion is spontaneous and unpredictable, you will want to do some careful planning. You should have a clear goal/objective for the discussion, a plan for how you will prepare the students, and a general idea about how you will guide the discussion (e.g., with activities, videos, questions, etc).
- **Remember that in the modern classroom, there are many ways to be "present" and to "participate."** Re-evaluate your course participation and attendance policies to be certain that they are assessing what you want them to assess, encouraging what you want to encourage, and that there aren't other options that can accomplish the same goals. For instance, if you value the exchange of ideas, does it matter whether this happens in class or online?
- **Help students prepare for the discussion.** You can distribute a list of questions for each discussion, ask students to bring in their own questions, suggest key concepts or themes for them to focus on, or ask them to collect evidence that clarifies or refutes a particular concept or problem. Discussions will be more satisfying for you and your students if they are prepared.
- **Establish ground rules for participation in a discussion.** In order for a discussion to be effective, students need to understand the value of actively listening to their peers,

tolerating opposing viewpoints, and being open-minded. They also need to recognize the importance of staying focused and expressing themselves clearly. You might spend the first session with your students exploring the characteristics of effective and ineffective discussions.

- **Clearly communicate how much time you have for questions or discussion, and what you are looking for from this time.** Do you ideally expect every student to have a question? Are you looking for problem-posing, questions of clarification, extensions, applications, critique? Don't assume that students know what the pedagogical purpose of the discussion is.
- **Ask students to state their name before they begin speaking.** Use their name when responding to their question or point.
- **Keep background noise to a minimum.** One person speaking at a time is essential if all students are expected to listen.
- **Be ready and willing to work with sign interpreters or CART interpreters during question and discussion periods.** Slow down when you are using big words or complicated phrases and spell out key names, and urge students to do the same. See [this advice](#) about working with interpreters during lectures.

Starting a discussion

- **Refer to questions you distributed.** Start the discussion by asking one of the study questions you assigned or by asking group members which of the questions they found most challenging.
- **Make a list of key points.** Identify and list the important points from the reading and use these as a starting point for discussion.
- **Use a partner activity.** Ask students to come to the discussion with 3 or 4 questions prepared. Start the discussion by having students pair off and alternate asking and answering their questions.
- **Use a brainstorming activity.** Ask students to contribute ideas related to the discussion topic (no matter how bizarre or farfetched) and write all ideas on the board. After a set period of time or when students have run out of ideas, critically evaluate all the ideas or categorize themes.
- **Pose an opening question and give students a few minutes to record an answer.** The process of writing down their answers will enable students to generate new ideas as well as questions. After they have finished writing, ask for volunteers or call on students to share their ideas. This activity also gives quieter students the opportunity to prepare answers they can share with the group.
- **Divide students into small groups to discuss a specific question or issue.** Be sure to assign explicit questions and guidelines and give the groups a time limit to complete the exercise. Also ask them to select a recorder and/or a reporter who will report back to the entire discussion group.
- **Pose a controversial issue and organize an informal debate.** Group the students according to the pro or con position they take and ask the groups to formulate 2-3 arguments or examples to support their position. Write each group's statements on the board and use these as a starting point for discussion.

Encouraging student participation

- **Create an inclusive discussion environment.** Group members will be more likely to contribute to a discussion if they feel they are in a safe, comfortable environment. Here are some general strategies for achieving this:

See the teaching tip on [Classroom Management: Creating an Inclusive Environment](#) for more ideas on this issue.

- at the beginning of term, use an icebreaker activity and ask students to introduce themselves and describe their interests and backgrounds so they can get to know one another
- as the facilitator, you should also learn all of your students' names (using name cards may assist you and your students in accomplishing this task)
- arrange the seating in the room, if possible, into a semicircle so that the group members can see each other
- **Allow students to ask questions or share ideas in class anonymously, or without "speaking out"** — circulate note cards for students to write questions or comments, or to answer your questions, perhaps anonymously, and collect and address them. Online tools such as [Question Cookie](#) and [Tricider](#) can help students ask questions or share comments. You can also encourage students to ask questions in the learning management system, which you can then respond to either in class or online.
- **Give students low-stakes opportunities to think and discuss content** – this is a "tolerance for error" approach. Students sometimes need to get it wrong, take risks, or try out different ideas to learn.
- **Facilitate smaller discussions among students before you ask students to share with the entire class.** Many students need some time and space to try ideas out with one another first. This also gets many more students talking.
- **Facilitate smaller activities before discussion and questions start, so that students have time and space to compose their thoughts.** For example, to help them prepare for discussion, give them the opportunity to write or solve problems quietly for a few minutes. You might even consider asking students to pass these ideas around the room to share with one another, as long as you have warned them in advance that you will do so.
- **Use online resources and content management systems to extend class discussions.** Students won't all get the chance to contribute in a large lecture, so offer the opportunity somewhere else. Students should be given many different opportunities and spaces in which to participate (and to be graded for participation).
- **Have students take turns writing down questions and answers on whiteboards or on large flipchart paper,** and then post the notes around the classroom for future reference—keep them up all term – build running answers to pertinent and revisited questions.
- **Positively reinforce student contributions.** You can emphasize the value of student responses by restating their comments, writing their ideas on the board, and/or making connections between their comments and the discussion at large. Also be sure to maintain eye contact and use non-verbal gestures such as smiling and head nodding to indicate your attention and interest in students' responses.
- **Use a "token system" to encourage discussion.** Distribute three pennies or poker chips to each student at the outset of the discussion. Each time a student speaks, a penny/chip is turned in to the facilitator. The goal is for students to spend all their pennies/chips by the end of the session. This system can be useful for limiting students who dominate the discussion and encouraging quiet students to contribute.

- **Silence in the classroom is okay** – it is actually good – and if you become comfortable with it, students will too.
- **Limit your own involvement.** Avoid the temptation to talk too much and/or respond to every student's contribution. After you ask students a question, count to at least five in your head before answering it yourself. When you ask students a question, if you really want them to think and be able to give an answer, be willing to wait for it. Try to encourage students to develop their own ideas and to respond to one another (that is, peer interaction). You might also sit someplace other than the "head" of the table.
- **Balance students' voices during the discussion.** Here are some strategies for dealing with problem group members who can affect the level of student participation:
 - a. Discourage students who monopolize the discussion by implementing a structured activity that requires each group member to be involved, avoiding eye contact with him/her, assigning a specific role to the dominant student that limits participation (e.g., discussion recorder), or implementing time limits on individual contributions.
 - b. Draw quiet students into the discussion by posing non-threatening questions that don't require a detailed or correct response, assigning a small specific task to the student (e.g., obtaining information for next class), sitting next to him/her, or positively reinforcing contributions he/she does make.
 - c. Clarify confusing student contributions by asking the student to rephrase/explain the comment, paraphrasing the comment if you can interpret it, asking the student probing questions, or encouraging him/her to use concrete examples and metaphors.

Guiding the discussion

- **Keep the discussion focused.** Have a clear agenda for the discussion and list questions/issues on the board to inform and remind everyone of where the discussion is heading. Brief interim summaries are also helpful as long as they don't interfere with the flow of the discussion. If the discussion gets off track, stop and bring the discussion back to the key issues.
- **Repeat the key point of all comments** or questions for the rest of the class, using your microphone if possible. For instance: "Jennifer just asked..."
- **Take notes.** Be sure to jot down key points that emerge from the discussion and use these for summarizing the session. You might also assign a different group member each week the specific role of recording and summarizing the progression of the discussion.
- **Be alert for signs that the discussion is deteriorating.** Indications that the discussion is breaking down include: subgroups engaging in private conversations, members not listening to each other and trying to force their ideas, excessive "nit-picking," and lack of participation. Changing the pace by introducing a new activity or question can jump-start the discussion.
- **If students are having trouble communicating, avoid making remarks such as: "Slow down," "Take a breath," or "Relax."** This will not be helpful and may be interpreted as demeaning. Avoid finishing the person's sentences, or guessing what is being said. This can increase their feelings of self-consciousness.
- **Prevent the discussion from deteriorating into a heated argument.** Remind students of the ground rules for discussion: they need to practice active listening, remain open-minded, and focus on ideas and content rather than on people and personal issues. Defuse arguments with a calm remark and bring the discussion back on track.

- **Bring closure to the discussion.** Announce that the discussion is ending and ask the group if there are any final comments or questions before you pull the ideas together. Your closing remarks should show the students how the discussion progressed, emphasizing 2-3 key points and tying the ideas into the overall theme of the discussion. Also be sure to acknowledge the insightful comments students have made. Providing closure to the discussion is critical for ensuring that group members leave feeling satisfied that they accomplished something.
- **Remember that not all students are comfortable with extended direct eye contact.**

Evaluating the discussion

- **Ask students to write a one-minute paper.** You can ask students to write about how their thinking changed as a result of the discussion or how the discussion fits into the context of issues previously discussed. Have students hand in their papers and review samples to assess what they have learned.
- **Ask students to respond to specific questions about the discussion.** Was the topic defined effectively? Did the facilitator keep the discussion on track? Did everyone have the opportunity to speak? Was your participation invited and encouraged? What questions related to the discussion remain unanswered? In what ways could the discussion have been improved? You might also use a more formal questionnaire and have students rate these various aspects of the discussion.
- **Conduct your own informal evaluation of the discussion.** Consider the following questions when making your evaluation: Did everyone contribute to the discussion? How much was I, as the facilitator, involved? Did the discussion stay focused? What questions worked especially well? How satisfied did the group seem about the productiveness of the discussion? What would I do differently next time?

Suggested reading

- Brookfield, S.D. (1999). *Discussion as a Way of Teaching*. San Francisco: Jossey-Bass Inc.
- Clarke, J.H. (1988). *Designing Discussions as Group Inquiry*. *College Teaching*, 36(4), pp. 140-143.
- Davis, B.G. (1993). *Discussion Strategies*. *Tools for Teaching*. San Francisco: Jossey-Bass Inc., pp. 63-98.
- McKeachie, W.J. (1986). *Teaching Tips*. Lexington, Mass.: Heath.
- [Asking More Effective Questions](#). Excellent resource on identifying different types of questions with examples
- [Critical Reflection: An integral component to experiential learning](#). Questions that promote critical reflection.
- [Realizing the Potential of Good Questions](#). Techniques for effective questioning.
- [Habits of Mind: The Questions Intelligent Thinkers Ask that Help Them Solve Problems and Make Decisions](#).
- [Best Practice Strategies for Effective Use of Questions as a Teaching Tool](#).
- [Prompts That Get Students to Analyze, Reflect, Relate, and Question](#).
- [Three Ways to Ask Better Questions in the Classroom](#).
- [Discussion Method Teaching: A Practical Guide](#).
- [Online Discussion Questions that Work](#).
- [You're Asking the Wrong Question](#).

- Better Questions are the Answer.

In: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/discussions/facilitating-effective-discussions>

GUIDE No. 14 ” Strengthen cooperative behavior”

STRATEGY	ACTION(s)	TOOLS
Promotion of social and relational competences	To develop dynamics related to self-regulation of emotions	Non Formal Education Dynamics (TOOL 14.1)
Create a positive relationship between the student and the other world	Organize mutual assistance group.	Mutual assistance group activities (TOOL 14.2)

TOOL 14.1 ” NON FORMAL EDUCATION DYNAMICS ”

EMPTY POCKETS (Single activity)

Brief description: The student empty his/her pockets (if he/she has no objects in his/her pockets he/she can use personal objects such as mobile phones, bracelets, necklaces, caps, etc.) and he/she explains the meaning of the objects.

Objectives: To make ourselves known, share personal stories or opinions, reflect on ourselves.

Debriefing: What importance do we attach to what we bring into our daily lives? The activity can turn the participant’s topic on basic needs, materialism and the relativization of personal problems.

SHARKS (Single activity)

Brief description: Imagine you are in a large space, like a classroom, with your classmates. They place an equal number of chairs not aligned, but close together.

Then think about the following story: “A group of people decide to take a trip. They choose to go by ship to an island paradise. However, one of the days the ship starts to sink and the captain asks all crewmembers to go quickly to the lifeboats. It turns out that that sea is infested with sharks and nobody can put a foot or arm in the water”.

CHALLENGE: You are the ship's crew, who have a big problem to solve! - They must be able to place all lifeboats in single file, knowing that:
The floor of the room is the sea full of sharks (and the rule is that no one can put any part of their body on the floor);
Each chair is a lifeboat;
Everyone has to climb into his boat and help each other to fulfill the objective;

REFLECT AND SCHEMATICIZE HOW COULD YOU SOLVE THIS CHALLENGE (IN THIS CASE YOU CAN DESIGN, SCHEMATIZE OR WRITE YOUR SOLUTIONS)

COMMENTS:

- No one can leave the boats;
- They have to quickly solve this problem, so that all crew members are safe and sound;
- In the end, there can only be one crew member per boat!

REFLECTION:

This Game aims to increase individual and collective competence in problem solving and promote the feeling of self-efficacy, through the culture of group collaboration and mutual help. Transpose to everyday situations.

STOP-MOTION THEATRE (Group Activity)

Brief description: With music, the group sits in a circle and the participants in activity go to the middle of the group. The activity begins with one participant in the middle making a free movement to the rhythm of the music and then another participant joins, without necessarily having to touch it, and makes another movement according to what he was observing, but also freely. The first participant sits down again and a third participant goes to the centre to make a move. So on and so forth, only two participants stand and make free movements, some sit and some stand up so that there are always only two in the middle. The music and the rhythm can change in order to incite other kinds of movements.

Objectives: Improve imagination through group work and use of body language to create a good atmosphere.

Debriefing: How did it feel to contribute to something that is part of a whole? How important is body language? What influence do external factors, like music in this case, have on our decisions? The reflection can be about spontaneity in our day to day life, team work and the promotion of a good group environment for a common purpose, the influence we give to external factors and the image we want them to have of us, being that we live in society.

THE MESSAGE (Group Activity)

Brief description: The activity consists of creating different groups with the same number of participants. For this activity, facilitators ask each group to sit on the floor and in a circle. At the beginning, one volunteer from each group thinks of a message they would like to convey to their peers, but they can only use 5 words to convey the message (example: to ask their peers to squeeze their right foot shoelace, they verbalize the words foot, shoelace, knot, right and fall). The participants listen to the five words and write down on a sheet of paper what they think the message will be that the colleague wants to convey with the five words. All the participants share what they think is the message transmitted and at the end it compares with the initial message.

