

WHY YOUTH WORK NEED TO BE ACCESSIBLE FOR  
YOUNG PEOPLE LIVING WITH DISABILITIES?

# PILOT IN ITALY

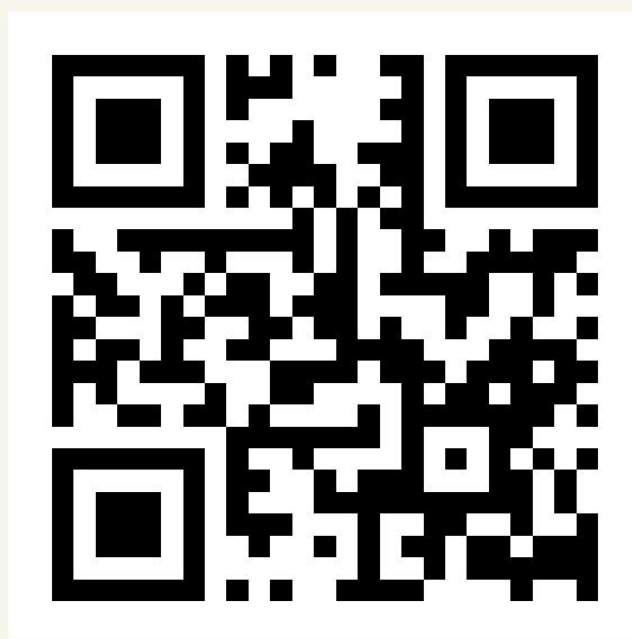
ANNEX TO THE METHODOLOGY HANDBOOK OF THE  
'MOONWALK' PROJECT - II



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This document was created within the frameworks of the 'MOONWALK' project implemented by Együttható Egyesület, Association Uniamoci Onlus and APCC Coimbra. The project was supported by the Erasmus+ programme of the European Union. Project number: 2018-1-HU01-KA205-047650. This document does not necessarily reflect the official views of the European Commission, the European Union or the organisations co-operating with them.

**find out more: [moonwalk.hu](http://moonwalk.hu)**

## Table of Contents

Learning by playing – social skills .....	5
1. Context, participant background (age, conditions, education level, etc) .....	5
2. Pedagogical aims, learning objectives for the participants and/or group .....	5
3. Methodology description – field, general background, history .....	5
How social skills coaching can meet youth work? .....	6
Session Outline (12 sessions): .....	8
SESSION 1 – Introduction to Learning by playing: social skills .....	8
a. Aims of the session.....	8
b. Necessary tools: .....	8
c. Step-by-step description .....	8
d. Evaluation and feedback .....	10
SESSION 2 – Basic social skills.....	10
a. Aims of the session.....	10
b. Necessary tools.....	10
c. Step-by-step description: .....	10
d. Evaluation and feedback: .....	12
SESSION 3 .....	12
a. Aims of the session.....	12
b. Necessary tools.....	12
c. Step-by-step description .....	12
SESSION 4 .....	15
a. Aims of the session.....	15
c. Step-by-step description .....	15
SESSION 5 .....	18
a. Aims of the session.....	18
b. Necessary tools.....	18
c. Step-by-step description .....	18
d. Evaluation and feedback .....	20
SESSION 6 .....	21
a. Aims of the session.....	21
b. Necessary tools.....	21
c. Step-by-step description .....	21
d. Evaluation and feedback: .....	23
SESSION 7 .....	23
a. Aims of the session.....	23
b. Necessary tools.....	23
c. Step-by-step description .....	24

- Sharing session .....	24
d. Evaluation and feedback .....	26
SESSION 8 .....	27
a. Aims of the session.....	27
b. Necessary tools.....	27
c. Step-by-step description .....	27
d. Evaluation and feedback: .....	29
SESSION 9 .....	30
a. Aims of the session.....	30
b. Necessary tools.....	30
c. Step-by-step description .....	30
d. Evaluation and feedback .....	33
SESSION 10 .....	33
a. Aims of the session:.....	33
b. Necessary tools.....	33
c. Step-by-step description .....	33
d. Evaluation and feedback .....	36
SESSION 11 .....	36
a. Aims of the session.....	36
b. Necessary tools: .....	36
c. Step-by-step description .....	36
d. Evaluation and feedback: .....	40
SESSION 12 .....	40
a. Aims of the session.....	40
b. Necessary tools.....	40
c. Step-by-step description .....	40
Final evaluation .....	43

## **Learning by playing – social skills**

### **1. Context, participant background (age, conditions, education level, etc)**

The participants will be a group of 8 people with disability aged between 23 to 30 years old. The group is a mixed ability one, with 2 people with intellectual disability, 1 person with mental disability, 2 persons with physical disability and 3 people with intellectual and physical disability.

They are all high school graduates, except one who is an early school leaver, and they live with their families.

### **2. Pedagogical aims, learning objectives for the participants and/or group**

Acquisition and improvement of social skills for the participants in 5 main areas: Basic Social Abilities; Abilities to make/maintain friendships; Abilities to handle with emotions; Abilities to repress your aggressiveness; Abilities to cope with stress.

### **3. Methodology description – field, general background, history**

The pilot is a personal development programme that combines the methodology of social skills coaching with the typical methodology of youth work made of experiential, cooperative and active learning. Coaching is an emerging method that “has been broadly defined to describe a goal-focused process of assisting individuals and companies to improve personal and professional achievement (Kilburg, 1996; Nowack, 2003)”. The main feature of coaching is its practice focus, and a very huge variety of coaching exists, covering different areas of intervention: there are, among the others, business coaches, executive coaches, leadership coaches, career coaches, life coaches, performance or family and parenting coaches. So “coaching assists with a wide range of objectives, which can include developing leadership skills, realizing life dreams (for example, becoming a business owner, learning a musical instrument), achieving lifestyle changes (for example, increasing family time, dating more frequently), professional advancement (for example, getting a raise, promotion, increasing sales, achieving tenure), enhancing personal development (for example, educational advancement, developing public speaking skills), achieving financial order, or improving internet marketing”.<sup>1</sup>

“As a method, coaching typically involves assisting clients in articulating what they want to achieve and setting goals in pursuit of that achievement. Another primary role of coaches is to

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<sup>1</sup> Coaching and Social Work: Challenges and Concerns By Caspi, Jonathan on the ACADEMIC JOURNAL ARTICLE *Social Work* <https://www.questia.com/library/journal/1G1-148764836/coaching-and-social-work-challenges-and-concerns>

hold clients accountable for achieving their goals and to help them adjust goals as necessary”.<sup>2</sup> Researchers have identified five critical components of popular coaching models, as well as conditions under which coaching is most effective: Coach-Client Relationship, that should be based on mutual respect and mutual pursuit of goals; Problem Identification and Goal Setting – through multiple, proven assessment tools to verify needs and to identify the client’s strengths and weaknesses; Problem-Solving: to map out how to get from where the clients are now to where they want to be through a process tailored to the individual; Transformational Processes through the definition of specific actions that need to be developed and practiced until they become second nature; Outcome Definition and Measurement.

The benefits of coaching are many; 80% of people who receive coaching report increased self-confidence, and over 70% benefit from improved work performance, relationships, and more effective communication skills. 86% of companies report that they recouped their investment on coaching and more (source: ICF 2009).

