



# Self Starting Method

# SELF STARTING Method helps to learn self-regulation

Distraction and relaxation techniques, used in this method, help:

- recognize the oncoming fear,
- overcome stress,
- reduce somatic symptoms of stress.

# GOALS

SELF STARTING method helps to learn self-regulation (which is not identical with self-control). The method shows the teachers and therapists who use it, how to look at the behaviour of a young person or/and adult from the right perspective, respond to their needs and help them to deal with a difficult and stressful situation. .

# GOALS

SELF-STARTING Method aims to fundamentally change the mood, the level of concentration, the ability to make and maintain friendships and the feeling of empathy, which is often excluded in adolescents at risk of social exclusion and socially excluded.

# SELF STARTING 5 STEPS



1. RECOGNITION OF EXCESSIVE  
STRESS IN A PERSON



2. DIAGNOSIS OF STRESSORS  
USING DESIGNED TOOLS



3. REDUCTION OF STRESSORS  
USING METHODS AND TOOLS



4. SUPPORTING A PERSON IN  
BUILDING SELF-AWARENESS  
AND KNOWLEDGE WHEN THE  
PERSON NEEDS TO DO  
SOMETHING FOR ITSELF.



5. HELP IN CREATING OWN  
SELF-REGULATORY STRATEGIES  
TO COPE WITH EVERYDAY LIFE  
EVENTS

# ASSUMPTIONS

The method assumes the perception of “problematic” behaviours as signs of a person experiencing excessive stress.



# The Method focuses on:

working with a child,  
a young person, an  
adult who is:

impulsive

aggressive

withdrawn

explosive

has difficulty  
regulating emotions,

often experiences  
emotional crises or  
has a changeable  
mood

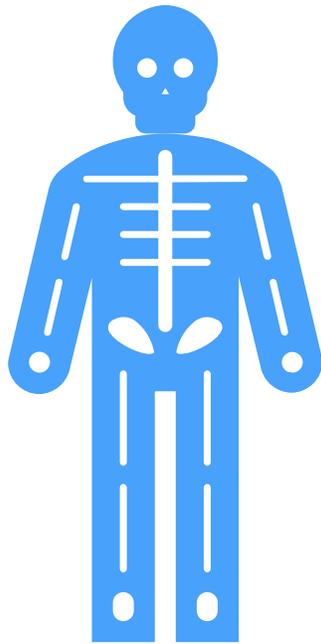
can not bear  
frustration

surrenders to the  
smallest obstacles

has problems with  
concentration and  
attention or ignoring  
distracting stimuli

has problems with  
dealing with  
relationships or  
feeling empathy

# What the Method teaches?



How to determine, what are the stressors for a particular person and how carers, teachers or therapists can help the person reduce them. The next step is to teach the person how to cope with stress and its consequences. This is the science of breaking the vicious circle of stress that is getting out of control.

# EFFECTS

As part of work on the improvement and adaptation of the SELF - STARTING method

a model scenario for working with individuals and groups is developed along with a full material casing - individual work cards and therapy cards.

A training program is developed to be used in the preparation of therapists, teachers, pedagogues, youth workers, parents and carers of people at risk of social exclusion and those who are already socially excluded.

# Products:



Description of the Method



4 model scenarios



1 training program for therapists, teachers, pedagogues, youth workers, parents and carers of people at risk of social exclusion and those who are already socially excluded



multimedia educational materials (exercises, tasks, multimedia presentations and others)



30 individual work cards



20 therapy cards



exercises



# Anxiety

Anxiety is defined differently. It is usually assumed that it is a feeling of general uncertainty for an indefinite threat and as such it differs from the fear that arises when the threat is real, arising from a specific situation

1

Anxiety can arise in reaction to immediate danger, but also imaginary, even if it would be completely unreal.

# Stress

## 01

STRESS IS THE BODY'S REACTION IN THE FORM OF MOBILISING ENERGY TO OVERCOME A VARIETY OF OBSTACLES, BARRIERS, REQUIREMENTS, REGARDLESS OF WHETHER IT IS ACCOMPANIED BY PLEASURABLE OR UNPLEASANT SENSATIONS.

## 02

IT IS A COMPLEX PHYSIOLOGICAL PHENOMENON THAT IS A DIRECT AND VERY EXPRESSIVE EFFECT OF THE EXTERNAL ENVIRONMENT ON THE BODY.

## 03

NON-SPECIFIC REACTION OF THE ORGANISM TO ANY REQUIREMENT OF THE OUTSIDE.