Objectives: Improve our communication and interpretation. To analyse the fact that a past message has not always been received, sometimes the interpretation of that message can be completely different and this causes obstacles to communication.

Debriefing: Was it easy to get the message? Why was that? How did it feel? What can we do to improve our interpretation and communication skills? Communication is important, practice active listening and realize that we do not always interpret other people's messages correctly. Getting the message across is insufficient if we don't make sure the message has been understood, otherwise there is no communication or understanding.

TOOL 14.2 "MUTUAL ASSISTANCE GROUP ACTIVITIES"

Goal: to develop students' cooperation skills, to strengthen the sense of belonging to a group, to learn to make decisions.

The main point: Students with avoidant and passively aggressive behavior during lessons often do not feel part of the community. In groups, students could help meet the need to belong to a group by strengthening their communication and decision-making skills by speaking and listening to the difficulties of others. During group meetings, students could solve relevant issues, difficulties and at the same time look for a solution that would receive support.

Groups could meet once a week/month or meeting the needs of students. Participants: 3-5 students and mentors.

Group progress:

- Warm-up exercise
- Raising a topical issue or completing tasks
- Summary (participants talk about what they get out of the session and the mentor summarizes)

Activity 1: We know our ability to help others

Task:

1. Fill in the table below to better understand and explain your abilities. Critically reflect on your abilities and discuss them with friends in a group.

Table of abilities

Please read the listed skills, abilities, knowledge carefully, and think about whether they are specific to you. If so, at what level. Mark the way you look at the table. Write the skills, abilities, knowledge which is not mentioned in the table.

Knowledge/skills	I don't know/don't have	I know/can a little	I have a little I know/have
Self-awareness, self-knowledge			
Perception of feelings			
Understanding body language			
Expressing personal opinions and giving reasons for it			

Smoking			
Alcohol consumption			
Drug use			
Stress management			
Self-esteem, self-confidence			
Encouragement			
Self-assessment			
Observation			
Help and care			
Violence			
Respect			
Ability to say no			
Knowing your body			
Conflict resolution			
Active listening			
Working in a team			
Crisis management			

2. During the group discussion, be guided by the following questions: "Why did I evaluate myself in this way?"; "Do my friends agree with this assessment of mine? What do they think about it? "; "How can I develop skills, how can new ones be acquired?".

3. Make a list of skills and abilities for the whole group. Take a look at what's still missing.

Activity 2: What problems are we facing?

List the problems and conflicts that are common to children of various ages.

Problems of children aged 7-8:

Problems of children aged 9–10:

Problems of children aged 11–12:

Problems of teenagers aged 13–14:

Problems of teenagers aged 15–16:

Problems of young people aged 17–18:

Discuss the issues listed in groups. Name the main reasons why it is important to help peers solve their problems.

Reasons to help your peers solve problems:

Activity 3: Decision making

1. Identify and define the problem you would like to address.

2. Collect data, information about the problem (in what context it exists, what is connected with it, possible solutions, "what if..."). List sources of information (e.g., friends' stories, observation data, grades, ratings, class teacher's log records, etc.).

3. List possible, alternative solutions.

GUIDE No. 15 “Understanding YOUR OWN Emotions”		
STRATEGY	ACTION(s)	TOOLS
Self-knowledge	Lead students to decode and recognize their emotions	Mindful Listening exercise (TOOL 15.1)
Self-knowledge workshops: Midfulness	Mindfulness sessions	Mindfulness Techniques (TOOL 15.2)

TOOL 15.1 “ MINDFUL LISTENING EXERCISE”

This activity is extracted from the **Positive Psychology Toolkit** and introduces mindful listening as a student exercise.

Mindful listening is an important skill and can be a great student mindfulness exercise. In general, people thrive when they feel fully “heard” and “seen,” and mindful listening offers a break from focusing on the self or our own response.

Instead, this form of listening can create an inner stillness where both parties feel free of preconceptions or judgments, and the listener is not distracted by inner chatter whilst learning **valuable positive communication skills**.

The Mindful Listening exercise involves these steps:

- *Step 1:* invite student to think of one thing they are stressed about and one thing they look forward to;
- *Step 2:* once everyone is finished, each student takes their turn in sharing their story with the student;
- *Step 3:* encourage each student to direct attention to how it feels to speak, how it feels to talk about something stressful as well as how it feels to share something positive;
- *Step 4:* student are instructed to observe their own thoughts, feelings, and body sensations both when talking and when listening;

- *Step 5:* after each student has shared, you can break into small groups and answer the questions below. Next, restudent and have a discussion and debrief with the following questions.

Those questions are:

- a. How did you feel when speaking during the exercise?
- b. How did you feel when listening during the exercise?
- c. Did you notice any mind-wandering?
- d. If so, what was the distraction?
- e. What helped you to bring your attention back to the present?
- f. Did your mind judge while listening to others?
- g. If so, how did “judging” feel in the body?
- h. Were there times where you felt empathy?
- i. If so, how did this feel in the body?
- j. How did your body feel right before speaking?
- k. How did your body feel right after speaking?
- l. What are you feeling right now?
- m. What would happen if you practiced mindful listening with each person that you spoke with?
- n. Do you think mindful listening would change the way you interact and relate with others?
- o. How would it feel if you set the intention to pay attention with curiosity, **kindness**, and acceptance to everything you said and everything you listened to?

Source: <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>

TOOL 15.2 “MINDFULNESS TECHNIQUES”

51 ACTIVITIES AND TECHNIQUES FOR TEACHING MINDFULNESS

The best way to show students how to be mindful is to practice it in class. Use these 51 engaging mindfulness activities for kids to help your students hone their self-awareness and self-regulation skills.

The Present Moment Worksheet: This free mindfulness worksheet teaches young students all about what it means to be present.

Yoga for Kids: Check out this video of a group mindfulness exercise that will help elementary students practice yoga through age-appropriate and imaginative games.

Contentment Thermometer: Being aware of our emotions is a key component of mindfulness. This “contentment thermometer” can help students define and track their feelings.

Making Mindful Observations: Add a little social-emotional learning to your science lessons by teaching students to make mindful observations.

Teaching STOP Mindfulness: Teach kids the core components of mindfulness through the acronym STOP: Stop, Take a breath, Observe, and Proceed.

Breathing Boards: Have your students follow the line with their finger as they take calm, measured breaths.

Gift of You: This festive activity is a great way to teach mindfulness around the holidays.

Mindful Glitter Jar: This adorable craft can give students a physical example of how their thoughts settle down after practicing mindfulness.

Mindful Eating: What student doesn't love a lesson that involves snacks? With this creative mindfulness exercise, students can learn to be more aware of what they're eating.

Smiling Minds App: Try out this free mindfulness app for kids with your students to practice short meditations and other exercises.

Mindful Gratitude Exercise: When students learn to be mindful of what they're thankful for, they can find greater contentment in their lives.

Quiet Time: Adding a little quiet time to your classroom schedule can give students time to de-stress and focus on the present.

Nature Walk: Embark on an outdoor walk that will encourage your students to engage all of their five senses in observation.

What Mood Are You Generating in Others?: Using this lesson plan as a guide, discuss with your students how everyday actions affect their classmates and what they can do to put themselves in another person's shoes.

Mindfulness Scavenger Hunt: As students check off each box in this modified scavenger hunt, they will get closer and closer to practicing mindfulness.

Guided Meditation: Demonstrating how to meditate to your little learners can be tough. With this guided meditation designed for children, you can help them learn how.

Mindfulness Safari: With this mindfulness safari, you can learn to pay attention to the world around you from the comfort of your schoolyard.

Positive Affirmations: Check out this list of 125 positive mantras your students can use while meditating or reflecting on their strengths.

Mindful Listening: Listening is an essential part of mindfulness. Use this resource to show your students how to become mindful listeners in school and elsewhere.

Build a Face Story Stones: This activity can help students learn to observe and recognize different emotions.

Rainbow Bubble Breathing Story: For younger students, this “story” about a rainbow bubble can be a great visual for practicing controlled breathing.

Mindful or Unmindful? Worksheet: To make sure your students grasp what mindfulness is and is not, fill out this worksheet as a class.

Being Mindful of Anger: Anger can be difficult for kids to process and even tougher for them to react to in a healthy way. Use this quick meditation script to help students calm down when they feel overwhelmed.

Mindful Journaling Prompts: Try some of these journaling prompts on confidence and self-esteem with older students to help them reflect on internal and external experiences.

Read a Book About Mindfulness: Put together a story-time read aloud with this list of 11 best mindfulness books for young learners from Read Brightly.

Who Am I? Game: This classic game encourages students to pay attention and make observations, which can be helpful for developing mindfulness.

Blindfolded Taste Test: Taste is a powerful sensation, and this activity can be especially helpful for teaching students to analyze different sensations.

Emotion Octopus Craft: Learning about our emotions has never looked so adorable! Let each child put together an emotion octopus, then have a class discussion on feelings.

Today I Feel...: Hang up this Muppet-themed chart in your class and teach students how to recognize the emotions they feel each day.

Square Breaths: Square breathing is a simple yet effective way to help students calm down when they’re feeling overwhelmed.

Finding Silver Linings: Mindfulness involves as much analysis as it does observation. This activity teaches students to reframe negative experiences and figure out what they can learn from them.

Body Scan: Try this quick body scan meditation as a class to focus on emotions and physical sensations.

Assessing vs. Judging Others: Do you know the difference between observing and judging another person? Teach your students how to assess others mindfully with this social-emotional learning activity.

Stop and Think Worksheet: Every action we do can cause a positive or negative reaction in others. Pass this worksheet out to your students, then discuss why it matters to consider others' reactions.

Raisin Exercise: Hand out a raisin to each of your students, then practice observing it using each of the five senses. Berkeley's Greater Good Science Center recommends doing this exercise multiple times to get the full effect, but even once can be a helpful experience for your students.

Red Light, Green Light: This game is a classic P.E. staple, but did you know that you can use it to teach observation—a core part of mindfulness?

Pause and Think Online: Mindfulness can be an important part of teaching good digital citizenship! This activity from Common Sense Media shows students how to pause before they react to something online.

Freeze Dance Mindfulness: Have a freeze dance party with your class as a fun way to engage and teach your students about mindfulness.

What Are You Doing? Activity: This activity teaches students both how to listen mindfully and pay better attention to their actions.

Loving Kindness Meditation: Loving kindness meditations encourage us to have compassion for others—a perfect blend of mindfulness and socialemotional learning for students.

Root to Rise Activity: This activity combines yoga and meditation to help students mindfully practice self-confidence and peace.

Draw Your Breath: This art exercise can help students gain selfawareness of their breath and use that knowledge to move towards relaxation.

Melt or Freeze?: Mindfulness is a great way to help students manage their impulses. This activity helps students sort possible actions into impulsive (“melt”) and responsible (“freeze”).

Rainbow Walk: Go on a walk with your students and encourage them to find something red, orange, yellow, green, blue, indigo, and violet as a quick way to practice mindfulness.

Tuning into Different Moods: If we're overwhelmed or distracted, it can be hard to remember to stay mindful of our emotions. This exercise requires just a few minutes as you teach students to observe what they're feeling in the moment.

Emotions Bottles: While we definitely don't want students to “bottle up” their feelings, this activity uses the Pixar movie Inside Out to recognize their emotions.

Source: <https://www.waterford.org/resources/mindfulness-activities-for-kids/>

GUIDE No. 16 “Wearing the others’ shoes”

STRATEGY	ACTION(s)	TOOLS
Work the Empathy	Coaching	Real Life Study Cases (Note: in this annex there are examples of different activities that the mentor can choose) (TOOL 16.1)

TOOL 16.1 “ REAL LIFE STUDY CASES”

1) THE PERSPECTIVE OF THE OTHER: "PUT ON THE SHOES OF OTHERS"

Understanding how someone is feeling, or what experiences that person has had, can affect how we react to that person. Expanding our point of view by including what the other person is feeling is one way to begin to understand others. It's important to make the young people understand they are not always right! Often, with a little more time, experience, and reflection on things, we can all discover that we can change our point of view.

Many young people find it difficult to put themselves in the role of another person and observe situations from the perspective of others. In this sense, the set of proposed activities tries to appeal to the decentralization of oneself and to focus on the other: to know how to identify and understand one's feelings. This competence is commonly known by the term empathy.

Objectives:

- Understand the points of view of others as different from ours.
- Promote discussion about possible reasons for individuals to form different opinions in a given situation.
- Understand that the character of each influence their opinions and, that the passage of time and circumstances, affect the character.

ACTIVITY 1.1. - WHY DO I HAVE THIS POINT OF VIEW?

This activity begins with a short conversation about "the different points of view", for example: "Think about the clothes people wore back in your parents' time, what do you think of them now? (they'll probably say they think they're ridiculous). Time changes the way we look at things, even though there are people who don't change their minds. Other times we form a different opinion because we have an experience in life that has led us to change or because it has increased our knowledge about a certain subject. We also happen to form points of view based on things that don't make sense: we believe in something because someone told us it was like that, or because we had a bad experience, or maybe because we didn't devote enough time to studying the subject".

The student is asked to talk about the various situations given.

It is up to the student to decide on the basis of the point of view expressed in each situation:

- (1) experience with the situation;
- (2) learning or knowledge;
- (3) opinions that were heard by another;
- (4) opinions based on feelings.

Clues for reflection:

When you're at odds with other people, do you think about what will lead you to that point of view?

Do you remember situations where you changed your mind?

Why have you changed your mind?

Have you ever felt that were the others thinking wrong about you? What did you do? Did you ask yourselves why this person thought wrong about you?

ACTIVITY SHEET- WHY DO I HAVE THIS POINT OF VIEW?

Read the sentences below carefully. In each of them the person expresses an opinion based on a point of view. It links the situations to the corresponding points of view from (a) to (d):

(a) experience with the situation

(b) learning or knowledge

(c) opinions that have been heard by another

(d) opinions based on presentiments.

situation 1

"Girls aren't good at math. The lowest math grades in my class are girls." _____

situation 2

"Violence on television is really a very bad thing; it influences the way people think. I read an article that showed the negative effects of vermuita violence on the media." _____

situation 3

"I don't want to play on João's team anymore. He's a terrible leader. No one can understand his orders and then he insults if anyone makes a mistake. I was so upset the last time I played with him... I picked myself up and went home." _____

situation 4

"I don't have the patience to put up with that employee who joined the company again. A friend of mine told me he was a donkey and a pain in the ass. I hope you won't come sit here." _____

ACTIVITY 1.2 - GO TO THE OTHER SIDE

The students is asked to list some opinions or issues he/she feels strongly about, and usually "take them seriously" when discussed with people with opposing views (e.g., discrimination against the disabled, abortion, religion).

