

TEACHING WITH EMPATHY. HOW TEACHERS CAN SUPPORT DISPLACED CHILDREN

**METHODOLOGY FOR CONDUCTING
EXTRACURRICULAR ACTIVITIES**

A manual for teachers, school psychologists and educators

Kyiv 2024

Preface

Dear colleagues!

We are pleased to offer you a teaching guide based on two years of experience delivering special training sessions for children from internally displaced families. Many educational regulations have emphasised the importance of paying attention to this group of children, especially regarding the ideas and provisions of trauma-informed pedagogy.

However, numerous directives about the importance of psychological and pedagogical support for displaced students do not solve the problem. A practising teacher, psychologist, or educator needs clear methodological recommendations that provide answers to the following questions: what methods and techniques can be used in this case, what topics should be built around schoolchildren's activities to make them valuable and engaging, and what is the optimal format of such classes.

This manual will help motivated teachers and psychologists to improve their professional level by mastering the proposed methodology of training sessions based on the information presented in the book. The manual provides a detailed description of 9 training sessions for 11-14 year-olds, delivered 1-2 times a week during 1-1.5 months. First, these sessions will benefit students from internally displaced families, children who have changed schools due to the war, returned from abroad, etc. However, they will definitely be relevant for any group of Ukrainian children who stay in Ukraine during the war and thus are exposed to stressful factors.

The manual's introduction briefly outlines the background for conducting such sessions with groups of children experiencing so-called 'refugee trauma' and describes the authors' practical experience.

The first part of the manual, 'General Approaches to Delivering Classes,' covers the main approaches behind the methodology and their interconnection. It explains the aims and tasks of a cycle of sessions with children. The manual also describes extracurricular activities in the training format in detail, including the structure and regulations of a training meeting and the methods and forms of pedagogical interaction that can be used. The aspects of teacher-child interaction and teacher preparation for the training presented in this part largely determine the success of such work.

Part two of the manual, 'Methodology for Individual Meetings,' contains a detailed description of the meeting cycle. Each meeting is described in detail, including its structure, regulations, methods, and forms of pupil activity.

The manual also has an appendix, where teachers will find presentations to use at each lesson.

Good luck!

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INTRODUCTION

The military aggression against Ukraine has led to terrible social and humanitarian problems. The large-scale destruction of schools and the forced migration of schoolchildren and teachers to other regions of Ukraine and abroad have become a challenge and a test for the Ukrainian education system, the reconstruction of the state and its future.

According to the Information and Computing Centre of the Ministry of Social Policy, as of 18 March 2024, 4.9 million internally displaced persons were registered in Ukraine. Among them, almost 21% (997,000) are children under 18. As a result of forced migration, children face significant social and psycho-emotional difficulties related to the change in their environment and social circle.

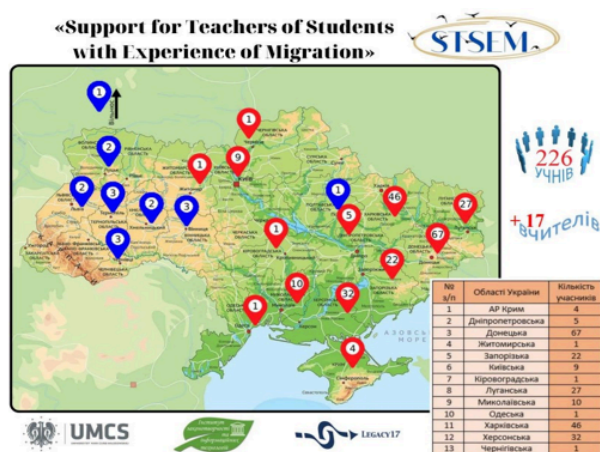
Experts in trauma-informed pedagogy define trauma as a person's (psychological) emotional reaction to a terrible or very unpleasant experience. For the children, the unexpected displacement from their place of residence was such an experience, and traumatised children may experience physical and emotional stress. According to psychologists, refugee children are adversely affected by difficulties while moving, searching for new housing, and challenging financial and material conditions. Stress in school-age refugee children is caused by the need to 'fit in with a new class/school community, adapt to the culture and traditions of a new region of Ukraine, and sometimes by the language barrier.

Finally, feelings of loneliness, inconsistency with others, loss of social support network, distrust from others, and loss of social status become a problem.

In this case, trauma-informed pedagogy is essential - pedagogical influence based on the consideration/understanding of the child's traumatic experience and its consequences by teachers. This approach requires the introduction of special principles of work with children and the creation of a climate of support in the school with the participation of the entire staff, special work of the class teacher and subject teachers aimed at mitigating the consequences of the traumatic experience of pupils, as well as extracurricular activities with a positive emotional impact, taking into account the traumatic experience of pupils. To achieve the objectives of socialisation and integration of children who are internally displaced and, therefore, have psychological trauma, it is necessary to train pedagogical staff: teachers, school psychologists, and educators for such activities.

The tasks of training teachers and developing a special cycle of classes for pupils from families of internally displaced persons were addressed within the international project 'Supporting Teachers of Students with Experience of Migration (STSEM)' framework, which engaged teachers from Poland, Ukraine and Sweden. Over the two years of the war, more than 100 teachers and 400 pupils from Dnipro, Donetsk, Zhytomyr, Zaporizhzhia, Kyiv,

Kirovohrad, Luhansk, Mykolaiv, Odesa, Kharkiv, Kherson, Chernihiv, and the Autonomous Republic of Crimea took part in the project.



Here is a fragment of the presentation of one of the project's stages, which gives an idea of who participated in it

The project experts were scientists from the Academy of Pedagogical Sciences of Ukraine

and teachers from the participating countries.

Teachers participating in the project conducted training sessions with Ukrainian migrant children (who ended up abroad) and children from internally displaced families in online and offline formats. To organise such classes, professional development sessions were held for teachers, and Ukrainian project experts developed methodological materials that allowed them to meet the needs of students in mitigating the effects of psychological trauma and provide them with opportunities to acquire and develop soft skills.

These materials, which have been thoroughly tested and revised, provide the basis for this manual.



Classes with teenagers and different age groups of students within the project

PART 1. GENERAL APPROACHES TO DELIVERING CLASSES

1.1. What was the purpose of cycle meetings with children

During the full-scale aggression of the Russian Federation against Ukraine, one of the population groups affected by its consequences is children, in particular, school-age children. Moreover, there is no group of children in our country who are not 'children of war' with inevitable consequences for their health and psychological well-being. This applies to children who were forced to leave their homes and familiar environments and to those who remain in their homes and schools but still experience stress during shelling or in other traumatic situations related to the war.

Teaching such children and providing them with practical pedagogical guidance requires a qualified approach based on such a pedagogical field as trauma-informed pedagogy. One of those who can and should provide psychological support and assistance to a child is indeed a teacher.

Such support can be a gentle smile, a supportive gesture, or a tactful individual conversation. It can also involve children in special training sessions with a group of students of approximately the same age. This manual covers this form of support.

Such sessions **aim** to provide *psychological support to students through special exercises to develop communication with peers, overcome loneliness, and reduce stress*. At the same time, we tried to combine the main goal with the development of students' soft skills: critical thinking, creativity, empathy, emotional intelligence, observation, and expression.

The lessons were combined into a cycle of 10 meetings, which helped to improve the child's emotional state, mood, self-esteem and well-being.

1.2. What is an extracurricular activity in the format of a training session?

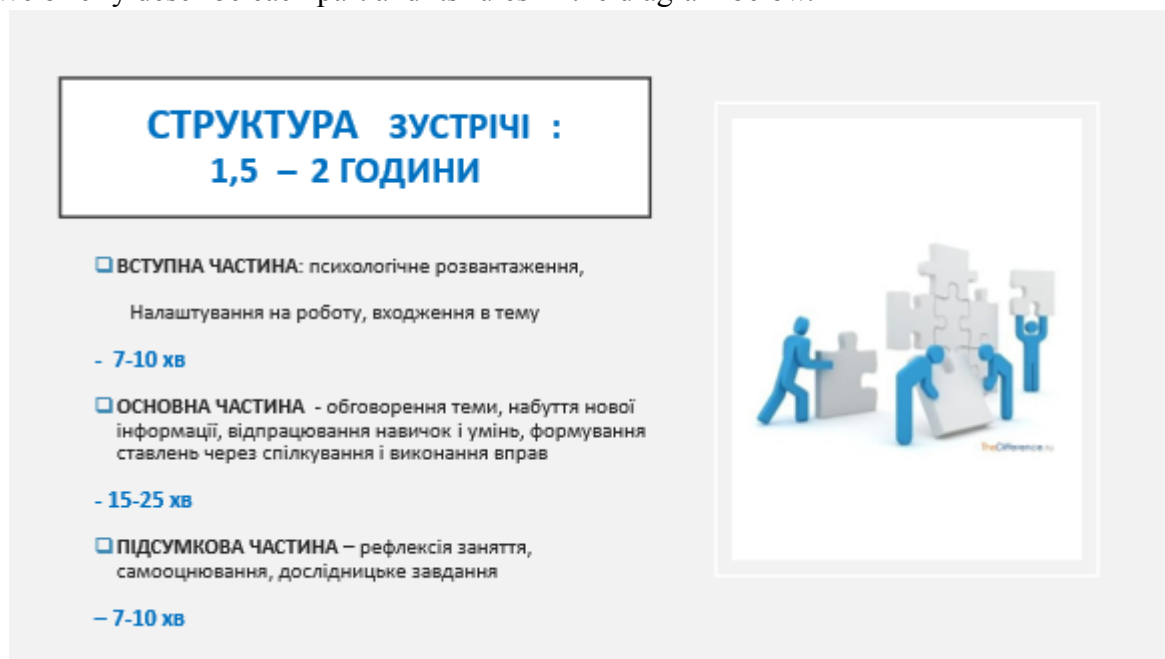
The set aims determined how we organised the joint activities of the teacher and pupils. We had to manage open, sincere, emotionally and intellectually rich communication in a safe and favourable environment. Only under such conditions can children receive the help they need today. A training session meets these requirements.

A **training session** differs from other forms of education, especially from a traditional school class, because it involves active, multilateral, equal communication between all participants. It exists only as a 'living tissue' of interaction between everyone, skillfully organised by a teacher using special methods and techniques. The training provides an opportunity to implement the principles of trauma-informed pedagogy by using pedagogical tools available to every teacher.

The training requires teachers to clearly understand the peculiarities of this form of organising pedagogical support, follow the training structure, and use ‘properly’ selected methods and exercises (adequate to the needs of children and the tasks of a particular lesson)¹.

1.3. What should the structure and routine of a training meeting be?

To achieve the above goals optimally, following a particular method of organising training sessions is essential. This method primarily involves a clear **structure** of each session, consisting of three parts: introductory part, body and final part. This structure corresponds to the psychological laws of the process of cognition and the formation of human skills. We briefly describe each part and its rules in the diagram below.



The introductory part of the training session, which we called a ‘meeting’ for the students to emphasise the informal nature of communication, has the following objectives:

Diagnosing the emotional state of the students and, if necessary, providing them with psychological support;

Involving all students in cooperation, developing interaction between them, empathy and the desire to communicate.