## SELF-CONTROL

The ability to control oneself, in particular one's emotions and desires, especially in difficult situations.

It a skill that allows to manage emotions, behaviors, and body movements when faced with a difficult situation.

# SELF-REGULATION

This skill develops with age.





How to overcome the fear  
associated with contact with the  
group by building self-  
confidence?

Self Starting Program – Scenario 1

# The main goal:

is to strengthen the competence in the field of self-regulation related to the reduction of stress and lowering the level of anxiety during public appearances among young people.



# Purpose of use

The method refers to the process in which the participant engages and takes responsibility for his or her own learning and uses it to achieve the success of self-regulation (recognizing one's own states hindering everyday functioning and using tools to work on self-improvement).



# Results:

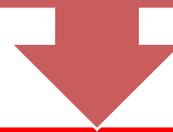
- Increased self-confidence
- Strengthening competences in dealing with situational stress
- Strengthening competences in dealing with situational, anxiety
- Ability to show assertive behaviour
- Acquiring competence in the recognition and management of emotions and awareness of their impact on the individual and group
- Elimination of somatic symptoms of stress
- Ability to use relaxation techniques
- Acquisition of competences in the field of speeches in front of the group
- Increased skills related to speaking and participation in the discussion

# Non-verbal communication

Non-verbal communication is the signals that are sent through the speech of our body.

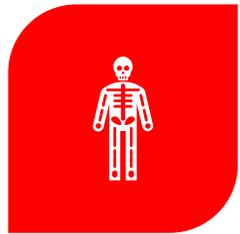


It is a set of non-verbal messages transmitted and received by people around us.



Even without using words, we are able to read how a person feels; whether they are confident or lost, whether they are brave or afraid. Whether they like themselves or not.

# Non-verbal communication includes



PHYSICAL  
APPEARANCE



GESTURES



MIMICRY



BODY  
MOVEMENTS



FACIAL  
EXPRESSIONS



# Non-verbal messages inform about:

well-being

intentions

emotional  
states

expectations  
of the  
interlocutor

etc.