After this initial "brainstorming", an attempt is made to reach a consensus on what issue he/she will discuss in that session.

The mentor chooses different and well-defined positions in relation to the chosen topic. The mentor asks the student to chose one and give arguments for that position.

Then the mentor tells the student to change his/her perspective and give arguments for the other position.

For this change of perspective to be effective, you will have a few minutes to answer a few questions:

why do you think differently now?

What experiences may have contributed to this feeling?

What will be your arguments?

Clues for reflection:

What was it like to assume the other's position?

Although you disagree with each other's point of view, do you feel you understand the other position better?

Has your opinion changed in any way?

1) WHAT FEELINGS DO I "FEEL" IN OTHERS?

There are many emotions or "ways of feeling" that affect how we react on a particular day and in different circumstances. It is important that we know how to recognise their feelings in others, so we can adjust our interaction to people's moods, respecting them.

When we deal with people we know, we should learn to identify, by their verbal and non-verbal behaviour, when something is not right and take due care in dealing with them in those circumstances. Thus, it is fundamental to be attentive and listen to what the other has to say, trying to understand what he feels: anger, sadness, anxiety, etc.

Objectives:

- Identify and describe emotions associated with specific situations.
- Develop the ability to understand the feelings of others.
- Develop the ability to adapt behaviour to the moods of others.

ACTIVITY 2.1- WHAT DO YOU FEEL?

Make a short introduction about the most common moods, which you usually feel or observe in others. Then the student is asked about his/her own feelings. For example:

"What's it like when you feel really, really happy? Talk about it. Have you ever been once really scared? When? What are the situations that people may feel impatient? (waiting for someone who is always late). People always feel the same form about the same things or events? Why do people react in different ways? (some people may like parties a lot, others may feel embarrassed in groups; doing extreme sports can leave some people terrified while the others can cause great excitement). Do you think people can control their mood?"

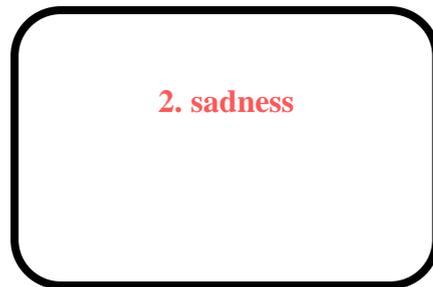
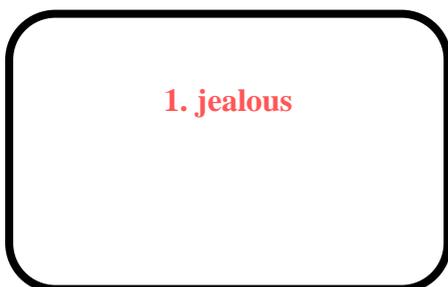
In the Activity Sheet the student will have to draw situations that may affect his/her mood. Alternatively, situations can be described. Within the same emotion, try to find the differences and similarities between the different situations.

Clues for reflection:

The similarities vs. differences between the situations. The importance of feeling one's own feelings to understand the feelings of others.

ACTIVITY SHEET - HOW DO YOU FEEL?

Make the picture of a situation that can provoke the following moods:



5. Happiness

6. tiredness

2) UNDERSTAND OTHERS

The mentor makes a brief approach to the importance of being empathetic, that is, understanding the feelings of others.

You start the activity by brainstorming about the non-verbal signals that may inform you that the other person is not well (e.g. tone of voice, posture, facial expression) and about the verbal signals or behaviours (you talk less than usual, you get annoyed easily, you say nasty things, etc.). The conclusions are noted in the table.

Afterwards, mentor asks student to identify moods or feelings of other people that interfere with the interpersonal relationship (e.g. anger, anxiety, sadness, etc.). The feelings are recorded on the board/sheet.

Then, student will choose a feeling and create a situation with a person that involves that feeling. Later he/she will have to find a way to act and adequately show his/her understanding for what he/she is feeling (e.g. leave the person alone, cherish him/her, try to talk to him/her, buy a gift, show

availability for whatever is needed, etc.)

The activity ends with the sharing of the paths.

Clues for reflection:

What are the most important contexts in which to deal with the negative feelings of others:

- home, friends or school? How do you normally react? Do you think that with this activity you have learned new ways to approach these situations?

The tendency to react impulsively to the negative moods of others. The difficulty in stopping to try to understand what the other person feels. The tendency to make value judgments about the causes of others' feelings.

Suggestions:

- Alternatively, the advisor may take the situations previously defined on cards: "A colleague of yours has been ill at home for several weeks; your father is worried about financial matters and is working at his desk; a colleague of yours is sad because he has difficulty getting to know and relate to unknown people".

- In reflection you can explore the signals that other people send about their moods, for example: "I am in the clouds!" or "I am devastated!".

- Verbal messages that contradict non-verbal messages can also be explored. For example, verbalize with an expression of concern or sadness: "Don't worry, I am well" or "No, it's nothing..."

Source: Adapted from Canha, L. N., Neves, S. M (s/d). Manual Prático - Promoção de Competências Pessoais e Sociais

GUIDE No. 17 “Angry Control”

STRATEGY	ACTION(s)	TOOLS
Self-management of the impulses and frustration	Coaching	Now, Stop! (TOOL 17.1) Choose and negotiate (TOOL 17.2) Deal with provocations (TOOL 17.3)

TOOL 17.1 “NOW, STOP! ”

This activity involves a puppet theater made by the mentor and aims to address risky situations in which the young person may find him/herself. It is advisable to address the basic safety rules at first, such as: “Do you know that you should not trust a stranger even if he says he knows you, or that he knows someone in the family? If one day someone comes up to you on the street to say that he is a friend of the father, and that the father told him to come and get you, how should they react? what should they do to protect themselves? ”.

The theater must involve problems, followed by questions, as shown by the following examples:

Example 1 - The largest doll threatens the smallest one that will be beaten on the way home from school. Ask the student what the little doll is feeling; what can he do to stay safe?

Example 2 - It is time for lunch, the doll goes to the lunchbox and finds out that his snack was stolen. What does he feel? What should you do?

Example 3 - One of the dolls confesses to the class that the night before the parents left him with a babysitter and that she showed him some horrible photographs. The doll describes what he felt and asks the audience what to do so that it doesn't happen again.

Example 4 - The doll says he got lost in a huge and confused supermarket at Christmas, he looks around and does not find his mother. What will the doll be feeling? What can he do to protect himself?

Example 5 - The doll accidentally spills a drink. The doll's father gets very angry and yells and pushes the doll, calling it ugly names. How does the doll feel? What can he do about the situation?

Reflection Clues

Sometimes we feel that someone has made or makes us feel bad, often someone that is very close to us. What should we do in these situations? Who to tell? In addition to the theater situations, do you know any more?

Source: adapted from Canha, L.N. & Neves, S.M., *Promoção de Competências Pessoais e Sociais*

TOOL 17. 2 “ CHOOSE AND NEGOTIATE”

Choose and negotiate: Where are we going after all? – Group Activity

Before starting the activity, the mentor makes a brief presentation about the importance of negotiation in interpersonal relationships and the aspects to be taken into account: the feelings of others and the commitment.

It is important to clarify with students the steps to take into account when entering into a negotiation: (1) Check if there really is a difference of opinion; (2) telling the other person what they think about the problem: their own position and the perception of the other's position; (3) ask the other person what they think about the problem and openly listen to their response; (4) think about why the other person thinks or feels that way and suggests a compromise, if possible; (5) verify that the proposed compromise takes into account the views and feelings of both parties.

The activity begins with the mentor exposing a situation to the class. For example:

“They have the opportunity to choose one of two destinations for a study visit next week: Parque das Nações or Jardim Zoológico.”

The class spontaneously divides into two groups, according to the students' choices. Each group meets and clarifies the following aspects: reasons for their choice; possible reasons for choosing the other group; arguments to convince colleagues; aspects and situations in which they can yield. The conclusions are noted and a spokesperson is chosen.

After this period of reflection, the two groups are placed face to face and the discussion begins. Each group starts by explaining its reasons and only afterwards does the negotiation begin.

Reflectio Clues

How did the negotiation go? Have you reached a solution? Were you able to hear each other? Were they assertive in defending their own views? Did they take into account the opinions and arguments of others? Is it always possible to reach a compromise solution?

The difficulty in reaching consensus when different motivations are confronted between two or more people. The willingness or not to give in.

Source: adapted from Canha, L.N. & Neves, S.M., *Promoção de Competências Pessoais e*

Sociais

TOOL 17.3 “ DEAL WITH PROVOCATIONS”

A conversation is started about what provoking situations are. Ask the student for examples. An attempt is then made to find a situation in which a young man insults another and he responds aggressively with another insult. Analyze this situation with the student and instruct about the various appropriate ways to respond to offenses and insults: does not protest / does not respond; ignoring / letting go / ignoring; go around / leave the place; inform an adult or teachers (when alone you are unable to resolve the situation); dialogues to properly resolve conflicting situations between two people; adequate expression of negative feelings.

Phase 1: MODELING OBSERVATION

The mentor will be able to model some situations, right and wrong, to be later commented by the student:

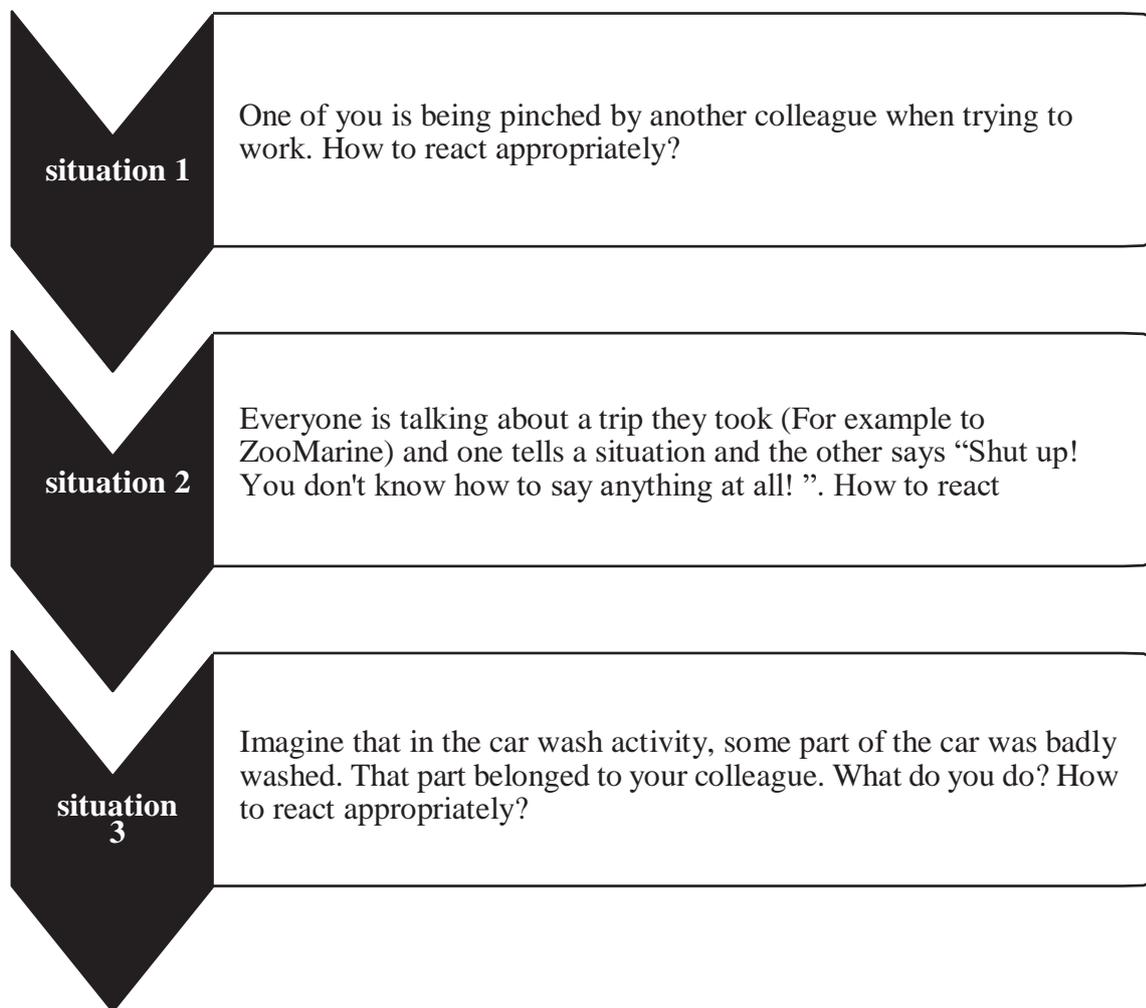
1st Situation - Three advisors sit next to each other. One starts pushing the other with his arm. 1st reaction: the person being provoked reacts by showing displeasure for the behavior and, trying to prevent the behavior from being repeated, says: "Be quiet please, you are bothering me!". 2nd reaction: The provoked person does nothing by being the target of the same behavior again. Before this second provocation he thinks aloud "She is trying to upset me, it is better not even to call!" And he gets up and goes to sit somewhere else.

2nd Situation - Two dynamizers. One person invites another to play cards and the other says he doesn't feel like it. Reaction of those who invited: "You are afraid to loose! You really are a donkey, you always loose. Folks! she doesn't want to play cards because she's afraid of losing, she's really stupid!" Reaction of those who are being offended: Call the other person aside and try to resolve the situation through dialogue "I wish we didn't do that in front of others, I am sad and ashamed. The next time you have something to say to me I would like you to do it directly without being in front of others."

3rd Situation - Three drivers. One person does a paper job and the other starts to scratch it. 1st reaction: the person being disturbed says "Watch out! You're ruining my job!" The other person laughs and after a few seconds he scratches it again. 2nd reaction: the person who is being provoked says that he will have to call an adult, because then he cannot work.