These tasks are addressed through special exercises/icebreakers and exercises to diagnose and correct students' emotional states.

At the same time, since the classes also contain an informational and cognitive component on various topics, the introductory part also achieves traditional results: updating students' key concepts, developing positive motivation for further activities and interaction, and presenting the topic and expected results of the class.

The body of the lesson consists of a series of exercises aimed at achieving the objectives of the meeting. There is usually a tiny information section that students need to master, followed by exercises to apply this knowledge and develop their skills. An essential

¹ By exercises we mean a specifically selected set of methods and techniques that solves a particular pedagogical task during the training and involves the activities of the teacher and students according to a certain instructional algorithm

component of the central part is an active game that relieves students' fatigue, improves their mood, and allows them to work effectively. It is usually held in the middle of this part of the meeting.

The final part of the meeting includes methods of organising reflective activities for students to reflect on what has happened, what they have learned, what they have felt, what discoveries they have made, etc.

Let us recall some important points about reflection. When the participants have understood the ideas and provisions of a particular meeting or completed an exercise, it is necessary to move on to reflection. In educational terms, this term refers to a person's ability to self-knowledge, the ability to analyse their activities, actions, and motives and reconcile them with socially significant values, actions, and actions of other people.

The teacher should create conditions for the students to think about what they have learnt—what it means to them, how it has changed their perceptions, and how they can use it in their lives. The students should also compare their thoughts, views, and feelings with those of others and perhaps add something to their own.

Reflection at the training involves the following stages:

- - stopping previous activities. Any previous activity should be completed or stopped;
- - analysis of personal and collective activities during the training in terms of efficiency, productivity, and compliance with the tasks. The teacher suggests the parameters for analysing the material learned;
- - formulation of the results of the reflection.

Besides, at the end of the lesson, an emotionally charged exercise is usually offered to develop empathy and maintain children's positive emotional state. In this part, the teacher also gives pupils an anticipatory task related to the topic of the next meeting.

These anticipatory tasks are a special form of 'homework'. They do not involve written assignments or reading sources. To complete them, students should observe and analyse actions and behaviour, both their own and others, conclude, and test/form new behavioural patterns. In other words, the main focus of these tasks is the development of soft skills.

1.4. What features of methods and forms of teaching influence are considered in the meeting methodology?

There is one fundamentally important way of arranging the furniture in the training room/classroom for meetings using this method: in a circle, without desks or tables. This allows everyone (and the teacher!) to be in an equal spatial position to participate in all the activities offered and move freely around the room as needed, forming pairs or groups. NEVER leave ANYONE outside the circle, even if you have guests. The presence of someone behind the 'back' disrupts the emotional state of the students, creating a sense of danger.

Let us comment on some of the methods and techniques teachers use during training meetings under this programme.

The introductory part of each lesson includes a special exercise *to diagnose the emotional state* of students, options for which you will see in the lesson descriptions below. Like other exercises, it involves ALL students and is performed in a 'circle' with the word passing in turn, closely monitored by the teacher. Diagnosing the emotional state of students will help the teacher identify problems and difficulties in the social and psychological aspects and adjust their activities based on these observations. Knowing what emotions and feelings prevail in students, the teacher adjusts their activities accordingly. You can significantly

improve the psychological atmosphere in the classroom by having a sincere conversation with students and setting them up for the activity.

The next stage of the teacher's activity, which helps students to learn the names of everyone in the circle (or remember if they are familiar) to create a favourable atmosphere, is the '*getting to know each other*' exercise. It is repeated in different versions at each meeting. This is an essential psychological technique for relieving children's tension, involving and preparing them for joint activities. This exercise requires special attention if the children have met each other only during the training.

Interactive '*getting to know each other*' exercises develop children's communication, remove barriers, and help unite the group. The introduction must take place in an environment that does not foster feelings of rivalry, confrontation, or distrust.

Important for practice!

Follow the rule of free will and the rules of the circle. If someone refuses to speak, let them pass, but come back to them after the circle is complete - they will usually have something to say.

Regardless of the type of introduction you use in your meeting methodology, be sure to follow up with a reflection on the questions:

How did you feel during the exercise? Why did we do it?

Another essential step in creating a positive classroom atmosphere and practical sessions is *establishing rules of conduct at the training meeting*. This will help maintain equal partnerships and discipline in the classroom, protect insecure children from adverse peer reactions (for example, some pupils do not speak up in class because they are afraid of critical comments from their friends), and help set the optimal pace of the session and keep the children's attention.

Important for practice!

Examples of the most straightforward rules for a training session for adolescents include:

- speak in turns, briefly (this means that only ONE person speaks at any given time during the training),

- be positive (have a positive attitude to everything that is happening: to the opinions of others, to information, to activities, to your involvement, etc.);

- speak for yourself (I think, I believe, avoiding generalisation: everyone, always, etc.).

The teacher can propose such rules, discuss each with the students, and figure out what the behaviour should look like according to this rule. Then you **MUST** vote on these rules with the students (a kind of collective agreement) and monitor their implementation, reminding them, if necessary, 'You are breaking the rules'.

You should also agree on a **gesture** (e.g. open palms at face level) and **words** (e.g. the word 'rules') that you will use when the rules are broken.

Post a sheet of rules in the room in a visible place and refer to it when needed.

The training sessions described below use a variety of interactive methods. However, we consider it necessary to present an algorithm for organising student activities for each of them, which should be followed to ensure that both you and the students enjoy the cooperation. Remember, the better you follow the method's algorithm, the easier it will be to organise the students' work while maintaining a relaxed atmosphere.

Important for practice!

1) Working in pairs



Working in pairs is very effective because it gives learners time to think, exchange ideas with a partner, and present their thoughts in front of an audience. It helps them develop communication skills, the ability to express themselves, critical thinking, persuasion, and debate.

Pairs can be used to quickly complete activities that would otherwise take a long time. For example, they can discuss a short text, task, or source; conduct an interview and determine the partner's attitude to the topic; formulate a summary of a lesson or series of lessons on a topic; answer questions or provide solutions to a problem, etc. The main thing is that the task you set should stimulate discussion.

How to organise the work

Give participants a task and then questions for a small discussion or analysis. Then, individually, give them 1-2 minutes to think about possible answers or solutions.

Put participants into pairs, decide (or let them decide for themselves) who will speak first, and invite them to discuss their ideas with each other. It is best to set aside time for each person to talk in pairs and for the group to discuss. This will help them get used to the precise work organisation in pairs. Participants should reach an agreement (consensus) on an answer or solution.

When the exercise is over, each pair presents the results of their work, sharing their ideas and arguments with the whole group. If necessary, this can start a discussion or other learning activity.

2) Working in small groups



Small group work helps solve open questions and problems that require collective discussion.

How to organise the work

Divide the participants into discussion groups. Have each group form a small circle, sitting side by side. All group members should be able to see each other clearly.

Introduce (or remind) the roles that participants will be assigned to play in the group work:

- Chairperson (group leader)

Reads out the task to the group; organises the order of the task; gives everyone a chance to speak; invites them to take turns.

- Secretary

Keeps records of the group's work; as a group member, should be prepared to express the group's views during the debriefing or to assist the speaker.

- Facilitator:

Keeps track of time; encourages the group to work.

- Moderator:

Reports on the results of the group's work, clearly expressing the group's views during the presentation.

Set a specific task and give instructions (rules) on organising group work. Try to make your instructions as straightforward as possible. Keep track of the time.

Be prepared for the increased level of noise that comes with collaborative learning.

As the groups work, walk around, stopping at each group without drawing attention to yourself, and observe their work. Assist if needed

Invite the groups to present their work.

3) *Discussing the problem in the circle*



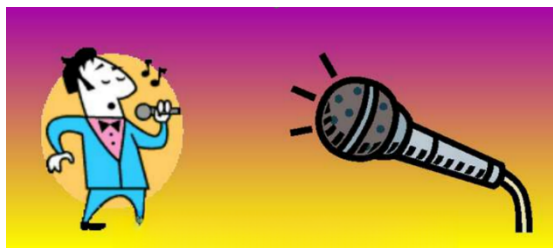
This is a well-known method that is usually used in combination with others. It can clarify specific points, draw attention to complex or problematic issues, motivate cognitive activity, and update students' ideas.

How to organise the work

In a circle, all participants discuss ideas or events related to a particular topic. The discussion is built around a planned or improvised topic, which should be clearly defined for all participants before it begins. Learners are free to speak at will.

The debate continues as long as there are people who want to talk. At the end of the discussion, the teacher takes the floor (if they see fit) and can give their opinion.

4) *Microphone*



A different kind of whole-group discussion is the 'microphone' method, which allows everyone to say something quickly, one at a time, to answer a question or express an opinion or position.

How to organise the activity

Ask the group a question. Using an object (e.g., a pen or pencil) as an improvised microphone, offer them an object. Participants will pass it around, taking turns speaking.

Only the person holding the 'imaginary' microphone should be given the floor. Ask participants to speak briefly and quickly—no more than a minute. Do not comment on or evaluate the answers.

5) *Open-ended sentences*

Незакінчені
речення

Сьогодні для мене важливим було...
Тепер я точно знаю...
На початку зустрічі я..., а тепер я...
Мені було приємно...



This method is often combined with the 'Microphone'. It allows for more in-depth work on the form of the statement.

This method allows participants to overcome stereotypes, speak more freely about the topics proposed, and practice speaking briefly but to the point and convincingly.

How to organise the work

Having identified the topic on which the participants will speak in the circle of ideas or using an imaginary microphone, the teacher formulates an unfinished sentence and invites the participants to complete it. Each subsequent participant in the discussion should start with the proposed verbal formula. Participants work with open sentences, for example: '*In today's meeting, the most important discovery for me was...; or: This decision was made because...'*', etc.

1.5. How do teachers get ready for training meetings?

We start by recruiting a training group, which should typically be no more than 20-25 (no less than 10-15) pupils. Having approximately the same age (1-2 years difference is acceptable) and different genders is desirable. This makes your work easier and increases the

interest of the participants. However, the proposed methodology also works in homogeneous groups.

The effectiveness of the planned training sessions depends largely on the answers to the questions: when and where the training will occur. Before the training session begins, find out what day of the week and time is acceptable to the learners you will be working with. Plan for a session time of approximately one to two hours. The answer to the second question depends on the choice of venue. The *comfort* of the participants is essential in conducting the training. You should choose the place and time of the training carefully, considering the *conditions in the room* (temperature, lighting, comfortable chairs, etc.).

Before the session, it is essential to look around the room and imagine how the group work will take place and how the participants will interact. Make sure you have a whiteboard or flipchart, large sheets of paper and small sheets (drafts for students to take notes during group work), markers, a projector, and a screen for the presentation. Arrange the chairs so all participants sit in one circle, and no one is left out. Properly arranged and comfortable chairs can contribute to the success of the training.

If the session involves handouts, such as texts or questionnaires, ensure they are printed or available for presentation on screen or paper.

Ensure that students have small sheets of paper (possibly draft paper that can be written on one side) to take notes during group or individual work.