### **How social skills coaching can meet youth work?**

Youth work can be described as “Actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning” (Quality Youth Work - A common framework for the further development of youth work Report from the Expert Group on Youth Work Quality Systems in the EU Member States, European Commission, 2015)

*It “Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.” (NOS 2008)*

#### **The three principles of youth work are:**

Voluntary attendance - youth work is not obligatory, and relies on the voluntary participation of young people

Partnership - youth work serves key needs and aspirations of youth, identified by young people themselves, seeking authentic communication with young people

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<sup>2</sup> <http://www.socialworktoday.com/archive/111516p18.shtml>

Accessibility - youth work tries to serve the higher purposes of inclusion and social cohesion

The report Working with young people: the value of youth work in the European Union by the European Commission (2014), on the base of the comparison among several research, affirm that “through (sustained) engagement in youth work, young people:

- Develop certain skills and competences,
- Strengthen their network and their social capital; and
- Change certain behaviours.

The aim of the pilot is to apply the principles and some tools coming from youth work to the general structure of social skills coaching.

Therefore, in the pilot method, social skills coaching is made successful for the youth making it be perceived as being attractive, bringing added value or joy in life (through a peer-to-peer approach, the use of energisers, group discussions); the pilot method itself responds to the different needs, interests and experiences of young people as perceived by themselves – on the basis of the results of the project survey and the focus groups implemented withing the project and the self-analysis made by the participants themselves during the first session; the pilot process is entirely based on the young people's voluntary and active participation, engagement and responsibility, they will guide the learning process through their active participation (brainstorming, role plays, debriefing discussions); it has a holistic perspective and address young people as capable individuals and resources enhancing young people's personal and social development and autonomy; it has been designed, delivered and evaluated together with young people and it is totally based on non-formal learning (social skills cannot be taught, rather they can be correctly displayed and experienced in a learning by doing process); it has a visible learning perspective and designs its activities in accordance with clear learning objectives that are relevant to the young people participating. All these features make this pilot adhere to the core principles of youthwork ensuring its success and ability to reach its full potential while being structured on the method of social skills coaching presented in the book A Guide for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein with Robert P. Sprafkin and N. Jane Gershaw.

The management of the activities foresees the use of the easy to read and to understand language: Easy-to-read is a method to adapt content, language, presentation, and pictures for a target group who has difficulties in reading and understanding information. The use of this method will allow to all the participants to participate with the higher level of autonomy.

## Session Outline (12 sessions):

### SESSION 1 – Introduction to Learning by playing: social skills

- a. **Aims of the session:** introduction to the topic and contracting, team building
- b. **Necessary tools:** evaluation questionnaires; pens; flipchart; markers; eventually a computer with projector for the energisers with music and movements.
- c. **Step-by-step description**

The activity will start with the **energiser** *Who are you?* – it stimulates communication and getting to know each other

People sit by pair, face to face. The person A ask to the person B the question: "who are you?" Quickly, the person B must answer and to ask back to the person A "who are you?" They must ask and answer several times for 5 minutes (or more if they are having fun).

example:

A: Who are you?

B: I am an Italian guy, who are you?

A: I am an artist, who are you?

B: I am a cooker, who are you?

...

#### *Introduction to the topic and contracting*

Brainstorming about social skills: the facilitator asks to the participants to sit in circle and to think about the term *social skills*: what are they? What do the term social skills means? When do we use social skills? The facilitator will write down on the whiteboard the participants' contributions and will stimulate their active participation though specific questions (if they have difficulties in interacting). When there are no more new contributions from the participants, the facilitator should give them feedback, organizing the participants contributions in categories and creating the participants' definition of social skills.



The facilitator will communicate to the participants that the meetings they are going to participate will allow them to improve their social skills and will stimulate them to use more the social skills in their daily life. It will happen through the use of a participative method based on role play and modelling, group activities and application of the skills in their daily life. Each session will be dedicated to one or more specific social skills and who will be successful in the application of the social skill will receive a badge for that social skill.

The facilitator will hang on the wall a cardboard with the name of each participant in each line: the gained badges will be later, one by one, stuck next to their name.

The facilitator will distribute to the participants an easy to read and to understand auto-evaluation questionnaire about their use of social skills (their results will be useful to adapt the following sessions on the participants needs and to evaluate the efficacy of the process at the end of the whole activity). It is made of 35 questions, so, according to the group it could be needed to split it in two sessions of 10 minutes each and having a fun activity in the middle (es. Projecting a video with a song and asking the participants to follow the movements – here two links:

<https://www.youtube.com/watch?v=AopB1vbugO8> ;

<https://www.youtube.com/watch?v=7FXCaAG9gsg>).

It may be useful if the facilitator read the questions and explains them a little bit and the participants tick the answer on their paper.

For a general assessment it could be useful to propose to the participants the Wheel of Life, a popular visual tool or worksheet used in coaching to help clients quickly understand how balanced or fulfilled their life is *in this moment* –

<https://www.thecoachingtoolscompany.com/wheel-of-life-complete-guide-everything-you-need-to-know/> .

Now it is time for fixing the rules of the workshop, to be written on a flipchart sheet and to be stuck on the wall for the entire duration of the workshop: divide the participants in 2 smaller groups and ask them to brainstorm the rules should be followed during the workshop, give them 10 minutes for that. In plenary, ask to the participants to share their rules and negotiate the ones for the group and write them down on the flipchart sheet where could draw a green light – try to turn them in a positive way, es. Listen when someone is speaking instead of do not talk when someone is speaking

#### **d. Evaluation and feedback**

The facilitator asks to the participants to sit in circle and briefly resume the structure of the cycle of activities. Then he asks to the participants to say one phrase to express their expectations towards the coming activity.

The facilitator takes note of the expectations on the flipchart and tells the participants that the circle they created will be used to evaluate the meeting. Put an object in the middle of the circle and ask to the participants to move toward the centre according to their liking of the activities of the day: the more they will move to the centre the more they liked the activity.

### **SESSION 2 – Basic social skills**

- a. Aims of the session:** improvement of the participants' basic social skills – introduce yourself to others, to participate to a conversation, asking questions.
- b. Necessary tools:** pens/markers and papers (one per participant), computer and projector, flipchart, markers, question cards.
- c. Step-by-step description:**

The session starts with the energiser **IDENTITY IN FOUR WORDS**: The facilitator asks to the participants to sit in circle; each participant should write down 4 words (or images) that best describe his identity from physical appearance to social situation, to personality.

The Participants then share one by one with the whole group their four words and they must indicate the one that describes them better. The facilitator asks to the group members if they agree with the choice.

#### ***Debriefing Questions***

- Was it easy to find the 4 words?
- Which strategy did you use to choose the one that better describes you?
- Your idea of yourself was the same of the idea of the group about yourself?

The facilitator writes the phrase “introduce yourself to others” on the flipchart and shows the first 10 seconds of this short video <https://www.youtube.com/watch?v=UnEmEbWytI8>. The facilitator asks to the participants to say which steps must be followed to introduce yourself to others, guiding their contributions if needed and discussing each point. It could be useful to play again the video making pauses when needed, to stimulate the reflection. Here are the ideal steps 1) Decide if you want to get to know that person (discuss about why they could be interested in getting to know someone es. looks nice; is new in the organization etc.) – 2) Try to understand if it is the right moment (discuss how to choose the right moment es. if the person

is busy) - 3) Get close to the person (keeping the right distance) – Introduce yourself (discuss the different ways to introduce yourself) – Wait for the person to tell you his/her name, if not ask it (discuss how to ask for his name to a person).