Phase 2: CONDUCT TRAINING

The young man dramatizes conflicting situations with another person in which, instead of insult, he uses dialogue, the appropriate expression of negative feelings, etc. Each situation is discussed with the mentor for a few moments and then dramatized. Example situations:



Source: adapted from Canha, L.N. & Neves, S.M., *Promoção de Competências Pessoais e Sociais*

GUIDE No. 18 “Stress Resilience”		
STRATEGY	ACTION(s)	TOOLS
Stress releasing sessions	Allow them to have releasing scenarios of stress	Sport sessions adjusted to stress release (Judo, Yoga-livro-, Karaté, rugby, dance, etc.)

GUIDE No. 19 “Emotional Empowerment”		
STRATEGY	ACTION(s)	TOOLS
Work the relation of the students with the surrounding world	Coaching sessions Externalization of symptoms (eg. Give a name to the problem) and talk about that; see him/herself in the mirror and tell what would he/she say to the person they see in there)	Mentoring (TOOL 19.1) They don't want me (TOOL 19.2)

TOOL 19.1 “ MENTORING”

The Boat Metaphore

Gouvernail
(direction)

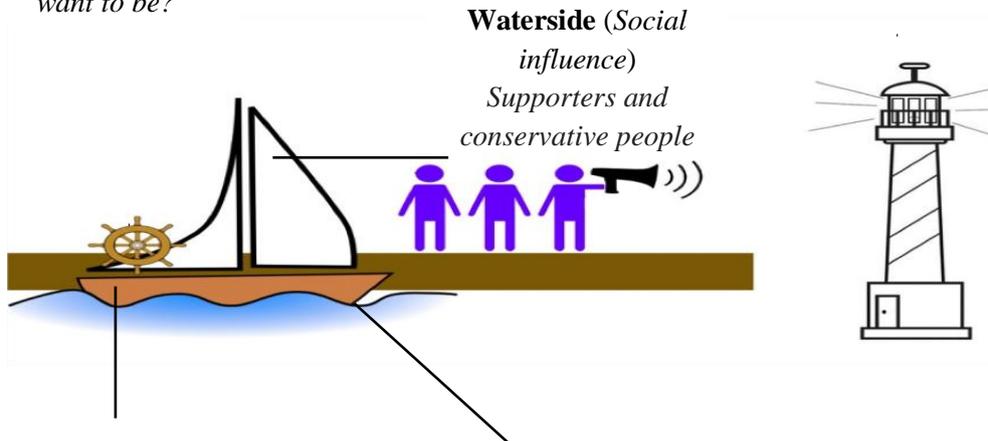
*Value: who do you
want to be?*

Sails (Strengths)

*What are your
strengths?*

Lighthouse
(Milestones)

*What are indicators
of success?*



Leak

*(weakness/obstacles)
personal problems or
limitations that prevent
value-based living*

Water (Situation and
environment)

*Easy (calm water) or
difficult (turbulent water)
circumstances*

(see the next page for detailed description of the metaphore)

The Sailboat metaphor in words

An easy way to explain mentoring to a student is by comparing a human being to a sailboat. Most people come to visit a mentor or therapist because of a problem. For instance, a student may find it difficult to cope with negative emotions, such as fear. The problem can be compared to a **leak** in the boat. Of course, it is important to fix this leak, or else the boat will sink.

However, even if you stop the leak 100%, your student will still not be able to get anywhere! It is his/ her **sails**—the strengths in this case—that actually give your student forward momentum. You need to take care of your leak to prevent yourself from sinking, but you need to hoist your sails to catch a favorable wind and move forward.

However, the main question is: where does your student want to move to? Which direction does your student want to take? The direction of the boat is determined by the **gouvernail** (steering wheel). The direction we want to take in life is determined by our values. Values are the answer to the question: “What do we find important in life?” In other words, the gouvernail reflects the values of your student.

Once the boat of your student is moving (behavioural change), your student may notice that there are people standing on the **waterside**, who have different opinions and reactions. The waterside reflects the social environment of your student. The social environment reacts in different ways as a result of the change of your student. Some people welcome the change in behaviour, whereas other people find it difficult to deal with the new behaviour of your student. It is important for your student to stay true to his/her own values and not let other people determine the course of his/her boat.

No boat moves in isolation from the **water**. The water can be compared to the circumstances in life. Sometimes, the water is calm and steering the boat is easy. In other words, sometimes life is easy; we do not encounter a lot of difficult situations and find it easy to stay on track. Sometimes, however, the water can become very turbulent, making it more difficult to guide the boat in the desired direction. Especially when the going gets tough, it is important for your student to be reminded of her values and use the right techniques to cope with the “difficult water”.

When the boat of your student is moving, it is necessary to be aware of progress. Look out for the **lighthouse**. It is there to inform your student that about her route. During the process of change, your student will experience positive emotions like joy, gratitude, energy, etc.. These emotions signal personal well-being and inform your student, just like the lighthouse, that he/she is on the right track.

The importance of acceptance



negative thought or emotion (e.g. fear) causing avoidance and preventing student from valued-based living and goal achievement

negative thought or emotion is present but allowed to be there (acceptance). One



experiences the negative thought or emotion, but keeps moving in a value-based direction, pursuing personally valuable goals.

Source: Adapted from *Positive Psychological Mentoring – Manual for Coach*

TOOL 19.2 “ THEY DON’T WANT ME”

A small introduction is made in order for the student to understand what are the situations in which he/she is subject to pressure from others.

The mentor reads the text “They don't want me in the group anymore!”. Then, student is asked to identify “the pressures” to which the character in the story is subjected and to assess the strength and meaning of each of these pressures.

They don't want me in the group anymore!

On Thursdays the class used to come together to discuss problems proposed by the students, or proposed by the teacher. One day Jorge asked for the floor: “I need help, I need your opinion. The group of friends that I usually hang out with is teasing me, I feel that they are moving away from me. We had known each other for over three years! Everything was going well until the arrival of that boy, Manuel, who I think you know. Manuel says that we have to try everything, that we are no longer children ...”. The other day, he brought a cigarette that he lit and passed it by word of mouth to everyone. When my turn came, I refused. «You really are a mommy's boy» said Manuel while the others laughed and made fun of me. I felt very ashamed. I think that, with this refusal, they no longer want me in the group ...”.

Source: adapted from Canha, L.N. & Neves, S.M., *Promoção de Competências Pessoais e Sociais*

INDICATOR: Low self esteem
• he/she wrongly appreciates the difficulty of school tasks, by over-evaluating them;
• he/she manifests a low level of self-confidence;
• he/she manifests increased vulnerability / sensitivity to criticism;
• he/she avoids to assert his/her opinions / to make decisions,
• he/she frequently abandons the proposed tasks.

GUIDE No. 20 “Strengthen the ability to cope with school tasks”		
STRATEGY	ACTION(s)	TOOLS
Encourage students	Give positive feedback, praise efforts, avoid direct criticism, and pointing out the mistakes.	The list of sentences that can be used to encourage students, and correct their mistakes (TOOL N. 20.1) The diary of the achievements (TOOL N. 20.2)
Improve reading comprehension	Teach various reading techniques.	Reading techniques guide (see <i>TOOL 11.4_GUIDE 11</i>)
Implement various learning methods	Divide the tasks into smaller pieces, try various methods and notice which are the best for the student, explain which methods are suitable for definite tasks.	A list of methods to be used, learning strategy guide - (TOOL N. 20.3)

TOOL 20.1 “LIST OF SENTENCES TO ENCOURAGE STUDENTS”

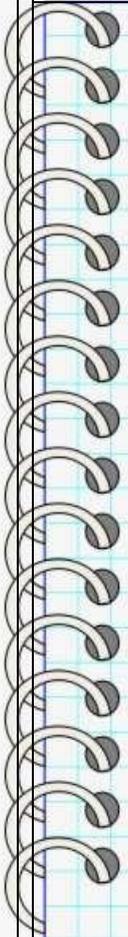
The list of sentences that can be used to encourage students and correct their mistakes

- Thumbs up.
- You’re on the right track now.
- You’ve worked so hard on that.
- I heard you say how you feel. That’s great,
- Oh, that turned out very well.
- That’s coming along nicely.
- I’m proud of the way you worked today.
- You’ve just about got it.
- That’s the best you’ve ever done.
- You stayed so calm during that problem.
- That’s it!
- Now you’ve figured it out!
- That’s quite an improvement.
- I knew you could do it.
- Congratulations.
- I love hearing your words.
- What a superstar you are.
- You’ve solved the problem.
- Keep working on it, you’re almost there!
- Now you have it.
- Your brain must be working hard, you figured that out quickly.
- I bet you’re proud of yourself.
- One more time and you’ll have it.
- Great idea!
- You’re amazing!
- Terrific teamwork!
- Nothing can stop you now.
- You have such creative ideas.
- That’s the way to do it.
- Sensational!
- You must have been practicing.
- You handled that so well.
- I like how you think.
- Good remembering.
- You know just what to do!
- You really are persisting with this.
- You expressed yourself so well.
- You did it!
- I knew you two could figure it out together.
- Excellent job saying how you feel.
- I know it’s hard, but you’re almost there.
- Fantastic problem-solving!
- I love hearing about your ideas.

- I know that was hard for you, but you stayed so calm.
- Yes!
- Looked at how you help each other.
- You finished faster because you worked together.
- You kept trying!
- Excellent try!
- You are a creative thinker.

TOOL 20.2 “ THE DIARY OF THE ACHIEVEMENTS ”

PERSONAL ACHIEVEMENTS



MONDAY

- * Arrived early at school
- * Started this list
- * Learned new song on guitar

SELF BELIEF

TUESDAY

- * Walked the dog
- * Tidied room

PROBLEM SOLVING

WEDNESDAY

SELF MANAGEMENT

*Went to the gym

THURSDAY

- *Got praised for project

COMMUNICATION

FRIDAY

- * Organised an evening out

SATURDAY

- *Scored goal in practice

SUNDAY

GROUPWORK

TOOL 20.3 “IMPLEMENT VARIOUS LEARNING METHODS”

Implement various learning methods

LEARNING READING METHOD 1: IDENTIFYING THE MAIN IDEA OR RECOGNIZING SEQUENCE. Choose the text, find pictures that would reflect information from the text (about 4-5 pictures), remove and mix sentences from the text that explain the main idea of the text, or are very important. A student has to match pictures with sentences.

The text is about the girl who fell out of the sky.



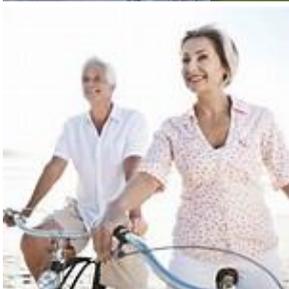
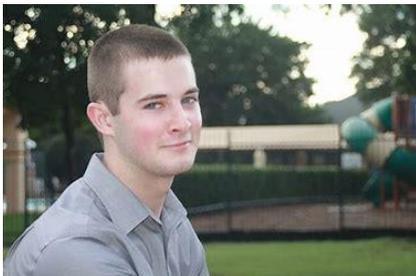
There was delicious-looking fruit everywhere, but she knew that it was poisonous. Juliane had survived ten and a half days alone in the jungle. She woke up the next morning in the Peruvian rainforest. 19-year-old Juliane got on the plane from Lima to Pucallpa. Luckily three lumberjacks found her. She knew that to survive she would have to find a river and follow it downstream. Half

an hour into the flight, the sky darkened and the plane began to roll. She refused to give up and eventually, after nine days, she found a hut where she rested for two days. The girl managed to get out of her seat and move around.

LEARNING READING METHOD 2: The KWLH chart. A student has to read the text and fill in the KWLH chart.

WHAT I ALREADY KNOW	
WHAT I WANT TO KNOW	
WHAT I LEARNT	
HOW I CAN LEARN MORE	

LEARNING READING METHOD 3: MAKING CONNECTIONS. Choose the text, divide it into smaller parts, may be given headings for the parts. Find photos of people and create special facts about them appropriate for the text, then ask a student to join the person with a suitable part of the text.



- A. Jack and Judy are a couple that has just retired from their jobs as architects. They're not looking forward to spending time at home and would like to be able to use their knowledge to do something important for the community.
- B. Emil has a job helping customers who have problems in an Internet café during the day and at weekends. Everyone says that he is friendly and loves talking to people of all ages.
- C. Margaret is a nurse at the local hospital. Some weeks she works the day shift and other weeks she works the night shift. She would prefer to do some charity work from home but doesn't mind helping elsewhere if necessary.

- D. Robert is a teenager and would like to do something with people his own age. He would prefer to do something at the weekend because he has a part-time job during the week.
- E. Dorothy works as a gardener and would like to be able to use her skills to help people. She has a three-month-old son so she is interested in projects that improve family life.

COMMUNITY PROJECTS.

Children play makes the city greener by planting trees and flowers. The aim is to take abandoned areas and turn them into parks which parents and their children can enjoy.

Street by Street started some years ago and is very popular with teenagers. Teams of young people get together on Saturdays and Sundays to clean up areas of the city ruined by rubbish. The project provides bags to collect litter and paint to cover up graffiti.

Let's do it! is an organization of professionals who renovate neglected and abandoned buildings so that they can be used by the community.

The first click needs outgoing and patient volunteers. It focuses on older members of the community who are using computers for the first time. Members of the group visit homes to check Internet security and inform about cybercrime.

A helpful smile is a project to support older members of the community. Volunteers visit them during the day helping out with the chores or just having a friendly chat.

LEARNING WRITING METHOD: A student has to use the short plan + useful language in the form of a template (it can be changed for different kinds of letters/essays/stories).

the template:

<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> (opening remark: Dear Frank,) <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> (opening comments and reason for writing: Hello, how are you? I decided to write you...) <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> (what information you want to ask about – your questions: Are you interested in...? Would you like to ...?) <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/> <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> (closing comments: I have to go now ... I'm waiting for your letter/answer/advice) <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>
<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> (closing remark: Yours, David/Your best friend, Mark) <hr style="border: 0; border-top: 1px solid black; margin-top: 10px;"/>

LEARNING SPEAKING METHOD:

Describe pictures using the plan for speaking:



the plan:

- 1) **Introduction.** A student has to say at least 2 sentences in general about the topic.
Topic: Best friends. The best friend is a person who helps you to deal with difficult situations. The best friend is a person you share secrets with, ask for advice, borrow money from and lend money to him/her.
- 2) **Main body.** A student has to describe what he sees in the picture, what people are doing, what they are wearing, their feelings. Also, what is depicted in the background and foreground of the picture. Justify his/her opinion. Make predictions about people/places/feelings.
- 3) **Conclusion.** A student has to summarize his/her opinion on the topic in 1-2 sentences.
Best friends are helpful, reliable, sensitive, open-minded, and respectful people.