Your professional personal preparation for the cycle of meetings includes
general familiarisation with the content of this manual;

Deciding whether to conduct the sessions.

Before each session, you need to study the materials carefully, draw up your meeting scenario, consider the age and individual characteristics of the group of children you are working with, and clarify the rules you will follow. Please note! **In some lessons, you may find too many exercises. Choose those that you think will be most interesting and useful for your children.**

After each lesson, you should reflect on how it went, the group's and individual students' activities, their emotional state, changes in their activity, the most effective exercises, and so on. Then, you should decide (making sure to take brief notes) what needs to be changed next time.

1.6. What are the peculiarities of the teacher's activity when conducting training meetings?

The content of this manual reflects our approach to working with children in war. In our opinion, a teacher is

- a person who has specific personal characteristics and life philosophy;
- a leader who appreciates students and creates a safe space for their development defines the purpose of the movement and forms the content, which is aimed at solving a specific problem
- a methodologist who understands the peculiarities of training as a form of education realises its internal logic, which is reflected in the structure and application of pedagogical methods;
- a specialist who owns (learns in the course of work) special pedagogical tools necessary for such work;
- a communicator who knows how to build effective communication with students and inspires and supports them.

PART 2. METHODOLOGY FOR INDIVIDUAL MEETINGS

MEETING 1: HOW TO COMMUNICATE BETTER?



EXPECTED OUTCOMES

After this session, the pupils will be able to:

- - *explain what communication is and why communication is essential;*
- - *explain the means of communication and the rules of communication;*
- - *explain what active listening is;*
- - *improve their own listening and speaking skills;*
- - *express their attitude to the problem of communication.*



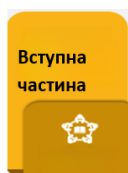
MATERIALS

Paper and pens for notes, sheets of paper for drawings for each student to use as needed, and sets of felt-tip pens and pencils.

Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 20 mins.

1. Open the meeting with a circle introduction activity using an open-ended sentence: *"My name is...In my free time, I like to..."* If necessary, the teacher can start the circle (0.5 min per person)

Important for practice!!

If the students do not know each other, add a special circle to this activity to help them memorise names. After completing the first circle, each person calls out the person's name on their left and then the person on their right. If they make a mistake, the other group members help them.

After the circle is complete, ask the students:

Why did we do this activity? How do you feel now? Has your mood changed?

2. Invite pupils to discuss the following questions in the circle:

What is communication?

Why is communication important? Why do people communicate?

Listen to pupils' responses, then provide the information on slide 3 or on the board and compare it with the answers. Emphasise the importance of communication (3-4 minutes).

3. Ask pupils to use slide 4 to recall the types of communication tools (verbal/non-verbal) and then answer the questions in a circle:

What do you know about verbal communication?

What belongs to this group?

What are the non-verbal means? (2-3 min.)

4. Invite the pupils to do the 'Microphone' activity (all pupils in a circle) (2-3 minutes).

Ask them to recall their communication experiences and continue with the following sentences: 'I would like to learn to communicate better...'

From the statements of children who participated in the project:

"I would like to learn to speak Ukrainian better."

"I would like to express my thoughts better."



Up to 1 hour 15 mins.

Ask the pupils to do some practice exercises to develop their communication skills.

5. Invite pupils to complete the activity: 'Do we understand gestures correctly'. They have to name the gestures according to the pictures (these pictures are often used in Internet communication). The teacher can demonstrate these and other gestures or show the relevant slide 5 (up to 2-3 minutes).

6. Show slide 6 or the pictures on the worksheets and ask pupils to name the emotions in Figure 1 (top left):

What do the postures of the people in the picture below indicate? (Up to 3 minutes)

The teacher can demonstrate the open and closed postures.

Discuss the question with the students:

What do the postures of the people in the picture below show?

What is an 'open posture'? Why does it facilitate communication? (Up to 3 minutes)

7. Play an active game (5-7 min.) *'Find your partner'*

- 1) Count the number of participants
- 2) Find out how many pairs of participants you can make.
- 3) For each animal, write its name on two small sheets of paper.
- 4) Distribute the post-it notes to the participants and tell them not to show them to anyone.
- 5) Everyone starts moving around the room.
- 6) Participants make the sounds and movements associated with the animal and try to find their match.

8. Invite the pupils to do the 'Choose an emotion' activity (2-3 minutes).



Instructions

A pupil chooses and demonstrates an emotion through facial expressions, gestures and posture. The rest of the group tries the emotion. Do this in a circle.

Afterwards, discuss with the students:

What did I learn from this activity?

9. Invite the pupils to do the 'Through the glass' activity (2-3 minutes).



Instructions

Pupils write a short sentence on paper using the model on slide 7, then try to communicate this information to others using gestures and facial expressions. (3-4 examples).

After the activity, discuss with the pupils:

Was it easy or difficult to show an idea?

What were the difficulties? Was it easy or difficult to guess the concept?

What were the difficulties? (up to 5 minutes)

10. Ask pupils to think about and answer the following questions:

1) Think of situations when you realised the person you were talking to was not listening. How did you feel? Was it pleasant? What are some signs that you can tell that you are not being heard?

2) Think about it: How can you show the other person that you listen attentively? What other behaviours are important when listening?

Point out that this kind of listening is called ‘active listening’ and ask the pupils: *Why do you think it is called ‘active’?*

After listening to a few opinions, ask the pupils to compare their views with slide 8 or the board (up to 5-7 minutes).

11. Invite pupils to complete the Active Listening activity (5-7 minutes).



Instructions

Read the rules for active listening on slide 8 or the board.

Put pupils into pairs and give instructions:

Turn to your neighbour and tell them about yourself for two minutes on the topic: ‘In my spare time I like to...’.

Let your partner listen to you using active listening techniques.

Then, for one minute, those who listened retold what they heard by saying, ‘I heard you say...’.

Then, pupils switch roles.

Discuss with pupils:

What active listening techniques did your partner demonstrate? What did you miss about being listened to? What was more manageable for you: telling, listening, retelling? Which was harder?

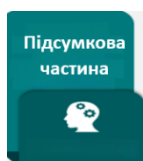
From the statements of children who participated in the project:

‘You have to learn to listen in order to hear’

12. Ask pupils to take the test ‘Are you a good listener?’ - slide 9. Then calculate the result - slide 10.

Discuss:

What were your scores? What do you need to improve your communication skills?



Up to 20 mins

13. Invite students to complete the compliment dance activity (7 minutes).

Explain how important this skill is (it helps to win the other person over, creates a pleasant atmosphere, improves mood, promotes cooperation, etc.) Emphasise that you should also learn to accept compliments and enjoy them (do not be shy, do not explain, do not make excuses, etc.).



Instructions

Students toss an imaginary ball to each other and accompany it with a compliment, completing the sentence: Name, ‘I like the way you are (that you are)... because...’. The person to whom the compliment is addressed says thank you and turns to someone else.

Discuss with students:

What thoughts and feelings did this activity bring to mind?

From the statements of children who participated in the project:

'I thought it was difficult to give compliments, but it turned out that it is also difficult to receive them.'

14. Explain the next task ahead.

Suggest pupils complete the activities on slide 13 at home.



Instructions

- 1) Look at your face in the mirror and create an expression that can make you laugh in any mood. If you are not able to do this exercise, it is possible that people may perceive you as a vain or even angry person. You may not be able to communicate easily and, therefore, come across as boring or dull. Practice smiling and observe people's reactions to your smile.
- 2) Observe different communication situations and determine your behaviour and what makes communication pleasant.
- 3) Make a small (2-4) list of these behaviours.

15. Reflect on the following questions (up to 5 minutes)

What did you learn from this topic? What 'discoveries' did you make? When and where can you apply them?

From the statements of teachers who participated in the project:

An exciting and unexpected moment for me was the opinion of two pupils who noted that in my life and work, I use the methods of active listening that we discussed in class. This came as a pleasant surprise to me. It means that the students remembered, realised, analysed, and noticed what we discussed in class...



MEETING 2. MY SECRETS OF COMMUNICATION



EXPECTED OUTCOMES

After this session, the pupils will be able to:

- *identify and describe difficult communication situations;*
- *explain what tools are available for productive communication;*
- *behave productively in difficult communication situations and analyse their own and others' behaviour;*
- *use their communication tools (intonation, gestures, facial expressions) effectively and analyse the results of their use;*
- *formulate a list of their tools for successful communication*



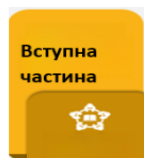
MATERIALS

Paper and pens for notes, flipcharts, sheets of paper for drawings for each pupil, which they use as needed, and sets of markers.

Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 25 mins

1. Open the meeting with a circle introduction activity. Take part in the activity yourself (7-10 minutes).



Instructions

Say your name and one positive character trait that begins with one of the letters of your name.

When finished, ask the group:

'What did you think of this exercise?

What thoughts did this activity bring to mind?

Were you curious why? How does it relate to our topic?

2. Discuss with pupils the results of their 'home' research (up to 7 minutes)

1) Write down the pupils' suggestions on the board or a large sheet of paper.

When they have finished, ask:

How does this list make you feel? What do you already know, and what do you need to work on?

From the statements of learners who participated in the project:

'I'm an outstanding actor', 'I thought I wouldn't be, but I am'.

From the statements of teachers who participated in the project:

One very reserved girl, Masha D., wrote her list of seven communication secrets, although the task was to write 3-4 tips. She was very proud of her work and presented it to the group.

2) Ask if anyone has worked with a mirror. If so, ask them to share their experience and connect it to the topic of this session, 'My secrets of communication.'



Up to 1 hour and 15 mins.

3. Invite pupils to complete the activity 'Portrait' (up to 7 minutes)



Instructions

Think of your best friend, a friend you have a close relationship with. Picture them as vividly as possible. How do you think they perceive you? Now, for 2 minutes, draw yourself as your friend sees you. Capture 2-3 traits of your character or behaviour.



These are the portraits drawn by the children participating in the project.

From the statements of the pupils who participated in the project

'My friends always see me smiling because I am a positive person.' 'I drew myself wearing glasses because I love them so much; I always wear them.'

After completing the task, discuss their impressions and opinions with the pupils.

Be sure to ask:

What did you learn about yourself in this activity? How did it help you?

From the statements of teachers who participated in the project:

...the most interesting thing was the drawing (portrait) of oneself through the eyes of a friend, and everyone wanted to explain why it was depicted this way...

4. Play a dynamic game, 'Cyclops' (5-7 minutes).

Participants stand in a circle. The leader is in the middle of the circle. The player's task is to make contact with the participant on the opposite side of the circle using only eye contact. No sounds or movements should be made to attract attention.

As soon as they have made eye contact, the partners have to switch places simultaneously by running through the middle. The leader observes the participants carefully and tries to guess the change of places to replace the one who runs. The one who fails to do so becomes the leader.

5. Invite pupils to complete the activity 'Working on Intonation' (up to 7 minutes). Emphasise that tone of voice is another essential tool for communicating information.



Instructions

Say: 'WELL, THAT'S IT...'