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator creates a scenario with the participants es. at the bar or at the bus stop and organize the space to somehow reproduce that situation. He calls two volunteers among the participants and present them the role they have to play: they are two unknown people at ... doing ... . The person A decides to introduce himself to the person B. They should use their own personal information. The rest of the participants are the observer. Together with the facilitator they will discuss about the performance. The facilitator can give suggestions for improving the participants performance and he can ask them to play it again or he could decide to play it with a co-facilitator or a participant and then ask to the participants to play it again (it depends on the quality of the performance).

The role play can be repeated with other participants and other situations.

The facilitator says to group that they are going to play some games and subsequently they will discuss about them.

### *Asking questions*

Prepare 3 question cards per participant, the questions must be the ones that are used usually when trying to get to know somebody es: what is your favourite film/music/meal? Or do you have brothers or sisters? Have you ever been abroad? Etc. The facilitator distribute them among the participants and tell them that they have to move around the room and when they hear STOP they have to meet the person they have around and choose one question card for him (person B), the person B has to read the question aloud and the other (A) has to answer; now the person B choose a question card from A, A read the question and B answers. Then the facilitator says MOVE and the participants starts to move again around the room. The game can be repeated several times.

The facilitator asks the participants how they find the exercise, if they had the opportunity to talk with everybody, if they got some new information about the other participants.

The facilitator asks to the participants to brainstorm the steps for the skill asking questions in real life situations and he writes down the sequencies on the flipchart. The general steps for *asking questions* are: think about what do you want to know exactly; decide to whom you want

to ask the question; choose the right moment and place; ask the question kindly; thank who gave you the answer.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator makes some real-life examples and tell the group that listening and asking questions are the main aspects of a conversation and he will show the entire video used in the first part of the game as an example of conversation. The participants are then divided in couples, each of them receives a topic and they have to start a conversation on that topic: the facilitator goes around the room supporting the participants and giving them advice; after some minutes the facilitator can ask to the participants to switch the topics and start the conversation again.

The session will end with a task: back to their daily life the participants have to try to get to know a new person or to have a conversation with somebody before the next session: if they report a success story, they will get a badge.

#### **d. Evaluation and feedback:**

The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they have to move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

### **SESSION 3**

**a. Aims of the session:** improvement of the participants' basic social skills – ask for help, to thank.

**b. Necessary tools:** A4 papers and coloured pencils/markers

#### **c. Step-by-step description**

The session starts with the energiser SPACE ON MY RIGHT: Participants are seated in a circle and the facilitator arranges for the space on their right to remain empty. They then ask a member of the group to come and sit in the empty space; for example, “I would like Lili to come and sit on my right”. Lili moves and there is now a space on the right of another participant. The

participant who is sitting next to the empty space calls the name of someone different to sit on his or her right. Continue until the entire group has moved once.

- *Sharing session*

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and how (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

*Asking for help/to offer help*

**Game 1**

Divide the participants in pairs: they must draw the portrait of the other person, write their own name and give it as a present for the other person.

The only condition is to do this only by using one hand (the one that they don't normally use). The purpose of this simulation is to stimulate participants to feel how it is to experience a difficulty and to see if they will help each other (or participant from the other teams) in this task.

As debriefing ask to the participants how they felt doing the activity; did they encounter some difficulties? Did they ask for help? Did they offer help? Would have been better if they could ask for help?

The facilitator asks to the participants to brainstorm some real-life situations where they need to ask for help and write them down on a flipchart trying to group them (for example at home/at the bar/ in the association). The facilitator chooses one of those situations and two participants and ask them to play that situation, giving some more details about the situation to the participants. After the roleplay, the facilitator asks to the public if the participants made it well, if they have some suggestions to improve the performance of asking for help. The facilitator may ask to the participants to play the role again or to somebody with an important suggestion to play the role instead.

The facilitator asks the participants to brainstorm the steps for the activity *asking for help* and write down the sequencies on the flipchart. The general steps for *asking for help* are: ask yourself "Could I do it by myself?"; if not look around to find a person that can help you in your situation; catch the attention of that person and wait till he/she can listen to you; ask for help in a friendly and kind way (explain what you mean with friendly and kind).

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator can organize some other role plays inspired by the participants brainstorming to let them experience the ability; each role play has to be followed by feedback by the public and the facilitator.

### *To thank*

Make the participants notice that in each role play the person who receive the help usually thanks the other person. Ask them to share specific situations where it could be needed to thank and turn them to the general situation (es. If somebody makes you a compliment, if somebody gives you something you asked for, if somebody keep the door open for you etc.). Define together with the group the steps to *thank*: decide if you want to thank somebody (it is important to be sincere, thanking someone when you think it is needed or if you appreciate something he did); choose the right place and time; thank the person in a friendly and kind way.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### **Game 1: I thank you for...**

Ask to the participants to sit in circle. Give to each of them a paper and ask them to write their name on the top of it and to fold it into an accordion fold, so that the name stays on the top. They must pass the paper to the participant at their left. Each participant must read the name on the paper and write why he/she want to thank that person; then he/she has to fold the paper so to hide what he/she wrote (letting the name visible) and pass it to the person on his/her left; the game goes on like this till each participant receives the paper with his name and can read it.

As debriefing the facilitator asks to the participants how they felt reading their paper and how they felt thinking about the positive aspects of the other members of the group. The facilitator can ask to the participants for what this exercise was important.

### **Game 2: Target of thanks**

**N.B. This game can be proposed if the same group is going to work together also for other activities than Learning by playing – social skills**

The facilitator establishes together with the participants a target of thanks to reach during the next day of activities es. 20 or 40. During the next day of activities they have to reach the target: each yes, please and no, thanks have to be counted and they can count only the thanks that are said for a valid reason. For each thank they will receive a card or a small ball (a volunteer could be trained to distribute them). – who will reach the target will, on the next session, receive the badge for the ability *to thank* and/or a small prize.

The session will end with a task: back to their daily life the participants have to experience the learned abilities (*asking for help and to thank*) before the next session: if they report a success story they will get a badge.

- d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they have to move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 4

- a. Aims of the session:** improvement of the participants' basic social skills – listening, to offer help.
- b. Necessary tools:** A4 papers and coloured pencils/markers, 2 set of Legos with the same number and kind of pieces; stimulus images to be printed or showed using a projector.
- c. Step-by-step description**

The session starts with the energiser *CAN I? GO!* Ask to the participants to stay in circle. Tell them that in this game they must change place among themselves. They must do that through eye contact. One participant will start looking to the others; once he chose the place where he wants to go, he will ask: "Can I go?" And the other person must answer "Come!". Now the invited person must move toward the place of the other participant and who invited had to look for somebody else to look in eyes and ask the question before that the first participant will arrive, leaving the empty space.



## - **Sharing session**

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability. The facilitator says to group that they are going to play some games and subsequently they will discuss about them.

### *Listening*

#### **Construction game**

**Objectives:** To increase cooperating, speaking, listening and giving feedback.

**Description:** The facilitator chooses two people from the entire group. One of them will be an architect and the second will be a builder – them both need the ability to use their hands, or they need to be supported by an assistant. Then everybody sits in one row, one by one, like a train. In the beginning of the row there is the architect, while the builder stands at the end. The architect is facing the other direction than everybody else. He has 1 minute to create a building with Legos. The builder has the same set of elements like the architect. When the architect finishes creating, he whispers the first tip to the person behind him. Then this person whispers the same to the one after him. And it goes on this way from one to another, until reaching the builder. He must follow the instruction which he heard. This process takes place till the building is complete. In the end, participants must compare the architect's and builder's models. The builder has the possibility to ask two questions to the architect, one in the middle and one at the end of the building process: the facilitator will tell the builder when to ask: the question must be very concrete, and the answer can be just yes or no with a spatial indication for an object.