# Scenario 1 is designed to:

01

support young people in building self-esteem, openness to the outside world

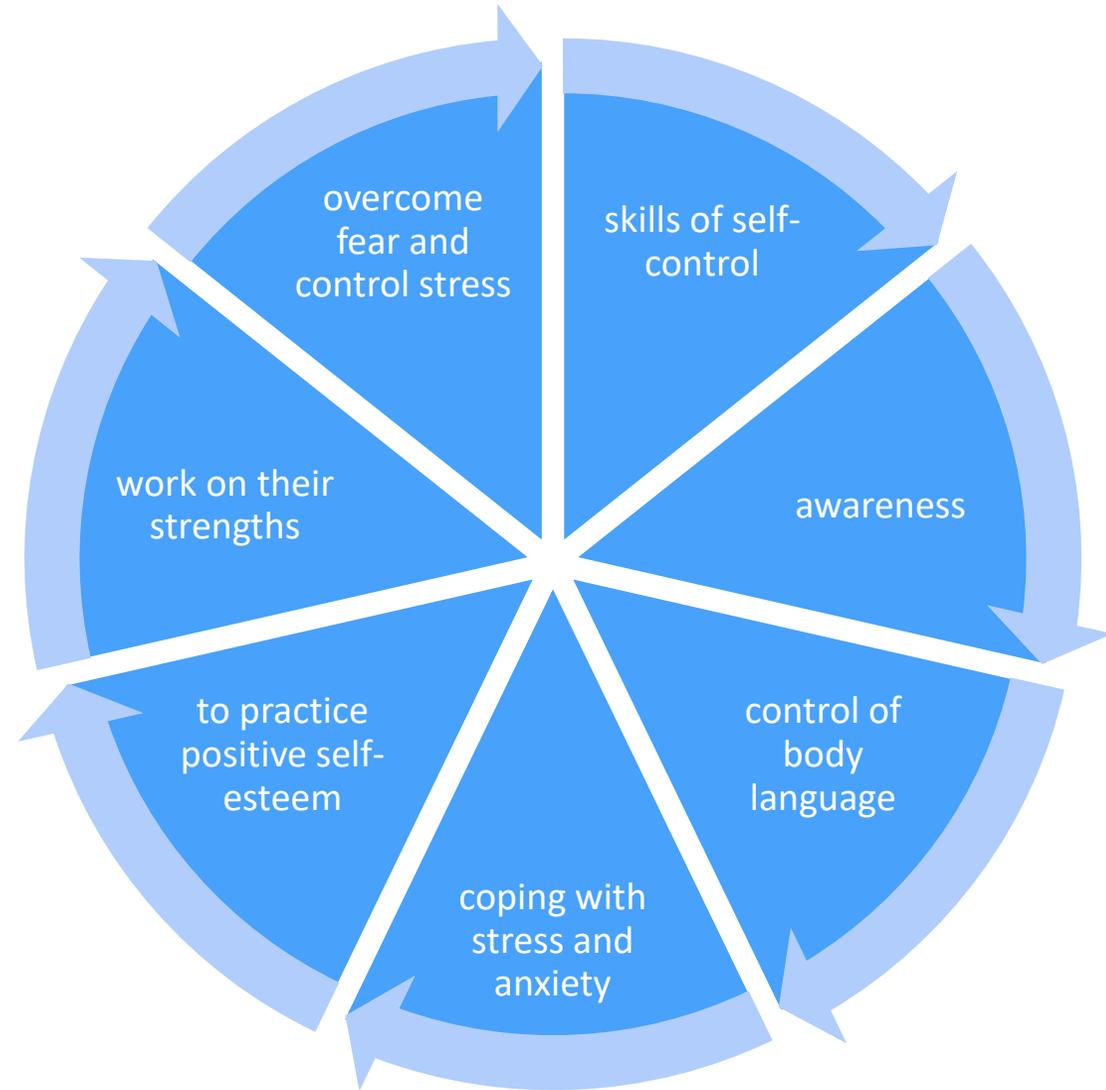
02

strengthen verbal and non-verbal communication skills

03

improving the skills of young people finding themselves in the world of information and the media

The workshop  
will focus on:



# GROWUP! IT

Competences and framework for social system south workers.

How to overcome the fear  
associated with speeches in  
front of a group?

Self Starting Program – Scenario 2

## The main goal:

The main goal is to strengthen the competence in the field of self-regulation related to the reduction of stress and lowering the level of anxiety during public appearances among young people

# Results:

- Increased self-confidence
- Strengthening competences in dealing with distress
- Ability to show assertive behaviour
- Acquiring competence in the recognition and management of emotions and awareness of their impact on the individual and group
- Ability to use relaxation techniques
- Acquisition of competences in the field of public appearances
- Exploring the strategy, what to do when you get stage fright
- Acquiring competence in developing relationships with the audience
- Exploring their strengths

# Self-Starting is a program aimed

at young people who have barriers and problems to overcome the fear associated with public appearances: in the classroom, in front of the group, on the forum.

# Issues:

Public appearances are often a challenge for young people.

Young people meet with various forms of expression, including conducting a presentation, speaking in a discussion or ultimately participating in a recruitment interview.

The Self-Starting program focuses on working with young people who have experienced difficulties in managing emotions and self-regulation.



# Lecture

The ability to speak in front of people is defined as one of the most desirable competences (skills) currently. Unfortunately for many people speaking in front of the group and public appearances arouse anxiety and cause stress even if we know the people in the class or group. Fear of Confusion, mocking by peers, or in the worst case, by a teacher, may cause anxiety and induce somatic symptoms of stress. If we do not know how to do something is simply because no one has taught or shown us how to do it.





# Task for participants

- Non verbally say „I am bored“
- Non verbally say „I don't care“
- Non verbally say „I am angry“
- Non verbally say „I am surprised“
- Non verbally say „I am sad“
- Non verbally say „I am panicking“
- Non verbally say „I am afraid of public speaking“
- Non verbally say „I am a superhero“
- Non verbally say „I am confident“
- Non verbally say „I am brave“
- Non verbally say „Stop it“
- Non verbally say „I like you“
- Non verbally say „I don't like you“
- Non verbally say „I am in love“
- Non verbally say „Something smells bad in here“

# Work card – My strengths

Balance of strengths and weaknesses – summary.

It is suggested to start a balance of strengths and weaknesses from an insight into yourself, that is, from thinking about a few things and writing down your answers:

What are the biggest successes in your life (name 3)

What features of your personality have enabled you to achieve these successes



# Breathing training

Sit straight, you can take off your shoes. Put your hands on your knees. Straighten your head. You can close your eyes. Loosen your jaw; do a few circular movements with your mouth, open your mouth and demonstrate yawning a few times, make sounds like a lion's mouth, make a few moves, grimaces, widely open your mouth 5 times. Sit comfortably, slightly open your mouth:

- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth
- Rhythmically breathe in your nose and exhale through your mouth

# Work card

Look at your experience and give it meaning. Choose three of your strengths that have a special meaning for you, which you can use in public appearances as candidates (politicians, activists etc.). Then do the “so what?” test - answer the question about how it matters to your future plans and self-confidence exercises.