- happily, as if you have finished writing your homework;
- bloodthirsty, as if you have killed all the flies that were flying around the apartment;
- sad, as if you have come to the end of the holidays;
- frightened, as if you were caught by a wolf from which you were trying to escape;
- tired, as if you had just peeled two buckets of potatoes

When you have finished, ask:

Was the exercise useful? Why?

6. Invite the pupils to do the 'What's best' activity (12-15 minutes).



Instructions

Read the situation 1:

□ "Your neighbour's dog has ruined the doormat outside your door. You ring your neighbour's doorbell. He appears on the doorstep. You tell him..."

Write 3-4 sentences in response to your neighbour.

Read situation 2:

□ The teacher asks you a question that you have listened to. You answer the question.

Read situation 3:

□ Your mum scolds you for coming home late. You answer her...

Ask three pupils to respond to each situation.

Discuss *which of the answers they gave they liked most and why.*

Together with the pupils, we try to choose the most productive communication method (the one that allows us to build further communication in the direction we want).

If necessary, you can distinguish between confident, insecure, and aggressive behaviour from the types demonstrated by the pupils. Emphasise that the most productive response is a confident, polite one (aggression provokes counter-aggression, while uncertain behaviour is seen as weakness and can cause the other person to 'attack' and become aggressive).

Finally, discuss with the students:

What has this exercise taught us?

6. Ask the pupils to answer the following questions (2 minutes):

In what situations do you often find it difficult to communicate? How do you feel when you do?

Then discuss the situation of 'asking' (3 min):

Is it difficult for you to ask someone for something? What is easy, and what is difficult? How do you feel when you ask someone for something?

7. Invite pupils to complete the activity: 'I ask' (up to 12 minutes).

Ask them to think of different situations of 'asking':

- 1) 1) Go to the shop instead of me.
- 2) Walk the dog ...
- 3) To borrow money/another thing...



Instructions

Have them choose someone to ask and speak about their favour. The person they are addressing should answer affirmatively or negatively.

After the 'request', ask the participants questions:

- 1) *Was it easy to ask? Why? (from the person who asked)*
- 2) *Will you fulfil the request? Why?*

Listen to several pairs of pupils in each situation.

Then, ask everyone:

Which form of request was successful? What 'rules' did you formulate for yourself?

From the statements of the pupils who took part in the project

'I'm afraid to ask if I don't get what I want.'

'It's hard for me to say no because you might get offended.'

8. Next, invite pupils to discuss the 'no' situation (2-3 minutes):

Do you know how to say no? Is it easy for you to say no to someone else, and why?

Ask them to look at the verbal models of rejection on slide 8 (or on the board) and to write examples of responses to the suggestions on slide 9 (or on the board).

9. Have pupils complete the activity 'Learning to say no' (12 mins)



Instructions

One participant makes a request/suggestion to another:

- ☐ go for a walk instead of one of the lessons
- ☐ lend you a laptop for a while
- ☐ try alcohol/drugs
- ☐ let me drive you home in the evening, etc.

The other person's task is to say no.

When finished, ask:

What does a refusal look like? Which one is convincing? Is it effective? Why?

Finally, discuss with the pupils:

What did they learn? Was it necessary to them, and why?

10. Next, invite pupils to discuss the situations of 'apologising' and 'forgiving' (up to 5 minutes):

How do you feel when someone has offended you? And if you are to blame for a quarrel with others, do you know how to admit your fault? When and how do you do it? Do you know how to apologise to others? How do you usually do it? How does the other person's mood change when someone apologises to them?

11. Invite pupils to complete the activity 'What does it look like' (2 minutes).

Ask the pupils to show the facial expressions of:

- 1) a person who does not accept the apology,
- 2) a person whose apologies weren't accepted.

Ask:

What are your thoughts? How do you feel?

12. Invite pupils to complete the activity 'I'm sorry' (10 minutes).

Ask them to look at the verbal models of apology on slide 10 or the board and write examples of apologies.



Instructions

Divide the participants into pairs and ask them to work on the following situations: giving and receiving an apology.

Situations: being late, not calling on time, not bringing...

Then discuss:

Which is easier: apologising to someone or accepting an apology? Why?

Which do you already know how to do, and which do you still need to learn?

From the statements of pupils who participated in the project

'We all need to learn to apologise and forgive.'



Up to 25 mins.

13. At the end, discuss with the pupils:

What did they learn? Was it necessary to them? Why?

14. Explain the next task ahead:

1) *Practice your communication skills in difficult situations. Observe how others react to your behaviour.*

2) *Pay attention to the behaviour of people around you in similar situations and find 1-2 examples to follow.*

15. Invite pupils to reflect using 1-2 of the statements in the Olympic Rings diagram on slide 11 or the picture (up to 5 minutes)

Interesting ... New... Unexpected... Important... Useful...

From the statements of teachers who participated in the project:

At the end of the lesson, the children wanted to compliment each other, just like in the previous lesson, and they quickly thought of something to thank each other for.

MEETING 3. HOW TO UNDERSTAND OTHERS AND GET ALONG WITH THEM?



EXPECTED OUTCOMES

After this meeting, pupils will be able to:

- *- describe what qualities facilitate communication;*
- *- explain how tone of voice, facial expressions and gestures help to understand and get on with others;*
- *- ‘read’ non-verbal language, use tone of voice, facial expressions and gestures in communication situations;*
- *- distinguish between the emotions of others and show and identify their own emotions;*
- *- make choices, persuade, seek consensus or compromise;*
- *- express their attitude to behaviour in difficult communication situations.*

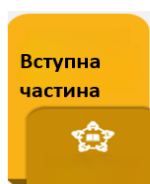


MATERIALS

Paper and pens for notes, sheets of drawing paper for each pupil to use as needed, and markers and pencils. Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 25 mins

1. To open the meeting, complete the 'Getting to know each other' activity. If necessary, the teacher can start a circle.



Instructions

Say your name and tell your story, for example:

- Do I know who chose my name?
- Do I know what my name means?
- Who else in the family has this name? Etc.

Discuss with the pupils:

Was it easy or difficult for you to talk about your name? Why? (10 minutes)

2. Find out what are the children's feelings by using an open-ended sentence (up to 7 minutes):

For me, this week has been...

These and similar exercises are very important as they help children to feel emotionally relieved and to work more freely in class.

3. Ask pupils to recall their 'homework' (up to 3 minutes).

Ask:

Were you able to observe people's behaviour in difficult situations? How did it go?

If there are no volunteers, do not express dissatisfaction. Instead, emphasis should be placed on the importance of such observations for the future. Continue with the activity.

4. Invite pupils to look at the video on slide 3 and ask:

What is happening in the video? What would you say are this video's most essential communication features?

If you are working without a video, use any anecdote about a communication miscommunication. Relate it to the lesson topic.



Up to 1 hour and 15 mins

5. Invite pupils to complete the activity 'Two qualities in communication' (up to 7 minutes)



Instructions

Say what you think in a circle:

- 1) *What helps me to communicate ...*
- 2) *I find it difficult to communicate...*

Discuss:

What did you learn about yourself? Was it a valuable exercise for you? Why?

From the statements of pupils who participated in the project

'It's the same in life - you think you speak clearly, but others don't.'

'An important quality for communication is to think not about yourself and your feelings, but also about others.'

'My sense of humour helps me in communication.'

'My cheerfulness helps me in communication.'

6. Invite pupils to complete the activity 'Hello, can you imagine...' (up to 5 minutes)



Instructions

In turn, each person says, 'Hi, (Name). Can you imagine...' to their neighbour, who is delighted to meet them and finishes by telling them something funny or interesting.

When finished, discuss:

Did you enjoy this activity? Why?

Was it easy/difficult to talk to your neighbours?

From the statements of teachers who participated in the project:

The exercise brought out a lot of positive emotions: 'Hi, can you imagine...'. There was no limit to the children's ingenuity. One girl even imagined herself as a cat. They fantasised about the life of animals in society, interacting with people...

7. Invite pupils to complete the 'In One Word' activity (up to 8 minutes).



Instructions

Say 'Good afternoon' in a tone of voice that represents one of the emotions:
Joy. Confidence. Tiredness. Excitement. Enthusiasm. Surprise. Regret.
Interest. Disappointment. Suspicion. Sadness. Cold indifference. Calmness.
The rest of the students guessed which emotion the participant was trying to express.

When you have finished, invite discussion:

Was this exercise easy for you? How easy was it to guess the emotion from the intonations? How often in real life, for example, in a telephone conversation, do you understand your partner's mood from the intonation and the first words? What emotions do you experience more often in your life?

8. Play the active 'Banana Game' (up to 7-10 minutes)

- 1) The leader chooses an object: a banana, a bunch of keys, etc.
- 2) All participants stand in a circle with their hands behind their backs.
- 3) One volunteer stands in the middle of the circle.
- 4) The leader goes around the participants and secretly places the object in someone's hand.
- 5) Participants start passing the object from hand to hand behind their backs.
- 6) The task of the volunteer in the middle is to guess by the face holding the object and change places with it.
- 7) Then, repeat the game.

9. Invite pupils to do the activity 'Going to the library'. Several pupils take turns doing the activity with different tones and facial expressions.



Instructions

Turn to anyone in the circle and tell them that they have been asked to come to the library urgently.

Say, 'You need to come to the library right now...':

- in an agitated, fast, loud, energetic manner;
- slowly, restrained, with minimal gestures and facial expressions;
- actively using gestures and facial expressions;
- inaudibly (demonstrating a speech defect);
- with timidity and uncertainty.

Discuss:

How did you feel? Did you understand everyone? Which participant would have motivated you most personally to take action? What prevented you from taking in the information? What barriers to communication did you experience? (Up to 7 minutes)

10. Invite participants to complete the activity 'Pass this, whatever it is' (up to 7 minutes).



Instructions

The children sit in a circle and take turns passing an imaginary object to a neighbour without saying anything. The neighbour has to 'take' the object appropriately, understand what it is, and pass it around the circle without naming it but making appropriate gestures. The exercise is repeated until everyone has participated. Afterwards, find out which object was passed around.

Discuss:

Was it easy or difficult to pass the object? Who found it easy? What was difficult? Was it easy or difficult to guess the object? Why?

11. Invite pupils to complete the 'Breakfast with a Hero' activity (up to 15 minutes)



Imagine you have the opportunity to have breakfast with a famous person. This could be a famous person of today, a historical figure from the past, or an ordinary person who has made an impression on you at some point in your life.

Everyone should decide for themselves who they would like to meet and why. You should write down your hero's name on a piece of paper and get into pairs, then decide which heroes you will meet.

Then, the pairs form into fours and do the same.

You can then proceed to a discussion or invite the whole group to choose one character.

NOTE TO STUDENTS: The point of this activity is not who they choose or why. It is about practising making choices, persuasion, consensus or compromise, and accepting the opinions of others/the majority. The following statements from the students show just how unprepared they are for such situations, typical of adolescence.

After they have finished, discuss:

Why did you choose this particular hero? Was it easy to give in, and why did you give in? How did you feel when people disagreed with you? How did you feel when people agreed with you? Do you often face a situation of choice in your life?