The facilitator asks to the participants if the process was easy, why the builder building is different from the architect's one, which kind of abilities were stimulated by this exercise.

The same game can be played even giving a simple image to the first participant in the row and a white paper and a pen to last one; in this case they must pass information about the image so that the last participant can reproduce it.

The facilitator asks to the participants to brainstorm the steps for the activity listening in real life situations and write down the sequencies on the flipchart. The general steps for *listening* are: look at the person who is speaking; think about what the person is saying; make him



understand that you are listening es. nodding; make a question to get to know more or to be sure you understood well.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

To stimulate active listening, the facilitator can show to the group some stimulus images (printed or using a projector) – stimulus images can be: a person at the airport looking at the screen with departures, a concert, a park, a beach etc. to be adapted to your participants. He shows the first one and ask to one of the participants to look at it and tell the group a memory inspired by the image, then the facilitator asks to another participant to repeat what the first participant said. The participant will show a second image and will ask to another participant to share a memory inspired by it and another participant should repeat it. Go on till each participant had the chance to share the memory or to remodel it.

The facilitator asks to the participants: how did you feel to tell the memory to the group? Did you feel understood by the person who was remodelling their memory? Was it difficult to listen carefully? How did you feel in repeating what the other had just said?

### *To offer help*

The facilitator says that there are some situations when one may decide to offer his help to somebody. He asks to the participants to brainstorm some real-life situations where they offer, or they may like to offer help, and he writes them down on a flipchart trying to group them (for example at home/at the bar/ in the association). The facilitator chooses one of those situations and two participants and ask them to play that situation, giving some details about the situation to the participants. After the roleplay, the facilitator asks to the public if the participants made it well, if they have some suggestions to improve the performance of offering help. The facilitator may ask to the participants to play the role again or to somebody with an important suggestion to play the role instead.

Skill building: The facilitator asks the participants to brainstorm the steps for the activity *offering help* and write down the sequencies on the flipchart. The general steps for *offering help* are: try to understand if somebody needs your help (explain them how to understand if they can be useful); think about how you can offer your help; decide how to ask to offer your help; ask to the person if you can help; help (till it is necessary).

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the

facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

Make some real-life examples to help the participants to understand these steps and their importance.

The facilitator can organize some other role plays inspired by the participants brainstorming to let them experience the ability; each role play has to be followed by feedback by the public and the facilitator.

The session will end with a task: back to their daily life the participants have to experience the learned abilities (*listening and offering help*) before the next session: if they report a success story, they will get badges.

- d. **Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they have to move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 5

- a. **Aims of the session:** improvement of the participants' basic social skills – to complete a task, to ignore distractions.
- b. **Necessary tools:** papers with tasks for the game Time management challenge, papers and markers, questionnaire or an origami/puzzle.
- c. **Step-by-step description**

The session starts with the energiser Simon says: one participant (Simon) stands in a middle and others make a circle around him. When he says “Simon says...” and adds an action everybody do the action after him. Ex. when he says “Simon says jump” everyone jumps. But if he doesn't say “Simon says” the players have to remain still. The point is to pay attention and only do what “Simon says”

### - **Sharing session**

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation)

and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties of if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

### *To complete a task*

#### **Game 1: Time-Management Challenge**

Make a list of tasks, assigning a point value for each job (see the annex). Make sure you list enough tasks to take up more than 15 minutes. Divide the participants into two groups and give them 15 minutes to collect as many points as they can by deciding which tasks to perform.

When the time ends, ask to each group to prove the accomplishment of the tasks, and give the scores to find out which group made the best performance. A debriefing session is essential with this game.

As debriefing the facilitator asks to the participants to think about how they made decisions, which group dynamics came into play (if there was somebody taking the lead, if everybody actively participated, if they worked as a group or if they divided the tasks). Make a conclusion saying that this exercise is like those situations in our daily life where our list of tasks is huge and the amount of time, we must complete them just isn't when time is tight and your agenda is packed, you've got to prioritize tasks and work efficiently.

#### **Skill building**

The facilitator asks the participants to brainstorm the steps for the activity *to complete a task* and write down the sequencies on the flipchart. The general steps for *completing a task* are: ask yourself if your task is completed; check the work you have done; hand in the assignment; congratulate with yourself.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

Make some real-life examples to help the participants to understand these steps and their importance. Ex. If the task to tidy up your room: ask yourself if the room is tidied up, check everywhere to be sure, tell your mother that you have finished and be proud of yourself or if the task was to complete a creative activity: ask yourself if it is ready, check if you followed all the steps, tell the facilitator that you have finished and be proud of yourself. Ask the participants to brainstorm some other real-life situations about completing a task.

## *To ignore distractions*

### **Game 2: Tasks and distractions**

The facilitator must create a situation where one of the participants need to accomplish a task and another participant creates distractions. The facilitator need to assign a task to a person of his choice (es. a questionnaire or an origami/puzzle) and give instruction to another participant to create distractions, es. Throwing paper balls to person accomplishing the task. The rest of the participant are just observing. It would be interesting to not to say to the participants that they are going to explore the skill *to ignore distractions* and not to give them any other instruction, so to see how they will behave in the situation. The facilitator should stop the situation when the task is completed or when the participants start to lose his temper because of the distractor.

Now it will be possible to introduce the importance of the skill *to ignore distractions* discussing with the participants about how the person who was accomplishing the task should have acting. The facilitator asks the participants to brainstorm the steps for the activity *to ignore distractions* and write down the sequencies on the flipchart. The general steps for *to ignore distractions* are: count to 5 (so to recall the other steps of the ability); tell yourself “I don’t want to look, I want to complete my task”; work on your task; tell yourself: “Great! I did it!” (You could do something that you like now).

To allow the participants to test their ability to ignore distractions, the facilitator can create other situations with other two participants, while the rest of the group will observe the dynamics. The task to give can be a questionnaire or the creation of an origami following the instructions from a video or step by step drawings (according to the cognitive level of the participants). The distractions can be:

another participant sending WhatsApp messages to him (in this case ask to the participant who is accomplishing the task to keep the mobile phone nearby)

two participants who are talking aloud just behind the participant trying to accomplish the task  
laud music

The participate has to give feedbacks on each performance with the role players and group.

The session will end with a task: back to their daily life the participants have to experience the learned abilities (*completing a task and ignoring distractions*) before the next session: if they report a success story, they will get badges.

- d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and

after each question they have to move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 6

- a. **Aims of the session:** improvement of the participants' basic social skills – to make and accept a compliment, to reward yourself.
- b. **Necessary tools:** papers and markers.
- c. **Step-by-step description**

The session starts with the energiser I love you:

All participants must be in a circle facing the centre. A person is placed in the centre of the circle and he/she has to choose one of the participants, go closer to him/her and say "I love you". The other person should say "I love you, too, but I do not smile" with neutral or serious face expression.

If this person smiles, he/she must go in the centre of the circle and will be the next to approach and say "I love you" to another person. If the player that is being said "I love you" does not smile, the one in the middle continues approaching another player from the circle.

Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

### *Make a compliment*

The participants are asked to sit down on a circle, take a paper and a pen and write on a paper their name. Then they should pass the paper to the person in their right. As everyone has the paper of the person on their left, they are asked to write a compliment, something positive about the person whose name is on the paper. The facilitator can suggest the participants to think about different situations to find things that the other members of the group are good at or things that they like of that person. After everyone has finished, the circle can continue: the paper can pass to the next person and again the participants will write a compliment and so on, until the papers finally reach the person to whom they belong. Every person after writing must fold the paper, so that is not visible the writing from none of the previous participants, but the name of

the person on the top of the paper remains always visible. As the person gets her/his paper, they read it one by one and see how the other people see them.