GUIDE No. 21 “ Increase Self-Confidence ”

STRATEGY	ACTION(s)	TOOLS
Determine the strengths of the student	Use the student strengths checklist.	Student strengths checklist (TOOL N. 21.1) The list of successful tasks – (TOOL N. 21.2)
Self-confidence development program	Teach students how to realize their full potential and improve self-esteem and build positive relationships.	Building self-awareness activities (TOOL N. 21.3) Building positive relationships activities (TOOL N. 21.4) Practical confidence-building activity (TOOL N. 21.5)

TOOL 21.1 “ STUDENT STRENGTHS CHECKLIST”

Active	Cooperative	Empathetic	Compassionate	Efficient
Brave	Polite	Motivated	Talented	Fast
Responsible	Kind-hearted	Orderly	Tolerant	Original
Friendly	Insightful	Attentive	Patient	Energetic
Concentrated	Thoroughgoing	Flexible	Cheerful	Enterprising
Helpful	Strong-willed	Courageous	Leader	Careful
Inventive	Calm	Truthful	Straightforward	Caring
Sincere	Tactful	Determined	Practical	Independent
Observant	Understanding	Economical	Grateful	Communicative
Subtle	Punctual	Honest	Creative	Consistent

An example

Personal qualities	An example of how these qualities occur in the student`s life
<i>1. Helpful</i>	<i>The student is always willing to help the class teacher to bring teaching aids to class.</i>

TOOL 21.2 “ THE LIST OF SUCCESSFUL TASKS”

- ✓ Review any new information you’ve learned on the same day
- ✓ Write everything down
- ✓ Create a rough weekly schedule
- ✓ Get rid of distractions before they become distractions
- ✓ Develop good posture
- ✓ Don’t multitask
- ✓ Cultivate the belief that intelligence isn’t a fixed trait
- ✓ Work in short blocks of time
- ✓ Exercise regularly
- ✓ Be organised
- ✓ Break big tasks into smaller ones
- ✓ Get at least 8 hours of sleep every night
- ✓ Create a conducive studying environment
- ✓ Rely on systems, not motivation
 - Put up one or two motivational quotes at your study area
 - Get a comfortable chair
 - Remove all distractions from the room
- ✓ Keep track of important dates, deadlines, etc.
- ✓ Take notes during class
- ✓ Ask lots of questions
- ✓ Eat healthily
- ✓ Do consistent work - Don’t do last-minute work, and don’t cram for exams.
- ✓ Manage your thoughts and emotions
- ✓ Take a few minutes to prepare for each class
- ✓ Give yourself rewards
- ✓ Manage your stress
- ✓ Do and submit your homework on time
- ✓ Challenge yourself - Taking it one step further, don’t just do the assigned homework.
- ✓ Make time to relax
- ✓ Be consistent about your study time
- ✓ Have a specific plan or objective for each study session
- ✓ Use memory techniques
- ✓ Test yourself periodically
- ✓ Take practice exams under exam conditions
- ✓ Start studying for tests at least one to two weeks in advance
- ✓ Find ways to help others and contribute
- ✓ Develop a sense of purpose
- ✓ Don’t blame others
- ✓ Hang out with people who are motivated and focused
- ✓ Analyse the mistakes you make in tests and exams
- ✓ Pre-commit to specific behaviours and habits
- ✓ Keep a “done” list
- ✓ Don’t try to remember to do things; make it impossible to forget

TOOL 21.3 “ BUILDING SELF-AWARENESS ACTIVITIES”

Goal: students learn how to realize their full potential and improve self-esteem.

Examples of activities:

Activity 1: Give students a sentence “I am ... ” and ask them to finish it in 5 different ways. The way students finish it determines their self-concept.

Activity 2: Parts of me

The mentor asks the students to recall themselves in different situations. The task is to draw a picture or a symbol of behaviour/feelings in different circumstances. After the task is done, the students show their works and tell about themselves.

Activity 3: Self-awareness level test

The students are given a list of character traits. Their task is to choose 10 traits that they value the most and write them in the left column. Then, they have to choose any number of negative traits and write them in the right column. After that, the students think which traits are written in the table they possess themselves and mark them +1 if the trait is positive and -1 if it is negative. Sum up the numbers from both columns. It should vary from +10 to -10.

List of character traits: Stubbornness, Suspicion, Duty, Caution, Sensitivity, Self-doubt, Assuredness, Cowardice, Patience, Carelessness, Jealousy, Shyness, Capriciousness, Nervousness, Pedantry, Tenderness, Enthusiasm, Lack of restraint, Poeticism, Toughness, Mercy, Accuracy, Pliability, Dependency, Rudeness, Modesty, Sincerity, Principle, Rationality, Pride, Slowness, Caring, Charm, Simplicity, Determination, Curiosity.

Like	+1	Dislike	-1

Total score: _____

Explanation of the result:

If the total score is from 0 to +3 – the level of the students' self-awareness is average.

If the total score is from +4 to +7 – the level of the students' self-awareness is high.

If the total score is +8 and more – the level of the students' self-awareness is very high.

If the total score is negative – the level of the students' self-awareness is too low.

Activity 4: Self-Reflection

Students think and discuss the answers to the following questions:

Could you see your true character when looking into the magic mirror?

On your death bed, what would be your main regrets?

What would people who know you best say about you?

TOOL 21.4 “ BUILDING POSITIVE RELATIONSHIPS ACTIVITIES ”

Goal: learn to understand each other, support themselves, communicate respectfully, express one's opinion, and support it with evidence.

Examples of activities:

Activity 1: Partner presentation”

Students work in pairs. In turn, speak about themselves (about 3 minutes). After that, the students sit in a circle. Everyone has to present their partner as if they were the person they describe, using first-person singular (I). Tip: the speaker can stand behind the person they describe.

Activity 2: Test “Can you communicate?”

Answer the questions “yes” or “no”.

1. Do you like talking more than listening?
2. Can you find a topic to talk about when meeting strangers easily?
3. Do you always listen to your conversation partner attentively?
4. Do you like giving advice?
5. Do you show your conversation partner that you are not interested in the topic?
6. Do you get annoyed if people do not listen to you?
7. Do you have your opinion on every issue?
8. If you know little about the topic of the conversation, do you continue it?
9. Do you like to be the centre of attention?
10. Are there at least three areas you know well?
11. Are you a good speaker?

Score 1 point for each positive (yes) answer. Sum the results. If the total score is:

1-3 points – Either you are silent and it is difficult for a speaker to make you say a word or you are talkative and people avoid you. Conversation with you is unpleasant and often very difficult.

4-8 points – You may not particularly like to communicate, but you are almost always an attentive and polite interlocutor. Sometimes you are distracted, especially when you are in a bad mood and you can offend your interlocutor without intention. Try not to show your bad mood with your friends and they will treat you better.

9-11 points – People are probably happy to interact with you and your friends cannot do without you. That's wonderful. But give the other person a chance to express their opinion.

Activity 3: “Communication features”

Each student receives two sheets of paper. On one piece of paper, they write down a personality trait that in their opinion is very important and helpful in communicating with people. On the other piece of paper, they write the trait which interferes the communication. The class board is divided in half. One column will list features that help, another – that block communication. The sheets of paper are given to the teacher. The teacher reads the trait, the students discuss it and write on the board.

Examples

Help: eye contact, respecting the speaker, sincerity, interest in the topic, politeness, neat clothes, patience.

Block: anger, arrogance, selfishness, not listening to the speaker, gossip, labeling, attitudes, interruption, criticism, fear, sneer.

TOOL 21.5 “ PRACTICAL CONFIDENCE-BUILDING ACTIVITY ”

Goal: learn how to apply self-confidence skills through practical activities.

Activity: “Good examples”

Arrange a meeting with people who have already achieved something in life. The students themselves should come with the initiative who could be invited and who in their opinion has achieved success. Possible ideas who could be invited: cafe owner, school principal, police commissioner, popular singer, writer, famous athlete, beauty salon manager.

What questions could be asked?

The questions can and should be varied, but related to a success story.

Examples of questions:

What was your career path?

What is your typical workday look like?

What do you like most about your job?

Do you think you are a successful person?

What determined your success?

How does a person have to work to become successful?

Do you like travelling? What are your favourite destinations/places?

Which book would you recommend to read and why?

What would you like to change in your life?

Etc.

From the questions, students should understand what is the key to the guest`s success.

GUIDE No. 22 “Diminish vulnerability / sensitivity to criticism ”		
STRATEGY	ACTION(s)	TOOLS
Teach emotional intelligence	Teach how to recognize and manage emotions, teach the ability to speak about emotions using “I” language.	Reflective listening (TOOL 22.1) ”I” model guide (TOOL 22.2). Meeting emotional needs – (TOOL 22.3)
Teach proper attitude towards making mistakes	Explain the nature and importance of the mistakes, teach how to accept criticism.	Changing attitude towards mistakes (TOOL 22.4)
Teach how to receive feedback	Teach three stages of receiving feedback: react, reflect and respond; seek feedback for better control of the situation.	Feedback receiving guide - Tool (TOOL 22.5)

TOOL 22.1 “REFLECTIVE LISTENING ”
<p>Even though we all experience emotions and they accompany us always and everywhere, not everyone knows how to identify and name them. People frequently have difficulties separating emotions from thoughts.</p> <p>The mentor tries to recognize and name the student`s feelings. It helps the student to learn how to identify and distinguish their own emotions. Moreover, the mentor signals the student that he wants to understand him/her better.</p> <ol style="list-style-type: none"> 1. Listen attentively. 2. Listen to student`s feelings, try to recognize what emotions lie behind the words and behaviour. What did the student feel at the moment/now? 3. Say it out loud how you think he/she feels and give possible justification. It is nothing bad if your guess is incorrect, you can always check with the student if you understood his/her emotions correctly. <p>For example: ”You feel upset/sad because you were hoping to get a better grade“.</p>

TOOL 22.2 “ “I“ MODEL GUIDE”

Use “I“ language while speaking with the student and encourage the student to use “I“ language as well.

Use the following words:

When	„When I see you not working during the lesson
I feel	I feel worried,
Because	because you will not understand how to do the task.“

TOOL 22.3 “MEETING EMOTIONAL NEEDS”

Task:

Choose one of the needs you want to meet the most (not necessarily meeting the need that was rated the worst) and create a simple action plan.

Example:

Need – _____

Use the following questions:

- What one simple step would help meet this need better? _____
- When I am going to do it? _____
- What indicated that I have succeeded? _____

TOOL 22.4 “CHANGING ATTITUDES TOWARDS MISTAKES”

“It's only those who *do nothing* that make no *mistakes*“.

1. Normalize errors

Remember the mistake you made.

- How did you feel?
- What were the positive consequences of the mistakes?

2. Recognize false beliefs

Write three words that you associate with "mistake".

- I do not know
-
-

How does this affect your desire to learn/complete the task?

What beliefs are hidden behind these words?

- I have to know everything myself
-
-

Say a sentence: „In airplanes, black boxes were used to allow pilots to learn from the mistakes of their colleagues. Due to the analysis of the errors, it was possible to reduce aircraft accidents from 50 to 2 percent.“.

3. Accept criticism

- Allow the student to speak, to vent negative feelings: I understand that you feel frustrated and you feel that it is unfair. It’s normal to feel that way in a situation like this, you can tell me about how you feel here and that’s okay. The class is not the place to show those feelings”.
- Give the student to fill in a table or fill out a table with the student.

Situation / constructive criticism	Feelings	Thoughts	Recognition of your contribution	Plan of action	Positive consequences
What was said?	How did you feel?	What did you think?	What do you accept in that criticism?	What are you going to do differently?	What did you learn?

Teachers need to express constructive criticism – tell a student what is he/she doing wrong (why he does mistakes, what kind of knowledge he/she lacks) and how he/she can cope with the challenges (what he /she has to do to learn).

TOOL 22.5 “FEEDBACK RECEIVING GUIDE”

Explain to the student that we are continually receiving and giving feedback.

Feedback can be given through an oral or written language, or in gestures or tone of voice.

Feedback conveys information about behaviours and offers an evaluation of the quality of those behaviours.

Feedback is a learning opportunity.

Feedback can reinforce existing strengths, keep goal-directed behaviour, clarify the effects of behaviour, and increase students` abilities to detect and correct errors on their own.

Give a student feedback on a chosen topic (for example, negative grade).

Encourage the student to use feedback effectively following the tips below:

1. Be ready to listen actively.	Do not interrupt. Listen to what the mentor is really saying, try to understand rather than be defensive and focusing on your response to the mentor`s words. Do not look distracted or bored.
2. React non-defensively.	Remember that often there is more than one way of doing something and others may have a completely different viewpoint on the given topic.
3. Restate the feedback to ensure clear communication.	Ask questions to make sure you understand what is being said to you. Repeat key points so that you know you have interpreted the feedback correctly.
4. Thank the individual providing the feedback.	Say: ”Thank you for taking the time to prepare and give me feedback”.
5. Use what is appropriate.	Assess the value of the feedback, the consequences of using it or ignoring it, and then decide what to do because of it. If you disagree with the feedback, consider asking for a second opinion from someone else.

GUIDE No. 23 “Encourage to assert his/her opinions & to make decisions”

STRATEGY	ACTION(s)	TOOLS
Apply the decision-making model	Teach how to make decisions applying the model.	The scenarios of the sociodramatic plays and their explanations (TOOL 23.1)
Teach how to take responsibility	Work with a mentor to set minor goals, plan the process and ways of achieving the goal, possible threats, the responsibilities.	Responsibility taking guide - (TOOL 23.2)

TOOL 23.1 “A DECISION-MAKING MODEL”

A decision-making model is a tool that helps students evaluate their options with greater clarity and objectivity. The decision-making model can reduce decision fatigue, reduce subjectivity in decision making, clarify, and prioritize options.

The decision-making model grid outlines the criteria for making a decision and ranks it based on the most important factors.