From the statements of pupils who took part in the project

'I don't want to have breakfast with any hero - here's my friend, I want to have breakfast with her', "I don't want to convince anyone of anything, I like this hero"

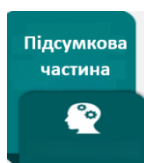
'Breakfast with Zaluzhnyi is cool, because he will tell you when the war will end!'

"Everyone has their own hero. And it is not necessary for him to be famous for everyone."

From the statements of teachers who participated in the project:

...When summing up the training results, many children said that they liked the exercise 'Breakfast with a Hero' and that they had never thought about why it is so important to negotiate and find a way to understand. They stressed that agreeing with their friends was easy, so two groups of five could choose one hero while the others failed. In my opinion, this is because they were just classmates. In a different context, there was an opinion that effective communication needs to be learnt.

...The exercise 'Breakfast with a Hero' was inspiring. In pairs, all the children chose their friends abroad during the two years of large-scale war as heroes. The children wanted to 'speak out' and share their memories of their relationships, giving examples of their friendship.



Up to 25 mins

12. Explain the upcoming task to the pupils:

1) Practise using different types of tone of voice and gestures.

2) Consider whether other people always understand you and you always understand them.

13. Finally, ask pupils to complete the following sentences:

'Today I am great because I know..., I remember..., I can...'

From the statements of teachers who participated in the project:

As a coach, I feel and see the success of our group. Pupils behave more freely and openly. Those who are already members share their impressions, and new members join us. According to class teachers, pupils actively discuss the meetings and share what happened in class. An enjoyable moment for me was when, at the end of the training, the pupils asked to extend it at least a little longer. Also, after the third lesson, I received positive feedback from three fellow teachers with whom the children shared their impressions.

MEETING 4. HOW TO LIVE WHEN WE ARE ALL SO DIFFERENT?



EXPECTED OUTCOMES

After this meeting, pupils will be able to:

- *- explain what diversity is;*
- *- identify the value of diversity and its threats;*
- *- describe manifestations of diversity around them;*
- *- formulate rules of tolerant behaviour, especially for themselves;*
- *- improve skills of tolerant behaviour;*
- *- express their attitude toward the diversity of society and their tolerant behaviour.*

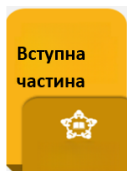


MATERIALS

Paper and pens for notes, sheets of paper, markers (whiteboard/blackboard and chalk), and a basket or box of clean potatoes per number of participants. Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 25 mins

1. Open the meeting with a circle activity to get to know each other using the 'My Image' activity. Ask pupils to complete the following sentences: 'If I were a natural phenomenon..., I would... because...' (Up to 10 mins)

Discuss:

Were the images the same? Why are they so different?

2. If necessary (if you feel tired or anxious or other negative emotions of the pupils), discuss the mood and emotional state of the children using slide 2. (Up to 5 minutes)

3. Refer to the homework activity 'Tips for yourself to improve communication'. Invite those who wish to share their prepared tips or make them up right now and speak up. This will help students 'get into' the meeting topic. (Up to 5-7 minutes)

4. Run the activity 'Applause'.



Instructions

Pupils sit in a circle. Ask those with a particular skill or quality to stand up (e.g., 'please stand up all those who can embroider, ski, like to watch TV shows, dream of learning to play tennis', etc.). The rest of the group applauds those who stand up.

At the end, ask:

What has this activity shown us? What does this require of us if we all have different interests or hobbies, look different, socialise and spend our free time differently, eat different foods, etc.? How can we, so different, live, study, and work together without arguing?

5. Introduce the topic and expected outcomes of the meeting.



Up to 1 hour 15 mins

6. Ask the learners:

What is the human quality that we need most in a diverse society? What does the word 'tolerance' mean?

What are the qualities of a tolerant person? (2 min)

7. Invite pupils to find synonyms for the word 'tolerance', choosing from the list or suggesting their own: sensitivity, kindness, compassion, tact, gentleness, tenderness, non-judgemental acceptance, caution, care, hope, expectation, interest, acceptance, faith, warmth, trust, security, gratitude, sympathy, pride, respect, friendliness, mutual assistance, balance, cheerfulness, satisfaction, coldness, indifference (2 min)

Children participating in the project say:

*"I always thought I could only be friends with someone like me. Now I have to think about it."
'Being tolerant means loving your nearest'*

8. Invite pupils to complete the activity 'Potato'



Instructions

Put enough potatoes in a basket or box for everyone in the circle.

Let each person take one potato from the basket. Invite them to look closely at it, learn its story, and become friends. Invite those who wish to introduce their 'friend' to the group by saying something about them.

Then, put all the potatoes back in the basket and mix them up. Place them on the table and ask the students to find their 'friend' among them.

Discuss:

Did you find your potato? What did you need to do to find it easily? What thoughts does this activity raise about groups of people? Is it related to tolerance, and how? (Up to 15 minutes)

9. Play the activity 'I like you because...'

- 1) Participants stand in a circle.
- 2) The leader throws the ball to one of the participants, saying: 'What I like about you is...' and names a quality (several qualities).
- 3) The participant who receives the ball throws it to another person and names the qualities they like.
- 4) The ball must be passed to all participants.

10. Invite pupils to watch the video [The Present - CGI Awarded short film \(2014\)](https://www.youtube.com/watch?v=...) ([youtube.com](https://www.youtube.com)). Ask pupils to think about the questions before watching:

What did the author tell us about? Why did he want to tell us about it? Is it essential to you personally? (Up to 10 minutes)

Teachers participating in the project say:
<i>...Watching the video 'The Gift' evoked different emotions, but we came to the conclusion that it is always important to be tolerant.</i>

11. Note that sometimes people behave like animals. For example, when a person says unpleasant things to others, tries to humiliate them, and does so on purpose and in the presence of others, it is similar to the behaviour of the Jackal in Rudyard Kipling's famous book Mowgli.

This behaviour is called 'jackal behaviour'. For example, you hear nicknames instead of names of your classmates - this is the behaviour of a 'jackal'. Or someone repeats to others: 'You're as usual...', 'You're wrong...' - this is the behaviour of a jackal. If the person is guilty, they blame others: it was her idea... A 'jackal' is probably around if someone feels uncomfortable during communication.

The opposite of the jackal's behaviour is that of a giraffe. Its main features are a calm, contemplative stance, kindness in words and deeds, and attention to others' feelings. When a giraffe speaks, others feel good—even if the giraffe says something critical.

And how do you recognise a giraffe? It's easy! Even if you put your left shoe on your right foot, he won't make fun of you; he'll just ask: 'Wouldn't you be more comfortable if you switched shoes?'

Put students into groups and ask them to make a table.

The giraffe speaks and acts	The jackal speaks and acts

After the groups have presented their table, discuss:

Which human behaviour is more important and why? (Up to 15 minutes)

12. Invite the pupils to complete the activity ‘Tolerance as I understand it’ (up to 5 minutes).



Instructions

Continue the following sentences:

Being tolerant means...

A tolerant person always...

A tolerant person never...

Recently, I have seen a person being tolerant of...

I was tolerant in a situation when...

13. Invite pupils to create a Museum of Tolerance.
Materials: a bag with small items (e.g., ‘Kinder Surprise’ toys, a pen, a flashlight, glasses, a ball of string, a USB stick, etc.). The items should correspond to the number of small groups (up to 10 minutes).



Instructions

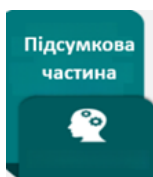
Organise the pupils into small groups of 3-4. Have each group ‘pull’ one item from the bag without looking at it.

Then, give them 2 minutes to find a connection between the item and the concept of tolerance.

The pupils should present the object as part of the Museum of Tolerance exhibition.

Teachers participating in the project say:

"I liked the ‘Museum of Tolerance’ exercise, where pupils presented an item they had at the time. They were surprised to find parallels among things that seemed incompatible at first glance."



Up to 15 mins

14. Invite pupils to make a wreath of wishes:
I wish for myself (to be, to become)... I wish for you... (name the traits of a tolerant person or link the wishes to tolerance) (up to 5 minutes)
Involve as many pupils as possible.

15. Explain the task for the next time (up to 2 minutes):

1) *Observe the situations in which people around you are/are not tolerant. How do other people react? What feelings do you have?*

2) *Find 1-2 role models of tolerant behaviour.*

16. Invite students who wish to speak about the meeting's outcome to complete the sentence: "Today I...: I learned... I thought about... I understood... I made a decision..."

Teachers participating in the project say:

...Dima T. finally gave his name and started talking in a circle, used the words 'I won't, I don't like it' less often and began to smile more often. His friend Ilya had been actively supporting him during all the previous meetings. Dima was interested before, but he could not open up and overcome barriers in communication. Now he feels that our space is safe, so he has become more involved in various tasks.

...At the end of the training, Dasha came up and said that she really wanted to share what fills her and what empties her, but she couldn't do it in time, and she wanted to talk to me about it: 'I am filled when I am supported, and I am devastated when I am ignored and overlooked.' Thus, this course is very important because it creates conditions for effective communication in the classroom and allows children who are emotionally vulnerable to open up.

MEETING 5. WHAT ARE STEREOTYPES, AND HOW DO THEY HARM US IN LIFE AND COMMUNICATION?



EXPECTED OUTCOMES

After this meeting, pupils will be able to:

- - explain what stereotypes are;
- - identify their stereotypes and their impact on relationships;
- - express their judgements regarding stereotypes about individuals or groups of people, nations and countries;
- - explain why and how to get rid of negative stereotypes of individuals and social groups.

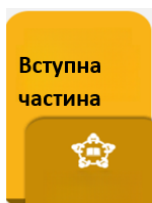


MATERIALS

Paper and pens for notes, sheets of paper, markers (whiteboard/blackboard and chalk), pencils and a basket or box of clean potatoes per number of participants. Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 25 mins

1. Open the meeting with the introduction exercise ‘What kind of cat are you today’ (5 mins)



Instructions

Listen to yourself and identify your emotional state and mood.
Choose one of the pictures on slide 1 and describe yourself with the image.
Explain your opinion.

2. Invite pupils to complete the activity ‘Identifying stereotypes’ (5 minutes).

Ask the pupils:

What does it mean to live like a cat and a dog?

After discussion, show the picture on slide 2 to compare their assumptions.

Ask: *What did they see?*

Finally, ask pupils to explain:

What do the two images have in common? What ideas about people do they reflect?

Can they be called stereotypes, and why?

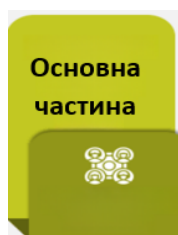
3. Invite pupils to complete the activity ‘What are stereotypes?’ (3-5 minutes).



Instructions

- 'Men don't cry', 'The people in the West don't like people from the East', 'All Donbas residents speak Russian', 'Georgians are very emotional', 'Cleaning an apartment is a woman's job', 'It is safer to live in a small town than in a big city' ...
- Answer the questions:
 - What do these statements have in common?
 - What are they called?
 - How do they arise? Why?