As Debriefing What did you think/how did you feel while reading the positive comments from the others about you? Has been easy to find a compliment for each of the persons in the group? How did you feel writing the compliment to someone?

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to make a compliment* and write down the sequencies on the flipchart. The general steps for *making a compliment* are: to decide what to say to the person (discuss for what you may compliment and make examples: physical aspect, a behaviour, a success); decide how to say the compliment; choose the right moment and place (es. When you both are not busy or when there are no people around); make the compliment in a kind and friendly way.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### ***Accept a compliment***

The facilitator chooses two participants to make a role game and tell the rest of the group that they must observe what will happen. The facilitator tells to one of the participants that when the scene begins, he has to make a compliment to the other person and the other participant that he has to answer.

After the role play, ask to the group if they think that the actors made some mistake in applying the skill and if they suggest some adjustments. If needed ask to the two actors to repeat the scene with the corrections.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to accept a compliment* and write down the sequencies on the flipchart. The general steps for *accepting a compliment* are: try to understand if someone made you a compliment (through the expression and the tone of voice for example); Thank the person; say something about (for example: I tried to make my best; I've bought it during a travel in Spain etc.).

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator chooses other couples of participants and assigns them to act one of the following situations applying all the steps for the abilities: make a compliment to your friend for something that he/she is wearing; make a compliment to your son because he cleaned his room very well; to make a compliment to a friend for his new haircut. After each role play ask to the group if the actors applied the skill in the right way and congratulate with the actors or give them some suggestions.

### *To reward yourself*

The facilitator tells the participants that in our daily life, not always there is somebody who congratulate with you if you have done a good job, so it could be needed to be able to reward yourself. Ask to the participants to imagine some situations where they had to accomplish a task and to share them with the group: es. Make a drawing, do the housework, make shopping, to make a cake, to tidy up your room. Tell them to choose one of them and to imagine they made that activity, and they observe they made it very well. How would them reward themselves? Rewarding activities are: to tell yourself you made a good job or to make something you like es. To drink a coke, to watch tv, to have a walk etc.

The session will end with a task: each participant must make a compliment to somebody and to reward themselves after accomplishing a task of their choice. If they report success stories, they will get badges.

- d. **Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they have to move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## **SESSION 7**

- a. **Aims of the session:** improvement of the participants' basic social skills – to understand yours and the others' emotions, to be emphatic.
- b. **Necessary tools:** papers and markers, a mirror for each participant, cards with the names of different feelings.



### c. Step-by-step description

The session starts with the energiser *Emotional greetings*: the facilitator delimits a space and instruct the participants to walk around, greeting each other using different emotions (sad, happy, fearful, surprised, angry, shy...). The emotions are given by the facilitator.

#### - Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

#### *To understand our emotions*

##### **Game 1: How I feel?**

Identifying emotions and feelings is a crucial part of empathy development. Mirrors are a good way to practice what these feelings look and sound like in their own faces, bodies, and voices. The facilitator gives to any participants a mirror and starts by saying “okay, everyone in the mirror look surprised.” Facilitator puts an exaggerated expression on his face and invites to do the same. Then, describe the emotion in physical terms: “Oh! I look surprised! My mouth is open, and my eyes are so big!”. The facilitator can do the same activity with a lot of emotions, like sadness or happiness, describing what everyone can see in the mirror.

Debriefing: Was it easy to express the emotions with your face? How did you feel looking at your face in the mirror? Now, are you more conscious about how your face changes according to your emotions?

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity to *understand your emotions* and write down the sequencies on the flipchart. The general steps for understanding your emotions are: concentrate on your physical sensations (to turn red, muscle stiffening, stomach ache etc.); try to define the emotion you are feeling (analysing the different emotions); tell yourself “I’m feeling ...”

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.



### *To recognize others' emotions*

#### **Game 2: Guess the emotion!**

The participants are asked to sit down in a circle. The facilitator divides the participants in two groups, chooses a speaker for each group and gives them a card. On those cards there are some important feelings. The facilitator asks them to explain the card to the others without using that word on the card. So, for "angry," they could say, "You might feel in this way when someone bothers you..." The two groups guess the emotion on the card just by giving verbal clues. The team who guesses all the cards correctly or the team that will give more right answers, wins the Emotional awareness badge.

Debriefing: was it easy to find ways to describe the emotion without saying its name? Was it easy to discover the emotions from your friends' descriptions? Do you think that if you could play this game again, you would be more able both in describing and in guessing? Do you think that from now on you will be more careful about other people's feelings?

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity to recognize other's emotions and write down the sequencies on the flipchart. The general steps for recognizing others' emotions are: look carefully at the person (pay attention to facial expression, how he/she moves and what and how he is talking); define what do you think he/she is feeling; evaluate what to do - ask to the person if he/she is feeling ... (to see if you understood well), offer help, leave the person alone; put your choice into practice.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### *To be empathic*

#### **Game 3: Emotional mirrors**

The participants are asking to choose a partner. Then they sit in pairs, facing each other. One is the leader, the other, the "mirror." It starts when the leader begins to make simple gestures or movements. The "mirror" duplicates the leader's movements exactly--just as a mirror would. The goal is to mirror the partner perfectly. The facilitator coach them to use smooth, continuous

movements, because abrupt movements almost always catch the "mirror" lagging. It is important to look into each other's eyes, rather than at their hands, because this facilitates more precise communication. Once all the participants concentrating on mirroring, have them switch leaders a few times. When the participants are really focused on the process, the facilitator asks to the leaders to choose an emotional affect and to represent that with facial expression, and the "mirrors" try to duplicate the leader's emotions exactly. The facilitator can suggest some emotions, like sadness, happiness, sadness, anger, surprise and so on.

In this game is important a moment of debriefing to share any kind of difficulties about recognizing others' feelings.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity to *be emphatic* and write down the sequencies on the flipchart. The general steps for being emphatic are: try to understand if the person his facing some problems; decide what to do – ask if you can help, make a kind gesture for that person (sharing something or suggesting to participate to an activity or to have a talk); put your choice into practice.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator chooses two participants and asks them to play some situations:

- tell one participant that he is facing difficulties in accomplishing a task (draw something, making a puzzle, looking for the phone in the bag etc) and the other participant has to guess how he is feeling and decide what to do.

- tell the participants that they are friends; tell one participant that his parents forbidden him to go out and the other participant must guess how he is feeling and decide what to do.

N.B. It could be necessary to name empathy as the ability to take care of the other people emotions because it has been noticed that the word empathy is difficult for a certain type of participants.

The session will end with a task: back to their daily life the participants must try to be emphatic with somebody before the next session: if they report a success story, they will get a badge.

**d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they must move in the space according to their evaluation, the most

they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 8

- a. **Aims of the session:** improvement of the participants' basic social skills – to cope with emotions: anger, embarrassment, boredom.
- b. **Necessary tools:** some balls for the energiser; papers and markers; calming strategy cards; a box, a small bag, a jar or a container to create the anger box.
- c. **Step-by-step description**

The session starts with the energiser *Stress balls*: the participants form a circle and throw a ball around to simulate the movement of a message. The facilitator throws a stress ball to the person on his left. That person will throw the ball to the person on his left and so on until the ball comes back to the facilitator. They can change different variables such as speed, quantity, and complexity (like adding two or three balls) to create a mess.

### Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

## *Anger management*

### **Game 1: Anger box**

The anger box is a way to teach people how to control anger. The facilitator should suggest to participants to think about something that usually bothers them. When everyone has chosen their topic, they must draw it on papers or to write it down. Now the issue will be in front of them, and the facilitator will suggest them some ways to control their emotion with calming strategy cards: to breath, to choose an activity to distract yourself, to listen to the music. The

facilitator takes a box, a small bag, a jar, or a container (it will be their anger box) and explains to participants that they must crush their drawings and put them in a closed box so that their anger cannot escape. Participants will close the drawing in the box but will have a new strategy to control anger as a reward.

*Debriefing questions:* was it easy to identify the situations that makes you angry? Have you ever used a calming strategy before? Will you try to use one of them the next time that you will get angry?

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *anger management* and write down the sequencies on the flipchart. The general steps for managing anger are: Stop for a while and count to 10 (it is important to calm a bit and to think); evaluate the possible solutions: tell to the person you have in front why are you angry or go out for a while or use one of the calming and relaxing strategy; put your choice into practice; if you will fill still angry you should try to apply another calming strategy.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### *To cope with embarrassment*

The facilitator makes a list of awkward situations (for example public speaking, going to a party with new people, you broke your friend's object, you do not know what to answer to question made by somebody you don't know/the teacher etc.) and chooses two or three participants to make a role game. The rest of the group must observe what will happen. The facilitator tells to one of the participants that when the scene begins, he must make the situation more embarrassing as he can. It could be useful to tell the other participant that he must try to get comfortable with some strategies.

After the role play, ask to the group if they think about potential solutions. If needed ask to the players to repeat the scene with the suggestions.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to cope with embarrassment* and write down the sequencies on the flipchart. The general steps for coping with embarrassment are: Try to understand why are you feeling embarrassed; think about what can you do to improve the situation: to ignore this situation or to decide what to do next time or to tell yourself "it is gone, the others will no longer think about that"; put your choice into practice; if you will fill still embarrassed you should try to apply another solution.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### *To overcome boredom*

The facilitator tells the participants that in our daily life, it is possible to approach a boring task or a boring situation that we cannot escape, so it could be needed to be able to amuse yourself. Ask to the participants to imagine some situations where they got bored and to share them with the group. Tell them to imagine what activities they could made to overcome boredom. How would them amuse themselves? Funny activities are: to draw or to paint, to make a new game, to play or to listen to the music, to dance, to go for a walk and so on.

Participants can contribute to create a common billboard that contains a program full of interesting activities to do alone or with friends any time they are getting bored.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to overcome boredom* and write down the sequencies on the flipchart. The general steps for overcoming boredom are: Try to understand if you are bored (for example when you don't know what to do, if you are feeling restless, if you would like to be in another place etc.); think about things that you like to do; chose one of them (appropriate to the situation you are living); put your choice into practice; tell yourself "well done, I've found a thing to do).

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The session will end with a task: back to their daily life the participants must try to cope with anger, embarrassment and boredom before the next session: if they report a success story, they will get badges.

**d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they must move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask:

how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 9

- a. **Aims of the session:** improvement of the participants' basic social skills – conflict management (cope with provocations, to reach an agreement)
- b. **Necessary tools** – papers and pens, flipchart and markers, 8 playing cards – 4 per team of four or five participants, tape.
- c. **Step-by-step description**

The session starts with the energiser *Fish*: the facilitator divides the group in two (by sex, ages, color of the hair doesn't matter the characteristic) and explain participants that they are fishes. Each group must have a volunteer that will be the leader of all fishes. Each group leader must walk around like a fish and the other members of the group must copy what the leader is doing. When facilitator says "FISH" both groups must find a new leader and continuing moving and copying what the new leader is doing. The team who can easily change leader and continues playing as fishes wins.

### Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

### Game 1 - Cats and Dogs

The facilitator thinks about two concrete words which start with the same letters. E.g.: Storage/ Stormy.

He divides the participants in two groups: cats and dogs and tells the participants that he has a secrete to share with them and he will organize a secret meeting with each group. The secret is one of the two words- the participants have to keep the secret and wait for further explanations. The facilitator must form pairs: cat-dog. Each pair receives a piece of paper and a pen. Ask them to grab the pen, but they must hold it together, having both one hand on the pen. Now,

ask them to be silent, they cannot speak to each other anymore. Tell them to share their secret by writing down/drawing their word.

*Debriefing* – how did you feel when you wanted to write down your secret and the other person was preventing you to do that? At the end, did you both manage to write your secret? How did you agree on how to do?

## **Game 2 - Four Card Negotiation**

As preparation, the facilitator has to cut diagonally the cards into four pieces and mix all the pieces together.

The facilitator must divide the participants in two groups - he can use the cats and dogs of the previous game – and to divide the mixed-up pieces evenly among the teams. Give the teams a couple of minutes to sort out their card pieces and figure out which pieces they have, and which pieces are missing to complete each card. Set a timer for 15 minutes. The goal of the game is for the participants to use their negotiation skills with the other team to gain as many complete cards as possible for their team. At the end of 10 minutes, the team with the most cards win.

*Debriefing* - Did your group get what it wanted before the 15 minutes were up? How did your group manage to obtain the needed cards? What could you have done differently? Why is it important for people to communicate to resolve conflicts? Do people always want the same thing in a conflict? Have you ever experienced similar situations? What was the outcome?

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to reach an agreement* and write down the sequencies on the flipchart. The general steps for reaching an agreement are: Try to understand if you and the other person disagree on something (for example if the other person is getting angry); express your point of view on that problem (try to speak in a gentle way avoiding that the other person will get more angry); ask to the other person what does he think about; listen to what is he saying (it is very important to not interrupt the other person when he is speaking); asks to find or propose an agreement that is good for both of you.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator can make some examples of possible conflict situations and asks to the participants for possible solutions and for other examples of conflict situations: es. During the break one of them propose to the friend to go out while the other need to take something to eat

(the solutions could be that the one who wants to go out wait for the other to have something to eat and then they go out together or the one who wants to go out go first and when the other finish will reach him outside) or they are painting, two of them want to use the blue but there is only one plate with the blue colour (the solutions could be that they change place sitting one next to the other, sharing the plate with the blue colour or that one of them use it first while the other paint another part for which he need another colour).

### *To cope with provocations*

The facilitator tells the participants that they are going to discover how to cope with provocations: do you know what does it mean to provoke? Explain them that it means to say or to do things to make the other person angry, to push him to react in an aggressive way.

Ask them to make some real-life examples of provocations they made, or they received.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to cope with provocations* and write down the sequencies on the flipchart. The general steps for coping with provocations are: Stop for a while and count to 5 (it helps to keep self-control); evaluate the possible solutions: to ignore the provocation (usually you have to be able to ignore it for a long time: you could get away from the person who is provoking you – if it is appropriate to the context- or you could engage yourself in another activity), to explain to the person how are you feeling in a gentle way (for example if you laugh I feel embarrassed or if you say this things I get irritated), give a reason so that the other person can stop to provoke (if the person doesn't stop you could refer this behaviour to somebody); put your choice into practice.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator organizes some roleplays where one participant has the task to provoke and the other has to try to apply correctly the steps for coping with provocations – the facilitator can use the real-life examples made by the participants at the beginning of the session trying to stimulate the participants to tell the provocateur how they feel. If they are successful, they can get a badge.

The session will end with a task: back to their daily life the participants must try to cope provocations and to reach an agreement before the next session: if they report a success story, they will get badges.