1. Create the table by organizing it into the rows of options and columns of criteria.

Criteria	Distance from home	Cost	Period
Option			
Vocational school			
Secondary school			
Job			
Army			

2. Evaluate and rank criteria, for example on a scale 1-3 or 1-5, the higher the number, the better that criteria match the option.

Criteria	Distance from home	Cost	Period
Option			
Vocational school	2	2	5
Secondary school	5	5	5
Job	3	5	5
Army	2	3	5

3. Weight the criteria, because not all criteria will have the same level of priority. To measure this difference in priority, weigh the requirements from least to most important by using the same scale as was used to rank the options.

Criteria	Distance from home	Cost	Period
WEIGHT	2	3	1

4. Score your options: calculate each option`s final score by multiplying each option`s rank by each criteria`s weight.

Option	Criteria	Distance from home	Cost	Period	Total
Vocational school		$2 \times 2 = 4$	$2 \times 3 = 6$	$5 \times 1 = 5$	15
Secondary school		$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 1 = 5$	30
Job		$3 \times 2 = 6$	$5 \times 3 = 15$	$5 \times 1 = 5$	26
Army		$2 \times 2 = 4$	$3 \times 3 = 9$	$5 \times 1 = 5$	18

TOOL 23.2 "RESPONSIBILITY TAKING GUIDE"

Goal-setting tool

Taking responsibility is related to 3 aspects: desire, ability, and knowledge of how to implement that desire.

The questions from the table can help the student to understand what prevents them from taking responsibility. Sometimes a student has a strong desire but lacks skills. Sometimes he lacks neither the desire nor the ability but simply doesn't know how to achieve the goal. It happens that a student has enough skills and knows what to do, but the goal is not significant enough.

Goal/desire	Facilities/abilities	Competences/knowledge or skills
Why do I need it? How much do I want to achieve? What am I willing to do about this desire/goal? What do I have to do to make a wish come true?	How much do I feel I can achieve the goal? What skills do I need to achieve what I want?	Ar žinau kaip galiu pasiekti? Kokių žinių man reikia, kad galėčiau pasiekti šį tikslą?
It is important to me because (what motivates the student, what is the motive for pursuing this goal)	I can achieve this because.... (the student has to understand if he/she lacks any abilities and if yes, what are they)	I will achieve this goal (in what ways)

Goal implementation plan

Start date:

End date:

During the next 3 weeks, I commit (specify a very specific action)

This will benefit me or others because

I will do this even if

I will measure the result

One thing that can stop me is

For this obstacle not to stop me, I

I will celebrate the success of this action (how am I going to reward myself)

.....

Discovering one`s values

Activity 1

What do you do in your free time? What does this give you? What do you get out of it?	
What else do you like to do? What does this give you? What do you get out of it?	
What you don`t mind spending your money on? What does this give you? What do you get out of it?	
What annoys you the most? What if you "flip"? What does this give you? What do you get out of it?	
If you won a million euros, what would you do with that money? What does this give you? What do you get out of it?	

Activity 2

“Imagine you are at a bus station, carrying 2 heavy suitcases with you. However, you can only take one suitcase with you. There is 1 thing important to you (your value) in each of those suitcases. So what do you take into your new life: _____ or _____?”

Raising awareness

Questions for the student to become aware of:

What is important to me lately, what am I living with?

What emotions, thoughts, and feelings accompany me at this moment?

GUIDE No. 24 “Ways to undertake the proposed tasks”		
STRATEGY	ACTION(s)	TOOLS
Plan learning	Make a weekly plan of work activities, schedule plans for implementation, use self-monitor.	Weekly plan (TOOL 24.1)
Improve time management skills	Make a detailed schedule, prioritize the most important tasks, set up deadlines, avoid multitasking.	Time management tips (TOOL 24.2)

TOOL 24.1 “WEEKLY PLAN”

Week:						
<i>GOALS</i>	<i>Tasks to achieve my goals</i>		<i>Other tasks</i>		<i>Week`s best</i>	
1.	<input type="checkbox"/>		<input type="checkbox"/>			
	<input type="checkbox"/>		<input type="checkbox"/>			
□ □ □ □ □ □ □	<input type="checkbox"/>		<input type="checkbox"/>			
2.	<input type="checkbox"/>		<input type="checkbox"/>			
	<input type="checkbox"/>		<input type="checkbox"/>		<i>Things to be improved</i>	
□ □ □ □ □ □ □	<input type="checkbox"/>		<input type="checkbox"/>			
3.	<input type="checkbox"/>		<input type="checkbox"/>			
	<input type="checkbox"/>		<input type="checkbox"/>			
□ □ □ □ □ □ □	<input type="checkbox"/>		<input type="checkbox"/>			
<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOOL 24.2 “TIME MANAGEMENT TIPS”

Students alone or with the mentor record the dates of all upcoming assignments in an online or paper agenda (calendar), set deadlines a few days before actual dates to allow a margin for emergencies, schedule in important activities, and free time.

INDICATOR: Personal Problem

- he/she wants to go to work;
- he/she has health problems;
- he/she manifests the need for family reunification;

Estimate how long each task will take, calculate how much time to allow daily or weekly.

Set time limits. Keep a clock placed visibly before the student.

Take short breaks every half an hour.

Use colour-coding different subjects.

Break the study plan or project into smaller chunks.

Start assignments well before they are due.

Avoid multitasking and focus on one task at a time.

Reduce distractions such as unnecessary devices or social media notifications, ensure enough sleep, have snacks and water on hand.

Reward achievement.

An example of the paper agenda:

	Monday May 4th	Tuesday May 5th	Wednesday May 6th	Thursday May 7th	Friday May 8th	Saturday May 9th	Sunday May 10th
8:00-8:45	English	Music	History	Maths	Maths		
8:55-9:40	Maths	Science	Geography	Biology	English		
10:00-10:45	History	Geography	English	Science	PE		
11:05-11:50	Biology	Maths	Maths	PE	RE		
				Buy a present			Mum's HB
English project	Brainstorm ideas	Choose 3 ideas	Work on 1st idea	Work on 2nd idea	Work on 3rd idea		
Volunteering	13:00	14:00	13:00				
Homework:	Science 30 minutes Maths 30 minutes Geography 15 minutes						

GUIDE No. 25 “Increase awareness of importance of school education for the effective personal and professional development”		
STRATEGY	ACTION(s)	TOOLS
To guide the student to explore his/her aspirations / expectations of his/her career path	Stimulating the reflection on following questions: 1) <i>Who am I?</i> 2) <i>What are my unique interests, passion, abilities?</i> In a general way we need to demonstrate to the students the direct connection between the wished career/job and the need of the qualification	Discover yourself : “You are on the cover” (TOOL 25.1) Discover unique interests, passion, abilities: “Lifeline Discovery” (TOOL 25.2)
To discover the student’s meaning of the work and, if necessary, to support him/her to develop a correct perception of it	Stimulating the reflection on following topics: 1) <i>What is the work?</i> 2) <i>What is the correct meaning of work in the complexity era?</i> 3) <i>Why it is important the self-perception meaning of work?</i>	Discover meaning of “work” with the emerging complexity: “What is the work?” (TOOL 25.3)
To support the student to be aware of his/her beliefs / representations of the world of work (misconceptions) and help him/her to modify them	Acquiring from student point of view information about: - the more important personal features that help the personal employability; - the field/sector with more opportunities	Discover the labour market “How does labour market work?” (TOOL 25.4)
To develop student awareness about advantages and disadvantages both in keeping going to school and going (early) to work	Inviting student to report on his/her self-representation about the advantages and the disadvantages to go to school and to go (early) to work	Discover why it is important to get a school diploma. “The advantages to go to school” (TOOL 25.5)

TOOL 25.1 “You are on the cover”
Ambition, expectations on own career path
Each of us has ambition and expectations for the future. These concern many dimensions and aspects of our life. One of these is training and work, personal and professional development.

There are moments in life when we may have a major need for a job regardless the career and the path we want. Obviously we are free to make all our choices but there is no doubt that the results we will get will also depend on the quality of the decisions we have made. In other words, we may wish to go to work because we want to have money; this is fine but for sure after a while we will want more and our needs will increase. And maybe we will not have the requirements and the ability to achieve more. So if we stop to think on our expectations and imagine what are the best things to do in order to get them, we increase the chances of reaching short-term goals but also medium and long-term goals.

No one else will take care of this but us. This investment is about us, nobody can do it for us.

To understand our ambition and expectations, first of all it is necessary to understand who we are. Are we sure we know ourselves? Generally it is much easier to know others, their peculiar characteristics, but thinking about ourselves is always a little complicated. But how do we understand what we want if we don't know who we are? We offer students some activities that can help them to self-explore and get to know better themselves. Maybe it will be very useful to receive help also from trusted people who know us.

Find out who you are – who am I?

“You are on the cover”

Imagine that two years have passed since today: an important newspaper (also online newspaper) has just made a big report about you, with an interview and a picture of your smiling face. Congrats!

- What is the name of the magazine or website? Choose a magazine, a newspaper, a specialized website or a real television program in which you would like to appear.
- What is the report about? Why are it talks about you?
- Write some parts from the interview.

Find out some of your unique characteristics related to your identity that you can understand from the interview and the title. List three of them at least:

Who am I?

Tips for the mentor

In the description of the interview, you help the student to find out what are some of his unique characteristics related to his identity. Even the title of the interview can reveal the student's unique characteristics (things he is interested in, he has passion or talent - he can do very well and easily).

How it works

The activity is set as a path of reflection that the student, individually or in a group, must carry out. The exercise is demanding, it also requires concentration. It can be implemented in two ways:

- a) autonomously: the student reflects and carries out the activities independently, without your help;
- b) supported: the student reflects and carries out the activities with your help.

TOOL 25.2 “: “Lifeline Discovery”

Interest, passion, potential talents

Now that you know better who you are, you can find out more about yourself by exploring what are your interests, what are your innate talents, what you like to do.

Lifeline Discovery

Think about specific moments in your life trying to come back as much as possible. List them in a lifeline discovery like the one you see below. List both positive and negative moments; you can

also report the intensity of pleasure / enthusiasm of the event by grading the position above or below the life-line (above OK, below KO). These moments can be:

- Specific important events in your life: positive or negative, personal, related to sport, social life and relationships with friends, love, hobbies, studies or other areas;
- Special moments or places that you remember clearly and are associated with strong feelings;
- Main changes, both for the better and for the worse.

Write these events briefly (e.g. carried out an internship, worked on the editorial staff of the school newspaper, organized a party, created a social profile, made a video, participated in a competition, etc.). Start from the left, the oldest event you can remember. When you complete (15-20 events are enough) join them with a line.

Name and surname	Class	
<p>+ Positive Moment</p> <div style="display: flex; align-items: center; margin-top: 20px;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; margin-right: 5px;">key moments</div>  <div style="flex-grow: 1; border-bottom: 1px dashed black; position: relative;"> <div style="position: absolute; right: -20px; top: -10px; font-weight: bold; font-size: small;">time</div> </div> </div> <p style="margin-top: 20px;">- Negative moments</p>		

Describe the events: for each event write down one or two sentences; the goal is to catch the key elements of satisfaction, in particular: Interests, Skills / competence, Values.

Guidelines:

- Use words that describe actions implemented (designed, guided, built etc.)
- Describe all the actions you have implemented
- Describe why you carried out these actions
- Describe contextual elements

EVENTS OF THE LIFE

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

Find out the interests: consider all the events related to your moments, *the things that make you enthusiastic*. Answer to the following questions:

In which context (dimension of life, theme, area of interest) did they happen?

What activities or actions did they entail?

What other common elements can help you to understand specific interests?

Tips for the mentor

In the description of the interview, you help the student to find out what are some of his unique characteristics related to his identity. Even the title of the interview can reveal the student's unique characteristics (things he is interested in, he has passion or talent - he can do very well and easily).

How it works

This tool helps the student to discover himself. Here we go back in the past: from events we try to understand the student's interests and skills implemented from event happened in the past. These information helps the student to understand what he can easily do well and what he wants to do in the life. It could be very useful to connect these desires with the need for an adequate qualification, with the acquisition of right skills, with the willingness to continuously learn etc. Highlight the ineffectiveness of strategies based on shortcuts in short and medium terms.

TOOL 25.3“: “What is the work?”

Meaning of the work

Work could be considered as that activity allowing a man to earn money in order to live. Many researches show that people get the power to wake up every morning and to work not only for the economic reasons. There is much more.

The work is related to the following personal factors:

- Ability to achieve a result;

- Self-esteem;
- Recognition by others;
- Self-sufficiency;
- Access to other rights and life opportunities

Work is a basic condition for the possibility of *having and being*. It offers to people the opportunity to be important and to give a positive image of themselves. It also allows to practice our citizenship rights.

Work is also a way for each person to pursue his/her own personal goals that go beyond material wealth. It is about self-fulfillment, doing an activity that we know how to do, that make us feel pleasure and passion. In these terms, work becomes the way a person manages to give his/her unique and unrepeatable contribution to the world, by creating something that belongs to him/her and that simultaneously generates personal results and benefits.

This definition breaks the common stereotype of young people: work is only a way to earn money.

“What is work?”

Below a set of job definitions; we ask you to read them, to reflect, to choose those definitions that best match to your job definition and to explain why. For each definitions you have chosen, please clarify what are the things you believe in that are at the basis of these your definitions.

a	work i show I earn money to live thanks to my efforts	<input type="checkbox"/>
b	work is the moment in which I do what I am able to do by earning resources I need to live	<input type="checkbox"/>
c	work is how I fulfill my relationship life with others	<input type="checkbox"/>
d	work is how I make sacrifice to get resources in order to buy what I need	<input type="checkbox"/>
e	work is how I do what I like to do by getting paid	<input type="checkbox"/>
f	Work is how I fulfill myself by using my personal talents and by doing what I like to do	<input type="checkbox"/>
g	work is how I earn money and I get a social role	<input type="checkbox"/>
h	work is how I earn money and get power in the society	<input type="checkbox"/>
i	work is how I earn money to live	<input type="checkbox"/>
l	work is how I solve problems to other people who are available to pay me	<input type="checkbox"/>
m	work is an activity I am forced to do in order to survive	<input type="checkbox"/>
n	work in an activity I build up in order to do what I like to do	<input type="checkbox"/>
o	work is how I use my capacity to achieve the result	<input type="checkbox"/>
p	work is how I feed my self-esteem	<input type="checkbox"/>

q	work is how I try to get recognition by others	<input type="checkbox"/>
r	work is how I become independent	<input type="checkbox"/>
s	work is the “door” to get other rights and other life opportunities	<input type="checkbox"/>
t	work i show I create my conditions “to being and to having”	<input type="checkbox"/>
u	work is how I want to reach my objectives and goals	<input type="checkbox"/>
v	work is how I get resources in order to do what I like to do beyond (out of) job	<input type="checkbox"/>
z	Give your definition	<input type="checkbox"/>

Motivations

a	
b	
c	
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r	
s	
t	

u	
v	
z	

Tips for the mentor

The objective for the student is:

- Making him/her aware of the meaning of work;
- Promoting in him/her a determination to consider the work as one of the tools to express his/her uniqueness.