Then, if necessary, explain the definition of a stereotype on slide 3. Invite pupils to look at the picture and comment on it. Introduce the topic and the expected outcomes of the meeting.



Up to 1 hr. 15 min.

4. Ask pupils to complete the 'Looking for our stereotypes' activity.



Instructions

Choose one topic from the list and sketch it as you see it:

A Ukrainian woman

A teacher

A good student

IT specialist

A tourist

Tick-tock blogger

Give the pupils 1 minute to draw a picture. Have each person show their picture and tell what they have drawn. The rest of the class should be able to identify the picture.

Ask the pupils:

Which of the words illustrated by your classmates did you guess easily? Why?

Which of your ideas were the same? Which ones could be called their stereotypes? Why?

(8-12 minutes)



Drawings by children participating in the project

Teachers participating in the project say:

...It turned out that the 6th grade pupils were not very familiar with the concept of stereotypes, so they asked many questions and tried to understand whether they had any personal stereotypes using examples. The exercise 'Looking for our stereotypes' helped a lot.

5. Invite pupils to complete the activity ‘Stereotype Maps’.

Point out that stereotypes can apply to individuals or groups of people and whole nations and countries. Yanko Tsvetkov's Stereotype Maps, slides 5-6, reflect this.



Instructions

Look at the three maps in turn, paying attention to the labels of the same countries (territories) on different maps. Be sure to read the label for Ukraine. Turn to slide 6 and discuss the following questions with your pupils.

Discuss:

What stereotypes do you notice in the titles on the map? What features, events, or facts are the basis for the stereotypes about representatives of different countries? Why do different peoples' perceptions of representatives of the same countries differ? How do you feel about stereotypes about Ukraine? Do you agree with certain stereotypes about other countries? Why? What are the possible consequences of such stereotypes (up to 10-12 minutes)?

6. Play the outdoor game ‘Catching mosquitoes’ (5 min.)

The leader points to one of the participants, introducing them as the host who invited everyone over. They have a lot of mosquitoes in their house. They have invited us so we can all help them get rid of the mosquitoes. The leader then asks all the group members to ‘catch 10 mosquitoes’; the first demonstrates ‘catching a mosquito’ by clapping in the air, slapping their shoulders and knees, behind things in the room, etc. They encourage all the members to participate in this activity. The leader stops the activity when all the participants are involved in the game.

7. Invite pupils to complete the activity 'What do people think about Ukrainians?'



Instructions

Brainstorm - 'They say that Ukrainians...'. Pupils express not only what they know but also what they assume. This list can be written on the board or read by one of the pupils after 3 minutes of brainstorming.

Ask the pupils:

Do you think all the items are true? Which ones are positive? Which ones are negative? Can we influence the change of these attitudes? If so, how? What are the dangers of negative stereotypes? What consequences can they lead to?

Say that sometimes they can lead to specific actions by people who think in stereotypical ways. And if we don't get rid of them, it can start a pyramid of violence (slide 8).

Discuss:

What is the pyramid of violence, and why is it necessary to get rid of negative stereotypes in individuals and social groups (up to 10-12 minutes)

8. Invite the pupils to discuss in a group: *How can you eliminate stereotypes or prevent them from happening in your own life?* Then, read the list on slide 9 and compare it with the ideas expressed by the pupils (3-4 minutes).

Children participating in the project say:

... I will constantly monitor myself so that I do not repeat stereotypes

...Stereotypes are like rules that you don't have to follow. You have to be yourself.

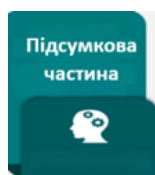
... In order not to fall victim to stereotypes, you need to ask yourself: 'Who said that?', 'Is everyone like that?'

...It is easier to influence the opinion of others with a company than on your own. But we are capable if you believe in the theory of six handshakes!

Teachers participating in the project say:

...Children have almost no stereotypes that the adult generation has

...It was a discovery for the children that hate speech emerges from stereotypes, and then it can turn into discrimination, violence and genocide



Up to 15 minutes

9. Invite pupils to complete the activity 'What will you give up for today' (5-7 mins)



Instructions

Ask pupils to take turns completing the sentences:

I have always thought...
Now I realise...

10. Explain the task for the next time (up to 2 minutes):

- 1) *Practise recognising negative stereotypes. Think about your stereotypes and how they affect your actions towards others.*
- 2) *Try to abandon at least one of your stereotypes and consider what opportunities this might open up for you.*

11. Invite pupils who wish to speak about the meeting's outcome, ending with "I am leaving this meeting..."

MEETING 6. HOW TO ASK QUESTIONS AND CONVINCE OTHERS?



EXPECTED OUTCOMES

After this meeting, the pupils will be able to:

- *explain why the skill of asking questions is called an art;*
- *ask different types of questions depending on the situation;*
- *give examples of how asking good questions can help solve different problems in everyday life;*
- *formulate strong arguments to express their position to persuade others.*

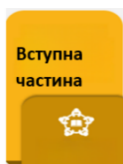


MATERIALS

Paper and pens are used for notes, a flipchart with markers for the trainer, or a blackboard and chalk. Presentation for the meeting



ORGANISING THE ACTIVITY



Up to 15 minutes

1. To diagnose the emotional state of the pupils, invite them to do the introduction exercise 'How my sun shines today' (up to 10 minutes).

Begin the activity yourself. For example, 'Today my sun is shining brightly because I can see all of you', 'Today my sun is a little sad because two students could not make it to the meeting, but it is warming everyone who came', etc. Listen to everyone.

2 Invite pupils to discuss the 'homework' questions (up to 5 minutes):

In what situations do people show/not show tolerance? How do other people react to this? What feelings do you have? What role models of tolerant behaviour do you remember and want to talk about?



Up to 1 hr. 15 min.

3. In pairs, decide who will be number 1 and 2. Then, ask them to do the 'Ask me' activity.



Instructions

Number 1 should ask the person they are talking to 3 questions to find out as much information as possible about that person (2 mins). Then, number 2 will do the same (2 min). Then, have the partners take turns introducing their partner to the group based on the information they have gathered, starting with: *I would like to introduce you to (name), and he/she is...*

Discuss:

Whose information did you find more interesting? What influenced the information you got? (Up to 15 minutes)

4. Ask the pupils:

What role do questions play in communication? Why do we ask questions? After the discussion, compare the opinions expressed with the information on slide 5. Read the questions on the slide clearly! If you are working without a presentation, write them on the board and read them (up to 3-4 minutes).

5. Share with the group that different questions are needed in communication, and we will look at some of them. Ask the difference between the questions: 'Are you a pupil at this school?' and 'What does it mean to you to be a pupil at this school? '

Explain again the difference between open and closed questions, particularly in communication. Emphasise the central role of open-ended questions in facilitating communication (up to 3 minutes).

Children participating in the project say:

'If you want to hear something that interests you, ask the right question.'

6. Remind them that questions start with words they need to learn to use. Invite them to practise by asking questions about the situation in the video on slide 7. Without the video, you can present the situation as a story and ask pupils to ask questions about it in pairs (up to 7 minutes).

7. Play the activity 'Molecules and Atoms'.

- 1) The leader asks the participants to imagine themselves as atoms moving randomly around the room (Brownian motion).
- 2) Next, the atoms must combine into molecules. To do this, the leader announces 'molecules in threes,' and all participants should unite (hold hands) in groups of three.
- 3) All those who are not in the group (2 people) leave the circle
- 4) The leader can then offer molecules 'in four', 'in seven', etc. Each time, those who did not have time to join a group were out of the game.
- 5) The game continues until 1-2 winners are in the circle.

8. Ask pupils to work on clarifying questions.



Instructions

Imagine hearing someone say, 'We will definitely see each other today...'. However, you have very limited time. So you need to find out as much as possible about the situation. What questions would you ask? Start by saying: if I understand you correctly, you..., but can you clarify.... (where, when, under what circumstances, why, who will be present, etc.)

Then, discuss example 2 on the slide. Finally, discuss with the pupils:

What are clarifying questions, and why are they important? (5-7 minutes)

9. Introduce the rules for asking clarifying questions and emphasise that these rules apply to all questions in communication (2 min)

- - Use specific, simple and straightforward questions
- - Use questions like 'what', 'how', 'where', 'when' and 'why'
- - Don't ask too many questions at once
- - Listen carefully to the answers.

10. Point out that sometimes we face controversial, disputable questions involving opposing views and yes/no/I don't know answers. We must persuade the other person to take our side in these situations.

Discuss with pupils:

In what situations do you need to persuade? Give examples.

Emphasise the need to give examples of specific situations, for example: ‘*You want to go out with your friends, but your parents say no*’, etc.

Do you succeed in convincing people that you are right? What do you do to do this? What does it mean to persuade? (up to 7 minutes)

11. Define the concept: what is an argument? What does it mean to argue? (Up to 15 minutes)

Explain to the pupils the structure of the PRES method (usually written in Ukrainian as ‘TIPEC’, although this is not entirely correct). This English acronym stands for Position, Reason, Example, and Solution.

Introduce the structure of an argument (persuasive statement) to pupils using this method and give an example.

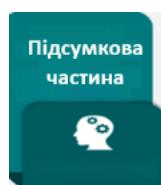
Position *I believe that...*

Explanation *Because...*

Example *For example...*

Conclusion *Therefore... Thus ...*

Invite pupils to give arguments for the proposed controversial question. For example: *should the number of subjects in their class be reduced? Should the pupils be given the right to choose their teacher or class teacher? Can the school self-government's influence on the school principal's decisions be strengthened? Should the use of mobile phones be banned at school?* Etc.



Up to 20 minutes

12. Invite pupils to complete the activity ‘How to persuade a princess’ (up to 15 minutes)



Instructions

Choose two or three participants to play the princesses. Then, divide the rest of the pupils into teams of three or four.

Remind/tell the pupils about the episode in the story of the Princess and the Seven Knights, in which the seven knights who lived with the Princess persuade her to marry one of them and stay with him forever, abandoning her fiancé, who remained in another kingdom.

Each team must prepare the most convincing arguments to persuade the princess to choose this knight.

After the princesses' speeches, they discuss which proposal they would accept and why and the pros and cons they saw in each of the knights' speeches.

Teachers participating in the project say:

...The exercise about the princess and the knights was interesting. I also remember the phrase, ‘If you marry me, we will be able to raise our children with dignity,’ meaning that family values prevailed. While others started with finances...

13. Explain the homework task to the pupils: Comment on the homework.

- 1) Observe your friends and adults:
What questions do they use, and in what situations? How do they convince each other? Do they succeed?
- 2) Practice influencing people in your environment with argumentative statements.
Prepare 1-2 examples of how you managed to convince another person (up to 2 minutes).