- d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they must move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 10

- a. Aims of the session:** improvement of the participants' basic social skills – to accept/oppose a refusal; to make/cope with a grievance.
- b. Necessary tools** – papers and pens, flipchart and markers, Balloons, permanent markers.
- c. Step-by-step description**

The session starts with the energiser *Pim Pam photo*: the facilitator divides the group in two and explain them that the member of one group are the photo directors and the others are the actors (after the first round they will switch the roles). The actors have to stay close to each other, and they have to close their eyes and to be ready to change their position when somebody will come to move them, but keeping their eyes closed. Tell to the photo directors that you are going to tell them a topic and they have to change the position of the actors in order to create a photo about that topic (to make it clear you can make a concrete example – if the topic is restaurant you can put ones- fingers like he is drinking a coffee, put the people in a line as they are at the bar counter). When the directors finish, they have to say PIM PAM PHOTO and the actors can open their eyes, they must look at each other position and they have to guess which is the topic of their photo. Example of topics are beach, restaurant, funeral etc. Exchange the roles among the two groups and play it again with a different topic.

### - Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

### *To accept/oppose a refusal*

The facilitator asks to the learners to stand in a circle while he stands in the middle. The educator asks to repeat what he says after him to the pointed person. The educator starts pointing a person and, looking him/her in the eyes, says with a normal tone of voice: “NO!”, after the facilitator the pointed participant repeats “NO!”. The facilitator should go on in the same way pointing every person in the circle; from here the educator will continue starting gradually to increase the tone of voice saying “NO!”. The participants naturally will start to answer shouting “NO!” as well.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to oppose a refusal* and write down the sequencies on the flipchart. The general steps for opposing a refusal are: decide if you want to do or not what people are asking you to do; try to understand way you don't want to do that; tell to the person that you don't want to do that thing in a kind way and explain way.

The facilitator asks the participants to brainstorm the steps for the activity *to accept a refusal* and write down the sequencies on the flipchart. The general steps for accepting a refusal are: try to understand why the person said no; evaluate the possible choices: do something else, tell to the person how do you feel, write down or draw your emotions; put your choice into practice. According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### *To make/cope with a grievance*

The facilitator creates three groups of 3 people and give a balloon and permanent marker to each group. He asks the groups to write their sources of stress or overwhelm on the balloons. Optionally, to ensure everyone is heard you could suggest that the balloon is passed around the group for each person to write an item on there before it passes to the next person (like a talking stick).

When they are done, ask one person from each group to read out what is on their group's balloon. If you like, you can write these out on a flipchart as people read them out. Once all the groups have read out their balloons, discuss common themes. What does the audience notice about the overall list of stress or overwhelm items? What are they surprised is on there? What is missing from the list?

For the second part of the exercise, ask for 3 volunteers to come up to the front with their group's stress balloon. One volunteer starts by hitting and trying to keep their balloon in the air. Then give the volunteer another balloon and ask them to keep 2 balloons in the air. Finally, give them a 3rd balloon to keep in the air.

Once they stop: Ask the person, "What did you notice about that exercise?", "How did it feel?" and ask the group, "What did you notice as observers?"

Ask one of your other volunteers to try the same exercise, first with one balloon, then two and then three.

Again, ask the person, "What did you notice about that exercise?", "How did it feel?" and ask the group, "What did you notice as observers?" Did anyone step in to help the people trying to keep their balloons in the air? If so, ask "What was it like to have help?", "How did it FEEL to have help?" and ask the group "What did you notice as observers?"

Ask the third volunteer to have a go with first one balloon, then two and then three. **THIS TIME**, specifically ask the other volunteers to help keep the balloons in the air. And then ask, "What was it like to have help?", "How did it FEEL to have help?" and finally ask the group "What did you notice as observers?"

Reflect with the group on what they learned from this exercise about stress, overwhelm, juggling many things at once, getting and asking for help.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to make a grievance* and write down the sequences on the flipchart. The general steps for making a grievance are: try to define which is the problem (from your feeling, something that was said, the way of react of a person); choose with whom do you want to talk about it – preferably the person with whom you are experiencing the problem; choose the right moment and place – when the person is not busy or he is alone; explain you problem to the person in a friendly and kind way.

The facilitator asks the participants to brainstorm the steps for the activity *to cope with a grievance* and write down the sequences on the flipchart. The general steps for coping with a grievance are: listen to what the other person is saying trying to keep calm; ask for more explanations in a kind and friendly way, if you didn't understand something; evaluate the possible choices: apologize, explain why did you behave like that, look for a solution, explain that the person is wrong; put your choice into practice.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the

facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The facilitator can organize some role plays using the stressing situations suggested by the participants at the beginning of the game, where one participant make and the other cope with a grievance.

If they are successful in applying the steps, they get a badge.

The session will end with a task: back to their daily life the participants must try to accept/oppose a refusal before the next session: if they report a success story, they will get badges.

- d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they must move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 11

- a. Aims of the session:** to accept consequence, to apologize, to resist the desire to take other people's things.
- b. Necessary tools:** papers and pens, memory cards, flash cards with choices, situation cards, a red and a green card and a prize for the game Split & steal.
- c. Step-by-step description**

The session starts with the energiser *Clap exchange*: the participants sit or stand in a circle; they send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on his right, and so on. Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

### - Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation) and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or

if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

### *To accept the consequences*

The facilitator introduces the skills saying: *Being able to say, “I was wrong” and accepting the consequence is an important skill to learn. Saying that we made a poor choice and then trying to make it better by accepting the consequence shows that we are growing up and learning to be responsible. It also helps us learn to make better choices next time.*

The facilitator can create some flash cards with choices and ask to each participant to pick one and to brainstorm possible consequences for that action – all group can contribute up to finding 3 consequences.

CHOISES CAN BE:

- Staying up late watching tv/chatting/playing videogames
- Making fun of someone
- Telling the truth about something you did
- Picking up trash from the room
- Offending someone
- Inviting someone new to sit next to you
- Stealing something from somebody's' backpack
- Talking to your friends instead of working

### **Memory**

Play the Memory Card Game. Give to each of the students the opportunity to take several turns at the memory card game. If the student is unable to make a match, ask the participant to practice the accepting consequences skill by saying, “I tried to make a match but did not. I will be patient and wait for my next turn to try.

*The participant who played without getting disappointed will get a badge.*

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to accept consequences* and write down the sequencies on the flipchart. The general steps for accepting consequences are: try to understand if you were wrong; tell yourself “now I have to accept the consequences of my actions”; decide how to do better next time or apologize (if you hurt or troubled someone).

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the

facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### *To apologize*

The facilitator introduces about the importance to apologize when you understand you made a mistake that hurts or creates some problem to somebody: sometimes we regret what we have done, we apologize to tell the other that we are sorry for what we have done; often we feel better after apologising and the other person does the same too.

He can illustrate the ice-cream scheme for apologising: the first ice-cream ball represent the level of fact (I'm sorry for...), the second represent the level of emotions (It is wrong because ...), the third represents the purposes for the future (next time I will ... ) and the fourth one is the conclusion (Will you forgive me? Can I do anything to make it better?). Each participant will pick a situation card, he will read it aloud and he must formulate his apologize. The facilitator can give more detail on the situation to make it more realistic. The group and the facilitator will give feedback to the participant after his performance.

Here some situations to be adapted to the group:

- Stepping on someone's foot
- Arriving late for class
- You have spilt someone's drink
- Forgetting to do something
- Offending another person
- Damaging something accidentally
- Stealing something
- Intentionally hurting someone

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to apologize* and write down the sequences on the flipchart. The general steps for apologising are: try to understand if you should apologise because of what you have done; evaluate the possible things to do: to apologize verbally or to write a letter or a message; choose the right time and place (right after the wrong action, when there are no other people around); apologize sincerely. According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

### *To resist the desire to take other people's things*

Ask to the group if there were situations when they took something that was not their or if they had that desire.