How it works

1. Read the job definition ("Meaning of work"). If you like, explore other contents and, if you think it is appropriate, look for video material on the topic. When you are sure you understood the definition of work, involve the students.
2. Involve the student through the list of job definitions. Some of them are restrictive, others are stereotyped, others come from times when the economy was rather stable, others are definitions close to the era we are living in. These mentioned at the end are marked with the following letters: b), e), f), l), n) o), s), t) u).
3. Use the information provided by the student, if necessary, to help him/her to develop a correct understanding of "work". You can do this in one or more dialogue sessions.
4. Then use these contents to stimulate his/her willing to continue his/her studies, to obtain a diploma and, if appropriate, to continue with university.

TOOL 25.4 “: “How does labour market work?”

How does labour market work?

1. Which of the following resources required by the job market are the most important according to you?
 - a. availability of time
 - b. competences
 - c. human physical force
2. In which sentence do you identify yourself?
 - a. the required skills are always the same
 - b. b. The required skills always change
3. Please, could you order which type of person the labour market will require most in the future? (from 1 to 7 where 1 is the most required)
 - a. People who can do elementary tasks
 - b. People who have their own qualification or diploma
 - c. People who don't have a qualification or diploma
 - d. People who can do complex tasks (for instance *solving problems*)
 - e. People who have a very high qualification level

- f. People who have competences that always allow them to develop new solutions
- g. People who make their time available for simple tasks

4. In which of the following sentences do you identify yourself?

- a. it is enough to have a degree in order to always have the job
- b. I need an high qualification (at least a degree) in order to always have the job
- c. I need to have competences in order to always have the job
- d. I need to continuously learn new competences in order to always have the job

5. On a scale of 1 to 10, how would you rate your mastery in the following key competences:

Literacy competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Languages competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Mathematical competence and competence in science, technology and engineering

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Digital competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Personal, social and learning competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Civic competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Entrepreneurship competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Cultural awareness and expression competence

low	1	2	3	4	5	6	7	8	9	10	high
------------	---	---	---	---	---	---	---	---	---	----	-------------

Tips for the mentor

The **objectives** for the student are:

- Making him/her aware of the characteristics of the European labor market;
- Stimulating in him/her the intention to get the diploma and to develop his/her own set of competences..

How does it work?

5. Please read the characteristics of the labor market (“Some information”). If you like, explore other contents and, if you think it is appropriate, look for video material on the topic. When you are sure you understood the definition of work, involve the students.
6. Please engage the student through the question grid . This can be used in two ways:
- a. Autonomous mode: the student answers independently, without your help;

b. Assisted mode: the student answers with your help.

7. Use the information provided by the student to understand the representation of the job market described by the student. If appropriate, use this content as a starting point to help him/her to become aware of the wrong ideas he/she has about the labor market; help the student to develop an idea close to the emerging labor market reality.
8. Then use these contents to stimulate his/her willing to continue his/her studies, to obtain a diploma and, if appropriate, to continue with university.

Some data for the Mentor: The word of work

The labor market is at fundamental European well-being. **Skills are key for the future.** Considering the frequent job changes and the flexible working patterns, there is a constant need to learn and keep on learning. Half of the current workforce will need to update their skills within the next five years. Yet, today, too many young people lack basic and digital skills. The complexity of processes and the trend to replace workers with better qualified workers will lead to an overall decline in demand for workers with low qualifications.

TOOL 25.5 “The advantages to go to school”

The advantages of Going to School

1. What is your current aspiration?
 - a. To complete school and then go to work
 - b. To complete school and then go to university
 - c. To leave the school
2. Do you already know what kind of job you want to do in your life? Yes Not
3. Please, try to describe by points the advantages you could get from leaving school early

4. Please, try to describe by points the disadvantages you could get from leaving school early

5. Please, try to describe by points the advantages you could get from completing your upper secondary school diploma

6. Please, try to describe by points the disadvantages you could get from completing your upper secondary school diploma

Tips for the mentor

The **objectives** for the students are:

- Making him/her aware of the significant advantages that he/she can achieve in successfully completing upper secondary school
- stimulating his intention to complete the upper secondary school.

How does it works?

1. Please, read about the advantages of getting an upper secondary education diploma (*The benefits of completing school*). If you like, explore other contents and, if you think it is appropriate, look for video material on the topic. When you are sure you understood the definition of work, involve the students
2. Please engage the student through the question grid (Tool 5). This can be used in two ways:
 - a. Autonomous mode: the student answers independently, without your help;
 - b. Assisted mode: the student answers with your help.
3. Please, use the information provided by the student as a starting point to help him/her to visualize the practical advantages in obtaining at least a diploma. Develop a dialogue with the student

The benefits of completing school

“Let us never be betrayed into saying we have finished our education; because that would mean we had stopped growing.”

Julia H. Gulliver

Many young people develop a negative attitude toward education. This is likely because there is limited freedom and self-direction in the upper secondary school. Much of secondary schools are understood by students more like an obligation than a choice. This may be due to the fact that many curricula are pre-established, many classes are chosen for students and many assignments come with rigid guidelines that don't leave much room for creativity. It is an educational situation lived from many students because they know that an upper secondary school diploma is important.

In ACCESS project we want to encourage young people to carefully consider their higher education opportunities. The schools and programs offer much greater FREEDOM to students. It's important to make the most of your secondary education path, but we also want you to get excited about the greater opportunities for growth and development that will come after.

Most young people face important questions in this moment of the life. Why should you complete your upper secondary school? What options are available?

Different Purposes³

The upper secondary school has many purposes; just some of them are emphasized in our culture. Here are the main benefits that students get by completing the school.

1. Career Preparation

Some young people have a pretty solid idea of what type of career they would like to have. For such people, upper secondary education will primarily work as a place to gaining skills, training and knowledge necessary to enter their desired profession.

This is one of the most acknowledged reasons for people to seek upper secondary education.

Young people who left school before completing upper secondary education face difficulty in the labour market but they also have particularly low cognitive skills compared with upper secondary graduates.

Over 80% of 25-34 year-olds across OECD countries had attained at least an upper secondary education.

Education and skills are crucial to employability. Young people who leave school without an upper secondary qualification, often before they have achieved a sufficient level of proficiency in literacy and numeracy, have difficulty entering the labour market.

Completing upper secondary education has become the minimum threshold for successful labour market entry and continued employability⁴.

2. Practical Advantages

Be prepared for a career isn't the only practical benefit of the upper secondary education. There are many other important ones. Consider the following areas in which people with a upper secondary school diploma are more successful:

- **Economic:** the average annual income of a person with upper secondary school diploma is 30% lower than that of a person with a bachelor degree and 50% lower compared to a person with a master degree.
- **Health:** people with post-secondary education make healthier choices.

³ A lot of the information in the document are taken from <http://www.goodchoicesgoodlife.org/choices-for-young-people/the-benefits-of-higher-education/>

⁴ OECD, *What are the advantages today of having an upper secondary qualification?*, Education indicators in Focus, n. 34, August 2015

- **Civic Involvement:** people with upper secondary education diploma are more involved in social and political field.

3. Personal Development Advantages

The following benefits, typically coming from a successful higher education experience, prove the importance of this type of education in your life:

- **Better communication (written and verbal):** Many upper secondary education programs expect advanced writing and speaking assignments; this trains people to express themselves clearly and to communicate more effectively with others.
- **Critical thinking skills:** The ability to think and to think well – to ask questions, to analyze and to reflect, for example – is crucial to all areas of life. The ability to identify and solve problems is important in personal and social life as well as in the job life.
- **Identification of skills:** Young people may find that they have skills they didn't know they had as they are exposed to new things and new ideas in a upper secondary education environment.
- **Realization of passions:** Young people may be shocked to learn that they love physics in college, or that they really want to pursue art. Involving young people in an educational setting where they can test and experience different subjects can wake them up to passions they never knew.
- **Greater sense of discipline:** in many upper secondary education schools, students have much more responsibility than before. They must take initiative, manage their time and remain organized. These skills can be transferred to all other areas of life.

Not all benefits of education are career-oriented; although the above mentioned benefits do have practical applications.

GUIDE No. 26 “Activating external resources”		
STRATEGY	ACTION(s)	TOOLS
Activating school's territorial network	Scheduling a Coordination A..C.C.E.S.S. Committee meeting	Establishment Coordination A..C.C.E.S.S. Committee (at the beginning of the school year)
Empowering the whole local educational community in order to tackle students' situation at risk ESL	To identify specific student needs and to map resources already activated and those that can be activated	Student's documentary data (student folder: report / evaluation / diagnosis / analysis of family conditions etc.) already owned by the school and by the local services involved (social, health, educational, psychological support services, etc.);

		Student Information Form (TOOL 26.1) or other tool already used by the school
Designing a plan	Set roles and responsibilities among all players	
Monitoring undertaken action(s) progress	To organize regular Committee meetings (online too) until problem solving	

TOOL 26.1 STUDENT INFORMATION FORM

STUDENT IDENTIFICATION

NAME _____

AGE _____

ATTENDED CLASS _____

MENTOR _____

ADDRESS _____

CONTACTS _____

FAMILY DOCTOR (if needed) _____

FAMILY COMPOSITION

1. Composition of the family unit

1	Father		
2	Mother		
3	Brother		
4	Sister		
5	Grandfather		
6	Grandmother		
7	Other _____		
	TOT. number of the family members (included the student)		

2. Working conditions (school conditions for underage family members and/or trainee) for each family member (employed / unemployed / looking for a job / unable to work etc.)

1) _____

2) _____

3) _____

4) _____

STUDENT CONDITION

4. Characteristics of socio-economic and family environment (unfavorable environment with evident signs of poverty, socio-economic vulnerability, substance abuse, drug addiction, domestic violence, etc.)

5. Socio-cultural particularities (migration background; refugees; ethnic issues; religious minorities etc ...)

**6. Is any member of the family followed by public services (social, health, job search services etc ...)?
If yes, specify:**

➤ **Who is followed:** _____;

➤ **Which public service is involved (and the reason)** _____;

➤ **How long** _____;

➤ **Contact person** _____

7. Other relevant information:

Date _____

INDICATOR: Behavioral deviations
• he/she refuses to respond to the teacher's requests;
• he/she doesn't comply with the class/school rules;
• he/she makes frauds in the context of evaluation tests;
• he/she frequently interrupts didactic activity;
• he/she distracts other classmates from didactic activity;
• he/she leaves the school desk without the teacher's permission

GUIDE No. 27 “Drawing attention strategies”		
STRATEGY	ACTION(s)	TOOLS
“Do you hear me?” strategy	Mentor, when communicating with the student, uses voice modulation - from very loud to completely silent speaking. Unexpected voice modulation makes student stumble and draws attention to requests for tasks. Especially silent voice provokes attention of students, who are used to and expect direct, prescriptive instructions, and make them concentrated.	No special tools are needed. Voice is the main instrument to be used while reading /speaking/discussing
“I follow you” strategy	Mentor imitates /repeats student’s behaviour – does not respond to his/her requests. Sometimes it helps student to see himself/herself from outside and change his/her behaviour.	No special tools are needed. Teacher/mentor can use some drama elements/body language/mimicry, etc.

GUIDE No.28 “Adjustement to school rules”		
STRATEGY	ACTION(s)	TOOLS
Clarification of overall situation: with <i>whom</i> and <i>how often</i> it happens?	Conversations with class teachers and school specialists (if possible – parents)	You can use the Student detailed Report on the A.C.C.E.S.S. Early warning system App: you can see school subject involved and frequency Meeeting with teachers
Observation of students: <i>why, when, on what occasions</i> such behaviour happens?	Careful, purposeful observation by Mentor or teachers and school specialists’.	Behavior Observation Form (TOOL 28.1)
Making students aware with results of observations.	Individual conversation in a safe environment: what does make student misbehave and why?	Conversation guidelines (TOOL 28.2)
Making an individual adjustment to school rules plan	Step by step plan to initiate changes in students behaviour	Plan form (TOOL 28.3)

TOOL 28.1 “BEHAVIOR OBSERVATION FORM”
Target Student: _____ M/F: Grade: _____ Date: _____ Mentor/Teacher: _____ School: _____ Signature of Observer: _____ Title: _____ Observation: time started: _____ time finished: _____

Notes:

End conclusion/recommendation:

TOOL 28.2“ Guided interview form”

(An example)

Date:

Student’s name:

Problem:

Question	Student’s response*	Mentor’s comments**
I observed you and noticed		
What makes you.....?		
What do you think about.....?		
How do you think others feel about it.....?		
What could help you.....?		

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*Mentor makes notes of student’s responses during conversation. But if writing distracts attention, it is recommended to do it right after the meeting (or as soon as possible).

**Mentor writes in comments as soon as possible after the conversation

TOOL 28.3 “ QUARTERLY ADJUSTMENT TO SCHOOL RULES PLAN”

(An example)

Date: 8th of October, 2019
Student’s name: Bernard O.