14. Finally, lead the pupils in a reflection on the following questions, from which they can choose one or all three:

*What did you understand in this meeting? What did you learn?
What has changed in your communication since then?*

MEETING 7. LET'S TALK ABOUT ME: SO, I AM... WORKING WITH SELF-ESTEEM



EXPECTED OUTCOMES

After this meeting, pupils will be able to:

- - *diagnose their emotional state by combining it with colour*
- - *formulate an adequate assessment of themselves and their actions*
- - *make a self-presentation*
- - *speak positively about themselves and behave accordingly*
- - *improve practical communication skills*

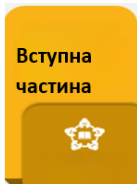


MATERIALS

Paper and pens for taking notes, sheets of paper for each pupil to write notes and drawings on, which they will use as needed, marker sets, a small cardboard box and a small mirror. Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 25 minutes

1. Diagnose the emotional state of the pupils using the activity 'What colour am I today' (3-4 minutes)



Instructions

Formula for pupils' answers: 'My name is ... Today, I am ... colour. For me, this colour means...'

2. Invite pupils to talk about their homework by answering the questions (up to 5 minutes):

What role do questions play in communication? What situations have you noticed that involve questions? What situations have you observed or participated in where people persuade each other?

Do not insist on a large number of answers. The main thing is to draw the pupils' attention to the fact that this is necessary in life and can be learnt from others or books.

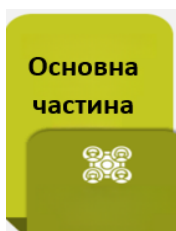
3. Invite pupils to complete the activity 'What are 3 questions about yourself that you would like to answer' (up to 5 minutes). Try to involve as many children as possible.



Instructions

A student puts out 3 questions. They then choose one of the questions and answer it.

Tell them that today's meeting will be about self-discovery. It is essential to know your strengths and weaknesses, assess yourself correctly, treat yourself positively, and behave accordingly.



Up to 1 hr. 15 min.

4. Invite pupils to complete the activity 'Two Truths and a Lie' (5-7 minutes). Focus on pupils who did not participate in the previous activity.



Instructions

A pupil says 3 statements about themselves, 2 of which are factual and one false. The rest of the class has to guess which one is false. After the classmates' suggestions, the correct answer is given. The activity can be done as a Brownian motion, where participants move around the room with statements written on their post-it notes and find someone to talk to. Pupils should talk to 3-4 other participants. In this form, this exercise will also be a physical activity.

Teachers participating in the project say:

The children really liked the task '2 truths, 1 lie'. The pupils were enthusiastic about coming up with their statements and kept guessing after the exercise.

The pupils said they had learned many interesting things about each other. And I noticed that children are interested in talking about themselves.

5. Invite pupils to complete the activity 'Magic Box'



Instructions

You will need a small cardboard box and a small mirror. Build a 'magic box': place the mirror at the bottom of the box so that everyone who looks in it can see their reflection.

Ask the pupils: 'Who do you think is the most fantastic person in the world?'

Tell them that the magic box is going to give us the answer to this question right now.

Invite a few pupils to look silently into the magic box individually.

Then ask:

Did they see the most fantastic person in the world? Why?

How did they feel when they looked at their face? (Up to 7-8 minutes)

Teachers participating in the project say:

Exercise 'Magic Box'. It is difficult to describe the emotions of the first boy who looked into the box with the mirror. For their age, it is difficult for some to perceive themselves as the best person.

6. Invite the pupils to complete the 'Mirror' activity.



Instructions

Invite pupils to work in pairs, telling each other what they like about their partner and what qualities they find attractive.

Discuss afterwards:

Was there anything that surprised you about what the others said?

How do they feel now? Why? (up to 3-5 minutes)

Teachers participating in the project say:

The Mirror exercise caused some difficulties. Some children were shy, and others could not find positive traits in their partners. However, after some communication, most children joined the exercise.

7. Play the “Traffic light” game.

The pupils move around, and the leader commands by naming the colours of the traffic lights. If the trainer says, ‘Red!’, the pupils must sit down quickly; ‘Green!’, they keep going and clap their hands; or ‘Yellow!’, they must stop and raise their hands. The exercise is performed quickly (up to 5 minutes).

8. Introduce the activity ‘Same letter, different words’



Instructions

One person says: ‘Let's start’. The second person says the letters of the alphabet in their mind. When the first person says: ‘Stop!’, the second person says the letter where they stopped.

After that, the first person must think of as many positive words about themselves as possible that start with that letter. Then, they must change roles.

Invite 3-4 pairs of pupils to participate.

Discuss:

Was it easy to choose the words? Why? How do you feel now? (up to 7 minutes).

9. Introduce the activity ‘To be honest’. Involve as many pupils as possible.



Instructions

Ask a pupil to choose 2-3 sentences from the list and complete them.

- - I especially don't like it when people around me...
- - What I really want sometimes is ...
- - I feel ashamed when I...
- - I am incredibly annoyed when I...
- - I feel perfect when I...
- - I know it is challenging, but I...
- - Sometimes people do not understand me because I...
- - I believe that I am still ...
- - I think the most important thing for me is...

Discuss:

Did you discover anything new about yourself?

Why is it important to know as much about yourself as possible? (up to 5 minutes)

10. Invite them to do the exercise ‘My obstacles’.



Instructions

Ask the pupils to name 2-3 personal qualities that hinder their lives (e.g., communication, study).

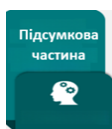
Discuss:

What weaknesses have they discovered in themselves?

Why do they consider them to be obstacles in their lives? (up to 5 minutes)

Children participating in the project say

'The most important thing is to understand your strengths and weaknesses so you can have more and fewer weaknesses.'



Up to 15 minutes

11. Invite students to watch the video on the story of the Father, Son and Donkey at https://www.youtube.com/watch?v=TZwqMn_fEkc (up to 5 minutes)

Discuss with the class:

How does the story relate to the theme of the meeting? How does the opinion of others affect our self-image? What does the parable teach us?

Teachers participating in the project say:

The pupils' opinions after watching the story were interesting. They noted that our views of ourselves are often based on other people's judgements, and we are guided by these, forgetting who we are.

12. Invite the pupils to complete the 'I am a gift' activity.

Tell them that it is time to evaluate themselves objectively (joke). Invite pupils to complete the sentence, emphasising their uniqueness: *I am a gift to humanity because...*

Discuss:

How do they feel now? Why is it important to see yourself positively? (up to 5 minutes)

Children participating in the project say:

'I am a gift because I like to give gifts and have a good heart.'

'I am a gift to humanity because I have many hobbies, and I am and it is interesting to be with me.'

'I am a gift for humanity because I am always fun to be with.'

'I am a gift to humanity because I have many friends.'

13. Explain the follow-up task (up to 2 minutes):

1) Think of at least 5 situations when you have heard 'I am fine'. How did you feel at the time? Try to recall and 'experience' those feelings. Imagine a place where you can keep these feelings and hide them there. Refer to them whenever you need to.

2) Observe yourself in different situations: What pleases you? What makes you happy? What annoys you? What makes you sad?

14. Summarise the meeting by inviting pupils to complete the sentences (up to 5 minutes). Ask pupils to use all the sentences: *Today I learnt that I... I value myself because I... I love myself because I... I love myself because I...*

MEETING 8. WHAT ARE THEY, MY VALUES?



EXPECTED OUTCOMES

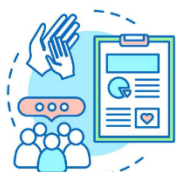
After this meeting, pupils will be able to:

- *explain what personal values are and how they influence human behaviour and life;*
- *name their life values, why they are essential to them, give examples of how values are manifested in their everyday life and behaviour; how and why life values can change over time;*
- *change their behaviour in line with their values;*
- *express and argue their own opinion on the importance of values in an individual's life and shared values that can bring people together and unite them.*
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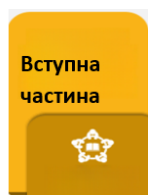


MATERIALS

Paper and pens for notes, small (1/2 or 1/4) sheets of drawing paper for each pupil to use as needed, marker pens and pencils. Presentation for the meeting.



ORGANISING THE ACTIVITY



Up to 25 minutes

1. Open the meeting with an activity to introduce learners in a circle using an open-ended sentence: *My name is... If you ask me... I will answer...* Show a sample of the activity and ask pupils to tell something interesting and unexpected about themselves.

Ask the pupils:

What thoughts and feelings did this new acquaintance bring to mind? (10-12 minutes)

Teachers participating in the project say:

Right at the beginning of the lesson, it was noticeable that the children enjoyed exploring themselves. They were happy to complete the task, 'My name is... If you ask me... I will answer...'

The children were happiest when they achieved their goals and were understood; they were most upset when they had misunderstandings with others.

2. Invite pupils to reflect on their homework and write down a situation where they felt happy, satisfied (0.5 min) or sad (0.5 min). Invite them to share their thoughts in a circle using the following questions: 1) *When were you the happiest, most satisfied, contented, and happy? What were you doing then? What exactly brought you happiness and satisfaction?* 2) *When did you feel upset? What did you do? What made you feel upset?*

Encourage as many pupils as possible to answer (preferably all of them). Do 2 circles separately (for the first and second questions) (up to 12 minutes).

Explain that these questions will help pupils to identify their values in life. This is the purpose of today's session, 'What are my values?'.



Up to 1 hr. 15 min.

3. Share that people feel satisfied when what is happening aligns with their inner values. For example, if you believe that it is essential that people be kind to each other, and if you feel that you are being treated kindly or have done a good deed, you feel satisfied and happy. Vice versa, if you feel that you have been wronged, you feel sad and despairing.

4 Ask the pupils:

What do they think are human values? What human values do the pictures (on slide 3) represent?

Invite pupils to decode them. For example: What does it mean when a value is strength/sport? Which ones are important to you? (7 min.)

5. After the discussion, invite the pupils to draw their system of life values in the form of a solar system, placing the values closer to the 'sun (I)' in order of importance (at least 5-6 values) (2 min.) Invite those who wish to present their values (up to 5 min.)



This is how the children's drawings of the 'Universe of Values' looked like

Teachers participating in the project say:

'The exercise "System of Values" was performed as a diagnostic option (I had a banner for the exercise "circles of support" and used it as circles of the solar system). Everyone wrote their values on stickers and placed them in different rings according to their importance. This created a sun with rays, and we discussed the importance of everyone's values in the first, second order, etc.'

'We were able to see common values. It was interesting for the children to see everyone's value system and find common ground. This exercise took the most time.'

'Most of the children, when drawing their values, put family or family in the first place and then explained well what a family is and what a family is not.'

'Among our values, we unanimously identified family values. They also mentioned freedom and patriotism, sports and self-development. Together, we concluded that values determine human behaviour.'

'The children really liked drawing the system of life values. They were so enthusiastic they could not tear themselves away from this exercise. Almost all the pupils wanted to present their values. The most commonly mentioned values were: me, family, friends, animals, love, home, strength, jewellery, money.'

Tell them that values affect people's lives, and they will discuss them.

6. Invite pupils to the group activity 'Values'.



Instructions

Arrange the pupils into four groups. Assign each group 2 of the values on slide 4 (or write a list on the board or paper). Ask the pupils to discuss for 3-4 minutes how these values influence human behaviour and life. For example, you might start by saying: *if a person's value is justice, then they...* Ask them to give specific examples.

After the presentation, ask the pupils:

What conclusions can you draw from this exercise?