#### **Split & steal game**

Everyone will be given a red card and a green card. The red card means “Steal” and the green one means “Split.” Show everyone what they will be playing for by revealing just enough prizes so that there is enough for everyone, but only if they are split in half (for example, with 8 participants, reveal 4 donuts).

Explain that the consequences of our decisions in this game are very real: if you choose “Steal” and your friend choose “Split,” you will get a full portion of the prize but deny your friend anything. Emphasize that if both sides choose “Steal”, no prizes will be given out at all (tell them you will just eat the donuts yourself).

It is essential to emphasize that you are not bluffing when you say that some participants may not get a prize – otherwise the participants may believe that they won't have to take their decision seriously.

Tell everyone that there will be four stages to the game. In the first stage, ask each side to take a few minutes to think about how they would like to proceed. In the second stage, each side will have a few minutes to discuss things with the other side. In the third stage, everyone will have a moment to think again about how they would like to proceed. Finally, each side will submit one of their leaflets signifying whether they choose “Split” or “Steal.”

It's up to you to decide whether you'd like the game to be played in one-on-one pairs or if you'd like to split the group into two teams - Emotions and tensions can be higher in the one-on-one version, while when played in teams the game makes a great opportunity for cooperative decision.

After that all the participants have submitted their decisions and let out their cries of astonishment or relief, divide up the prizes according to what they chose and ask different students to share how they feel about their decision. Participants who “Steal” the prize from their classmates will often go from feeling clever to regretful as soon as they realize what they've done (choosing sometimes to share the prize anyway).

*Debriefing:* what guided your decision if to split or to steal? To the ones who steal: how did you feel? To the ones who suffered the theft: how did you feel? Do we always stick to what we think is right? If you were going to play it again, would you behave the same?

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to resist the desire to take other people's things* and write down the sequences on the flipchart. The general steps for this skill are: tell yourself: yes, I like it but I cannot take it; tell yourself: this thing belongs to ...; choose one of the possibilities: ask if you can borrow it, you could collect money to buy it, you could ask a swap to that person, you could do something that you like; do what did you chose to do; Tell yourself: well done, I manage to not to take it.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

The session will end with a task: back to their daily life the participants must try to apologize for something and to resist the desire to take others' people things before the next session: if they report a success story, they will get badges.

- d. Evaluation and feedback:** The facilitator put on the floor a paper with 0, a bit forward another with 50 and a bit forward another one with 100. He asks to the participants to move and stay behind the 0. The facilitator is going to ask them some questions and after each question they must move in the space according to their evaluation, the most they will go near to the 100 the most their evaluation is good. The facilitator will ask: how much did you like the activities? How much did you learn? How much do you think they will be useful in your daily life? – to record the evaluation the facilitator can take photos of the participants position after each question.

## SESSION 12

- a. Aims of the session:** to decide what to do, to establish goals
- b. Necessary tools** papers and pens, flipchart and markers.
- c. Step-by-step description**

The session starts with the energiser *AN ORCHESTRA WITHOUT INSTRUMENTS* – the facilitator explains to the group that they are going to create an 'orchestra' without instruments. The orchestra will only use sounds that can be made by the human body. Players can use hands, feet, voice etc, but no words; for example, they could whistle, hum, sigh or stomp their feet. Each player should select a sound and the group will surprise itself by creating a unique sound.

### - Sharing session

The facilitator recalls the task that was given to the participants at the end of the last session and asks to briefly tell the group about their experience: what (which ability), when (situation)



and How (auto-evaluation of their performance). The participants who accomplished the task will get a badge for those abilities used. If the participants express some specific difficulties or if they got a bad result despite their effort, it could be necessary to go back to the steps for that ability.

### **Game: “More About Decisions”**

Tell the participants that we take decisions in each moment of our life: what to wear, what to do, where to go, what to watch on tv etc. Ask the participants to write on a piece of paper all the decisions that they can remember making so far today. (Examples: what to wear, what to eat, how to spend free time, etc.) Tell them to include all types of decisions on your list. Allow about 3 minutes for participants to write. Now, ask the participants to circle the decisions who requires a careful thought rather than the ones that are automatic. Ask them to share which are those decisions.

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to take decisions* and write down the sequencies on the flipchart. The general steps for *taking decisions* are: identify the decision (what to do after an activity); identify the possibilities; weight them; choose among the alternatives; take action.

According to the type of people that compose the group, to brainstorming the steps, could not to be so easy and they could be not participative, or they could lose their attention, so the facilitator can print out the steps and ask to the participants to order them correctly and to explain together the meaning of each step.

As a group exercise you could propose to the participants to choose something to do during the break: ask the participants to brainstorm some activities and ask to each of them individually to weight the alternatives, ordering the activities from their favourite to the one they like to do the less. Create two small groups and ask the participants to agree on one activity comparing their lists and give them some time to implement the activity.

## *To establish goals*

### **Game 2: The ‘One Year from Now’ Exercise**

The facilitator asks the participants to think about what their best possible life might look like one year from now.

Ask the participants to focus on some key areas to think about when completing this exercise:

**Your Work** – What job will you be doing? Where will you be working? How will you be working towards what you want this to look like?

**Your Home** – Are you hoping to save up to buy a place? Are there some home improvements in your current place you have been putting off?

**Your Finances** – Do you have some debts you want to pay off, once and for all? Are you saving for something in particular? Do you want to get on top of your retirement plans?

**Your Relationships** – Are you happy in love? Wanting to get married? How much value do your close friendships bring? Do you need to work more on connecting with people?

**Yourself** – How do you want to feel about yourself one year from now? Mentally, physically, socially, personally? What does that look and feel like?

Once they have created what one year from now looks like for them, they can start thinking about the steps required to achieve those things. Tell the participants to be reasonable and don't try and commit to achieving everything at once, to pick one or two achievable and measurable goals for each area and build a goal-setting plan for each. Suggest them to include a rough timeline of when you'd like to achieve that by, so you can keep yourself accountable.

Tell the participants to save this paper somewhere so that they can refer back to it and add to if needed.

Each participant will share with others the results of the activity.

Tell the participants that what they have just done is establishing goals. Ask them to make examples of goals one could establish in his daily life (es. Finish the housework within 13 am or to download a film for the evening or to organize something with friends).

**Skill building:** The facilitator asks the participants to brainstorm the steps for the activity *to establish goals* and write down the sequencies on the flipchart. The general steps for *to establish goals* are: choose the goal you want to reach (suggest to choose realistic aims in terms of things to do and time); establish the necessary steps to reach the goal; do steps one per time; reward yourself.

The session will end with a task: each participant must decide a goal they want to reach soon, they should write it down on a paper together with the necessary steps to reach it. The facilitator will ask the participants to share them with the entire group and suggest adjustments if needed to make them more realistic.

### **Final evaluation**

The facilitator recalls the entire path, reminding the participants some funny moments, the most successful activities, something that didn't work... The participants, one by one, will throw a dice and will complete the sentence under the number they obtained.

**1:** I feel...

**2:** I would like to wish something to somebody...

**3:** I would like to thank somebody for something...

**4:** I learnt...

**5:** I understood...

**6:** I would like to say ...

**The facilitator shows to the group the chart with the badges on the wall and officially awards the winner, the most "social skilled" participant.**