STEPS	DESCRIPTION	Time frame*
1 st STEP		November
2 nd STEP		December
3 rd STEP		January

Student’s name
 Students signature
 Mentor’s name
 Mentor’s signature

*time frame can be indicated in more detail (by weeks/by days)
 ** it is advisable not to concentrate on mistakes in the beginning in case student struggles with grammar/style and it is reason for not performing task
 *** it might be done in other room, school library or at home. Place of tasks performance depends on identified reasons. For example, student is not able to concentrate in the classroom/feels disturbed by others

GUIDE No. 29 “Individualized tests”		
STRATEGY	ACTION(s)	TOOLS
Plan and implement individual task(s) with teacher (this task is not aimed to student’ assess but only to better know his/her difficulties)	Preparation of set of individual tasks for a longer period (in a comfortable place for tasks fulfilment)	Individual tests (in paper or electronic format)
Evaluate individual task in order to stimulate student’s reflection	Evaluation of completed task together with student	Written and/or oral feedback: self-evaluation sheet (TOOL 29.1), student’ free writing, reflection

TOOL 29.1 “SELF-EVALUATION SHEET”			
Date:			
Student’s name:			
Lesson involved:			
Task:			
I succeeded	It was difficult	I need further support in....	
<ul style="list-style-type: none"> • Not to make mistakes in... • To concentrate on... • To feel..... • To experience..... • To manage..... • • • <i>I liked best.....</i> 	<ul style="list-style-type: none"> • To understand... • To keep..... • To focus..... • To manage..... • To follow..... • • • • <i>I disliked.....</i> 	<ul style="list-style-type: none"> • Learning..... • Understanding.... • Managing..... • Completing..... • Focusing..... • • • <i>I need to improve....</i> 	

GUIDE No. 30 “Self-regulated tasks performance frames”

STRATEGY	ACTION(s)	TOOLS
Clarification of overall situation: with <i>whom</i> and <i>how often</i> it happens?	Conversations with class teachers and school specialists (if possible – parents)	You can use the Student detailed Report on the A.C.C.E.S.S. Early warning system App: you can see school subject involved and frequency Meeeting with teachers
Observation of students: <i>why, when, on what occasions</i> such behaviour happens?	Careful, purposeful observation by Mentor or teachers and school specialists’.	Behavior Observation Form (SEE TOOL 28.1)
Making students aware with results of observations.	Individual conversation in a safe environment: what does make student misbehave and why?	Conversation guidelines (SEE TOOL 28.2)
Making students aware with results of observations	Individual conversation in a safe environment with students: <i>how did he/she succeed to fulfil Task Performance Agreement</i>	Guided conversation form (TOOL 30.1)

TOOL 30.1 “Guided interview form”

(An example)

Date: February 15, 2019

Student’s name: Joana L.

The problem: Drawing during free writing tasks in native language

Solution of the problem: Task Performance Agreement

Question	Student’s response*	Teacher’s/mentor’s comment**
Did you succeed to fulfill your agreement fully/ partially? Please, evaluate in % (how much from 100%). Please, explain your evaluation.		
What is your greatest achievement? Why?		

What was most challenging thing? Why?		
Who did support you in this process? How?		
I have noticed you drawing once during the X lesson at (<i>indicate time</i>). And you asked for more time to write your paragraph. What did happen this time?		
You did writing in several places (in the classroom/ school library/ at home). Which place is most suitable for you? Why?		
What did you understand about yourself during this period?		
What do you think about Task Performance Agreement? Is it helpful? How? For whom you could recommend it?		
What further support would you like to get? From whom?		

* Mentor/teacher makes notes of student's responses during conversation. But if writing distracts attention, it is recommended to do it right after the meeting (or as soon as possible).

**Mentor/teacher writes in comments as soon as possible after the conversation.

GUIDE No. 31 “Individual school/lessons attendance agreement”		
STRATEGY	ACTION(s)	TOOLS
Making students or/and family aware with results of monitoring	Conversations with students/ students and families'/ students families and team of support specialists about Student Detailed Report (from Report on the A.C.C.E.S.S. Early warning system App)	Detailed student Report
		Conversation form (SEE TOOL 28.2) Agreement template (see TOOL 1.4)

INDICATOR: AGGRESSIVE BEHAVIORS

- he/she strikes / hurts / hits colleagues;
- he/she destroys the belongings/goods of the school / colleagues / teachers;
- he/she labels / teases / offends / insults / humiliates / terrorizes colleagues;
- he/she teases / offends / insults / teachers

	Involvement of the school subject's teacher in which this behavior is most recorded	
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Because the students with aggressive behaviors frequently develop several types of attitudes and behaviors from the ones previously identified, we have chosen to structure a strategy of unitary and comprehensive intervention, meant to address those behaviors in an efficient and integrative manner.

GUIDE No. 32 “Reduce aggressive behaviors”

STRATEGY	ACTION(s)	TOOLS
Raising the students’ awareness regarding their own aggressive behavioral manifestations, their causes and their effects on social and individual levels.	Individual counseling activities, carried out by the mentor teacher.	Aggression Questionnaire Self-assessment (TOOL 32.1)
Monitoring of students with aggressive behavioral manifestations.	Observation, measurement and monitoring activities, carried out by the mentor teacher.	Scale for measuring and monitoring the aggressive behaviors (TOOL 32.2)
Involving aggressive students in extracurricular activities, meant to relax them.	Develop extracurricular activities (team games, activities for knowing each other, sports, cultural, social activities etc.)	SEE (TOOL 7.1; for reporting TOOL 1.5) -
Involving aggressive students in educational programs aimed at: developing socio-emotional skills, conflict management,	Periodical group counseling activities, carried out by the mentor teacher, with the support of other teachers and specialists (psychologists, pedagogues, school /	Planning of the counseling activities. You can choose most suitable activities among the following tools: TOOL 2.3 The “Diary” project

communication management, stress management, etc.	educational counselors, medical psychotherapists, etc.), as the case may be.	<p>TOOL 3.3 “List of activities in order to build self-control”</p> <p>TOOL 15.1 “Mindful Listening exercise”</p> <p>TOOL 17. 1 “NOW, STOP!”</p> <p>TOOL 17. 2 “Choose and negotiate”</p> <p>TOOL 17. 3 “Deal with provocations”</p> <p>TOOL 21.3 “Building self-awareness activities”</p> <p>TOOL 21.4 “Building positive relationships activities”</p> <p>TOOL 21.5 “Practical confidence-building activity”</p> <p>TOOL 22.3 “Meeting emotional needs”</p> <p>TOOL 22.4 “Changing attitudes towards mistakes”</p>
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TOOL 32.1 “AGGRESSIVE BEHAVIORS STUDENT SELF-ASSESSMENT”

Tool should be use by Mentor in order to stimulate student’ reflection on the specific aspects/features of his/her aggressive behaviors. On the basis of student’ responses, Mentor and student can better focus on the areas where there is a greater need for action

Aggression Questionnaire (AQ)

Aim: Measuring 4 factors / dimensions of aggression levels

Description: This tool proposes 29 items which measure 4 factors / dimensions of aggression:

- Physical Aggression (PA: 2, 6, 10, 14, 18, 22, 25, 27, 29)
- Verbal Aggression (VA: 3, 7, 11, 15, 19)
- Anger (A: 1, 4, 8, 12, 16, 20, 23)
- Hostility (H: 5, 9, 13, 17, 21, 24, 26, 28)

The tool allows to evaluate not just how aggressive is somebody - by determining the total score for aggression as sum of the factor scores -, but also how the aggression is manifested in his/her case-determined through the subscale scores.

Score: Items 1 and 25 are the first scores reversed. The subscale scores represent the sum of the item scores for those ones found in the subscale. The total score is the sum of all the item scores and ranges from 29 to 145. High scores reflect more aggressiveness.

References:

Buss, A.H. & Perry, M. (1992). The Aggression Questionnaire. *Journal of Personality and Social Psychology*, 63, 452-459 - instrument reproduced with permission of Arnold Buss and the American Psychological Association.

Aggression Questionnaire (AQ)
adapted from Arnold H. Buss & Mark Perri

You are welcome to evaluate how characteristic each of the following statements for you. Please, rate and record your answers in the left space of each statement / answer, using the 5-point scale shown below:

- 1 - extremely uncharacteristic for me;**
- 2 - somewhat uncharacteristic for me;**
- 3 - neither uncharacteristic nor characteristic for me;**
- 4 - somewhat characteristic for me;**
- 5 - extremely characteristic for me.**

- _____ 1. I am a calm person.
- _____ 2. Sometimes, I can't control the impulse to strike another person.
- _____ 3. I tell my friends openly when I disagree with them.
- _____ 4. I get angry quickly, but it passes quickly.
- _____ 5. Sometimes, the envy doesn't give me peace.
- _____ 6. If I am challenged, I might hit someone.
- _____ 7. I often find myself disagreeing with people.
- _____ 8. When I am frustrated, I express my irritation.
- _____ 9. Sometimes, I feel I have made uninspired choices.
- _____ 10. If somebody hits me, I hit back.
- _____ 11. When people annoy me, I may tell them what I think of them.
- _____ 12. Sometimes, I feel like a powder keg ready to explode.
- _____ 13. Other people seem to always be in control.
- _____ 14. I get into fights a little more than most of the people.
- _____ 15. I can't help getting into disputes when people disagree with me.
- _____ 16. Some of my friends think I am testy.
- _____ 17. I wonder why sometimes I feel so rabid.
- _____ 18. If I have to resort to violence to protect my rights, I will do it.
- _____ 19. My friends say that I am a quarrel.

- _____ 20. Sometimes, I fly off the handle, for no good reason.
- _____ 21. I know that “friends” talk about me behind my back.
- _____ 22. There are people who pushed me so far that I came to hit them.
- _____ 23. I have trouble controlling my behaviour.
- _____ 24. I am suspicious of overly gentle/friendly strangers.
- _____ 25. I can find no good reason for ever hitting a person.
- _____ 26. I sometimes feel that people are laughing at me behind my back.
- _____ 27. I have threatened people I know.
- _____ 28. When people are especially so nice to me, I wonder what they want in reality.
- _____ 29. I have been so mad that I have broken the things around me.

TOOL 32.2 “ SCALE FOR MEASURING THE AGGRESSIVE BEHAVIOR”

The following tool allows the observation of the four types of aggressive behavior already reported on the monitoring app of the A.C.C.E.S.S.

This scale measures the frequency of students’ aggressive behavior, based on a one-week period of time, and taking into account several dimensions. The mentor teacher observes and notices the frequency of those behaviors.

	The aggressive behavior	The frequency of behavior / week time						
		0×	1×	2×	3×	4×	5×	5×+
	A. He / she strikes / hurts / hits colleagues							
1.	He/she hit a colleague to have fun.							
2.	He/she pushes his/her colleagues.							
3.	He/she is easily angered by his colleagues and he/she bullies them.							
4.	He/she responds when hit, even in a joke.							
5.	He/she is angry and hits his/her colleagues.							
6.	He/she encourages others to fight.							
7.	When he/she walks past a colleague, he/she hits him/her.							
8.	Other behavior:							
	Total for A:							

	B. He / she destroys the belongings / goods of the school / colleagues / teachers								
1.	He/she throws, pushes, tears books and / or colleagues' books.								
2.	He/she pulls on the colleagues' clothes.								
3.	He/she tears off the colleagues' clothes.								
4.	He/she thirties and throws chairs, benches, flowers or other objects in the classroom.								
5.	He/she breaksthe windows or the classroom door.								
6.	He/she throws or drops teachers' objects.								
7.	He/she tears the catalogue.								
8.	Other behavior:								
	Total for B:								
	C. He / she labels / teases / offends / insults / humiliates / terrorizes colleagues								
1.	He/she addresses insults to colleagues.								
2.	He/she teases his/her colleagues.								
3.	He/she threatens the colleagues with or without a reason.								
4.	He/she says ugly things about some colleagues, for laughing with others.								
5.	He/she screams at colleagues.								
6.	He/she makes aggressive jokes to colleagues.								
7.	He/she constantly humiliates one or more colleagues.								
8.	Other behavior:								
	Total for C:								
	D. He / she teases / offends / insults teachers								
1.	He/she addresses hateful/insulting words to teachers.								
2.	He/she responds aggressively to teachers' questions.								
3.	He/she shouts at teacher.								
4.	He/she touches and/or pushes the teacher.								
5.	He/shecheats to tease the teacher.								
6.	He/she has an aggressive attitude towards the teacher, without hitting.								
7.	He/she hits the teacher.								
8.	Other behavior:								

								
		Total for D:							
		Total for A+B+C+D:							

Scoring and analysis:

All the answers are collected for each of the four sections. The obtained score indicates the level of aggression for the respective dimension. The total score represents the sum of the scores obtained on all the four dimensions, in a one-week time interval. A value *above average* is correlated with an increased / very high level of aggression.

INDICATOR: SCHOOL ALLERGY

- he/she manifests physical symptoms / physical pains associated with school problems;
- he/she develops a feeling of fear, unrealistic, related to everything related to the school environment;
- he/she shows repulsion towards school / fear of going to school.

GUIDE No. 33 “ Tackle school allergy”

STRATEGY	ACTION(s)	TOOLS
Make the student aware of his/her physical symptoms/physical pains associated with school problems (identify what kind of problems)	Shows the monitoring grid to the student which shows that the risk threshold has been exceeded	Detailed student report downloaded from ACCESS Warning system app
Make the student aware of her/his emotional management and the motives he/she manifests fear related to school Support her/ him and give her/him tips as needed.	Meetings and discussions of the students with mentors/counseling of students	Self observation grid (TOOL 33. 1)

GUIDE No. 33 “ Tackle school allergy”

STRATEGY	ACTION(s)	TOOLS
Make the student aware of the situations he/she manifests repulsion toward school and identify the motives behind this behavior	Meetings and discussions of the students with mentors/counseling of students	Guide for directed discussion (TOOL 33.2)

TOOL 33.1 “ SELF OBSERVATION GRID”

Name of the student:

How do you generally feel at school?
How often do you feel fear at school?
What are the reasons that make you manifest fear at school?
Describe a concrete situation in which you were scared at school!

<p>Did you refuse to go to school because you were afraid? How many times did this happened?</p>	<p>..... </p>
<p>When you didn't go to school because of the feeling of fear, what was the cause of this state/condition?</p>	<p>..... </p>
<p>Have you ever felt repulsion toward school?</p>	<p>..... </p>
<p>What determines you to feel repulsion toward school environment?</p>	<p>..... </p>

<p>TOOL 33.2 “ GUIDE FOR DIRECTED DISCUSSION”</p>	
<p>Name of the student:</p>	
<p>What are the situations in which you manifested fear toward school?</p>	<p>..... </p>

<p>Mention the reasons that lead to such behavior!</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What do you think is necessary to change in order diminish/combat the state of fear?</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What are the situations in which you manifested repulsion toward school?</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Mention the reasons that lead to such behavior!</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>What do you think is necessary to change in order diminish/combat the state of repulsion?</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>