If necessary, emphasise that values influence our behaviour, but we are not always aware (up to 15 minutes).

7. Invite pupils to complete the 'If I were a fairy tale character' activity.



Instructions

Ask them to imagine themselves as their favourite fairy tale character (film character) and describe what values guide their actions.

If the question is difficult, give examples of fairy tale characters, such as Cinderella, Mykyta Kozhunyaka, The Little Mermaid, Pinocchio, and Alice.

Discuss the following questions with your pupils:

How do these values relate to your values?

Emphasise that values can influence our behaviour and feelings. Feelings of happiness and satisfaction show that I am acting according to my values. Negative feelings indicate that my behaviour/actions are not in line with my value system and need to be corrected.

8. Play the activity game 'Fashion trendsetter'.

Participants stand in a circle. One person leaves the room. One of the participants 'sets' the movement. Everyone repeats after them. From time to time, the 'trendsetter' changes the movement. The person who goes out the door has to guess who the 'trendsetter' is. The game is repeated 2-3 times (up to 7 minutes).

9. Ask pupils to give examples of situations where they have experienced a mismatch between actions and values. After the discussion, say that values can change over time.

Show slide 6 (or the picture) and ask:

Why is there a picture of Uncle Scrooge McDuck? (up to 12 mins)

Children participating in the project say

'I would be Superman because he is strong and helps people'

'My most important value is friendship'

'When I grow up, I will probably want my family to come first in my life.'



Up to 25 min.

10. Discuss all or some of the questions in the group:

Which values are most important to you today? Do you always behave in line with these values? Give examples. What actions are consistent with your most important values? Name 3 actions.

11. Invite all pupils to take turns answering the question:

What is the most important value you will have in 10 years, and why?

Teachers participating in the project say:

"The participants liked the image of Scrooge and his changes. They liked the possibility of changing values and acquiring new ones. At the same time, after 10 years, everyone said that the value of family and freedom would remain unchanged."

'And then we raised the question of whether our values will change in 10 years, and everyone agreed that they will change depending on age, country, profession, and some will remain the same.'

12. Point out that values bring people together. For example, friends need to share the same values.

Invite pupils to reflect and share their thoughts by answering the questions:

Who did they feel close to today, and why?

Teachers participating in the project say:

'During the reflection, almost all the pupils said that they had never thought that values in human life were so important, and some had never thought about them.

'Children really responded to this topic.'

'At the beginning of the class, it was difficult for the pupils to define what values are and which values are important to them. But by the end of the training, of course, this changed. This is the importance of this topic and this lesson.'

13. Explain to the pupils the anticipatory task:

1) Remember your values and try to act by them.

2) Think about what values Ukrainians have. How do they manifest themselves?

14. Finally, conduct a reflection activity with the students by doing the following exercise.



Instructions

Close your eyes and think of the pleasant moments of our meeting.

I am glad you have been paying attention throughout the meeting.

All of you who did a good job smile at me,

and those who feel ready to do even better, give yourselves a round of applause.

MEETING 9. WHAT VALUES UNITE UKRAINIANS?



EXPECTED OUTCOMES

After this meeting, pupils will be able to:

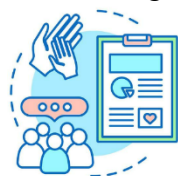
- - *explain why common values of citizens are essential for the state;*
- - *name the values that unite Ukrainian citizens and give examples of how these values are manifested in everyday life and behaviour;*
- - *express and argue their position on the values most important for Ukraine's future.*



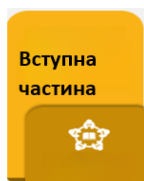
MATERIALS

Paper and pens for notes, small (1/2 or 1/4) sheets of drawing paper for each pupil to use as needed.

Three (according to the number of groups you are organising pupils into) large sheets of paper (half a flipchart or A3) and three sets of 3-4 markers (large felt-tip pens): at least blue, green, red, and black for group drawings. A small amount of scotch tape / masking tape to attach the drawings to the board. Presentation for the meeting.



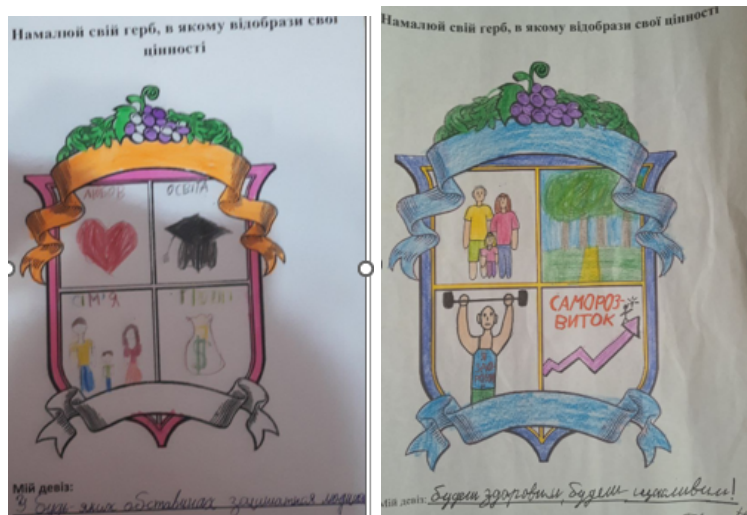
ORGANISING THE ACTIVITY



Up to 25 minutes

1. 1. Invite pupils to complete the 'My week/month' activity using an open-ended sentence. *This month brought me benefits because... It was not wasted because... I was happy because...* (let pupils choose 1-2 sentences to complete) (up to 5 minutes)

Invite pupils to draw their coat of arms using the 3 core values (symbols or pictures + 1-2 words) they identified last time (the ones they reflected on during the week) and to come up with a life motto in line with these values (up to 3-4 minutes). Let those who wish to present their coats of arms to the group. Discuss what thoughts and feelings this activity has brought up. (Up to 10-12 minutes)



This is how the children's drawings 'My Coat of Arms and My Motto' looked like

Discuss with the pupils the question about the collective values of the country:

What values do you think Ukrainian society has?

How do they manifest themselves? Why are values important to the country?

Emphasise that the values of our country and their importance for all of us will be the focus of today's meeting (up to 7 minutes)



Up to 1 hour and 15 minutes

Ask the pupils: What values do they think Europeans share that unite them?

Then, show the pyramid of European Union values on slide 3 or write them on a piece of paper or the board and discuss the questions:

Why does Ukraine want to become part of the EU? (up to 7 minutes)

5. Play the activity 'The sun shines for those who...'

- 1) Participants sit or stand in a small circle.
- 2) The leader says in the middle of the circle: 'The sun shines on those who have...' and then points to an article of clothing or colour that someone has. For example, 'the sun shines on the one with brown eyes' or 'the sun shines on the one with red in their clothes', etc.
- 3) All the persons wearing the colour or item of clothing must change places with each other.
- 4) The leader from the middle of the circle tries to take the place of one of the participants.
- 5) The person who is left without a chair becomes the leader.

6. Brainstorm with the pupils on 'What values are important for Ukraine' (1-2 minutes), and write down the values suggested by the pupils on the board. Then hold a multi-vote (multiple choice: let them choose 3 values that they think are the most important) (up to 15 minutes)



Instructions

Each pupil can vote 3 times. You have to count the voting results for all the values on the list and write them down (next to each item). This way, you should have 3 values left. You can use a digital app (if students have Mentimeter or Slido smartphones).

7. Discuss the following questions with the pupils:

Why are the state's shared values important for citizens and every person? What value would you add to the list? Why? (up to 3 minutes)

8. Invite the pupils to make a group drawing of the 'Values of my Ukraine' (up to 20 minutes).



Instructions

Put the students into three groups. Each group will spend 3-4 minutes drawing the essence of one of the values the voters chose (ask pupils to use more symbols and drawings and fewer words).

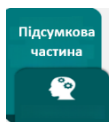
When the time is up, the group should pass their drawing to the next group. Then, for three minutes, let the neighbours add to the drawing as they see fit.

Then, the picture is passed to the 3rd group for another 3 minutes.

Then, the picture goes back to the 'authors'. They should discuss the others' additions and prepare to present the drawing to the whole group.

During the presentation, post the drawings on the board and ask the small groups if they have 'decoded' the additions correctly.

Leave the drawings on the wall/board as a 'vernissage' and ask the pupils for their impression of the drawings. What do they think of this activity?



Up to 25 minutes

9. Start with a general question: *Would your life be happier or worse if society gave up its values?*

Then, ask all the pupils to speak in a circle around the questions:

What did I think at the beginning of the meeting? What do I understand now...

10. Explain the follow-up task:

1) *Think about what you want to do for Ukraine today. Do it, or start preparing for action.*

2) *What would you like to say to the group during the final meeting? Make your thoughts short but clear.*

11. Finally, do the 'Colour Palette' activity with the pupils, asking them to describe their emotional state after the meeting with 1-2 words from the list:

Joy, Light Sadness, Connection with others, Harmony, Inspiration, Depression, Energy, Frustration, Loneliness

(you can choose from the above; you can give your definition)

MEETING 10. FINAL MEETING. MY NEW LIFESTYLE



MATERIALS

Large sheets of paper, coloured pencils, photos, drawings, etc. Whatever you need to celebrate.



ORGANISING THE ACTIVITY

1. 1. Ask the pupils to form small groups (up to 5 people) and spend 15-20 minutes making group drawings/posters about the results of the training for each person in the group. The drawings should reflect their achievements in improving their skills and abilities, as well as new thoughts/ideas/exhortations related to the training that was born in the group. To help the groups, list the meetings you have held.

The pictures can be labelled as ‘outcomes for me’, ‘outcomes for everyone’ or by session topic or ‘changes in my life and behaviour’, etc. Ask pupils to display more with labels and pictures and less with words. However, it is a good idea to include wishes for the future from the group to all team members.

2. invite the teams to present their work when the time is up. Leave the drawings on the wall/board as a ‘vernissage’ and ask the pupils for their impression of the drawings. What do they think about the results? (10 minutes)

3. Invite individual learners to share their thoughts on each course topic: what changes have occurred in their behaviour and what they have noticed in the behaviour of others. Ask:

What was most valuable to you, most memorable? What touched you the most? What did you learn? What did you think about for the first time? (10-15 minutes)

4. Ask pupils to think:

What qualities do you have today, and would you like to develop them in yourself to help build a peaceful and happy Ukraine? What specific steps can they take next? Invite them to give some advice to themselves. Give pupils some time to write their advice. Invite those who wish to share their advice. (15 min.)

5. Close the session by saying, for example, 'We are going to wrap up our work now. We will meet with you again, but the training is over, and you will leave it behind forever. Tell me now if you will take this training into your life.' Invite each person in the circle to finish the sentence: 'I am taking away from this training with...' (name 2-3 essential outcomes that you remember from the communication and that have affected you personally).

Be sure to express your impressions and thank the participants for their cooperation.

Keep this in mind!

The last meeting should be a celebration. Celebrate with the pupils the changes that have taken place in their lifestyle, no matter how big or small. This could be a tea party, a picnic, or just a small treat of sweets.