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About you	So what?

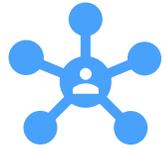


# GROWUP! IT

Competences and framework for social system south workers.

Peer violence

Self Starting Program Scenario 3



# GOALS:

- The main goal is to strengthen the competence in the field of violence and gaining knowledge related to reacting to violent situations among young people. During the program the participants will get to know their rights and will be given information about locations where they can seek help and support.
- It is important to develop methods of effective coping in destructive situations related to functioning in a peer group.

# Results:



INCREASED SELF-  
CONFIDENCE



STRENGTHENING  
COMPETENCES IN  
COMMUNICATION WITH  
PEERS



STRENGTHENING  
COMPETENCES IN  
DEALING WITH  
SITUATIONAL ANXIETY



ABILITY TO SHOW  
ASSERTIVE BEHAVIOUR



ACQUISITION OF  
COMPETENCES IN THE  
RECOGNITION OF THE  
EMOTIONS BOTH OWN  
AND THOSE OF OTHER  
PEOPLE AND  
MANAGEMENT OF  
THEIR OWN EMOTIONS



ELIMINATION OF  
SOMATIC SYMPTOMS OF  
STRESS



ABILITY TO USE  
RELAXATION  
TECHNIQUES



ABILITY TO CLASSIFY  
TYPES AND TYPES OF  
PEER VIOLENCE



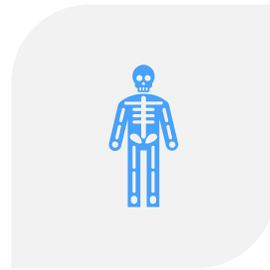
# Remember:

- Thanks to communication we can learn ourselves, others, learn to respect, build trust.
- We can have and achieve common goals.
- Communications are the purest source of interpersonal conflicts.
- Most of our time during the day is associated with communications.
- The key factor for proper communication is the intention of the message, active listening, the recipient does not judge and does not evaluate the sender's message.

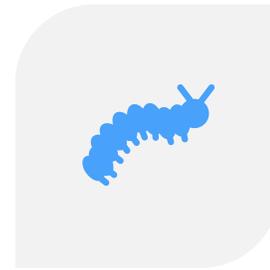
# Communication styles:



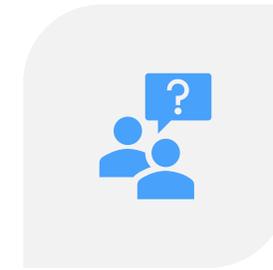
AGGRESSIVE: DOES NOT RESPECT  
OTHER PEOPLE'S RIGHTS



PASSIVE: DENY HIS RIGHTS



AGGRESSIVE-PASSIVE: RESISTS  
INDIRECT INFLUENCE



ASSERTIVE: DEFENDS HIS OWN  
RIGHTS WITHOUT VIOLATING  
THE RIGHTS OF OTHERS



## Competences:

The ability to deal with difficult situations when someone crosses our borders is one of the most important competences in social life

Being a victim or a witness of violence is classified as a highly stressful situation

# Communication problems:

Communicating ones needs is often a challenge for young people.

Young people meet with various forms of crossing their borders e.g.:

among others malicious commenting

critical judgement,

pushing

calling

xclusion in groups

ridiculing

# Peer violence – definition:



„Any non-accidental acts that violate the personal freedom of individuals or contribute to the physical as well as psychological harm of a person, going beyond the social rules of mutual relations.” An increasingly common type of aggression is bullying of some pupils by others.



It is important to remember that the perpetrator can be a single person or group.

# Peer violence

Research indicates that the problem of peer violence is a common phenomenon in schools, formal and informal groups.

Peer violence is sometimes called school mobbing.

## Statistics:

over 70% of students have witnessed offending, calling or mocking another student.

almost 50% of students witnessed or heard about physical violence in their school

about 7% of students reported that they were sexually approached against their will.

# Peer violence forms

Hot violence	Cold violence
<p>Physical:</p> <ul style="list-style-type: none"><li><b>Beating</b></li><li><b>Kicking</b></li><li><b>Jerking</b></li></ul>	<p>The lecturer explains to participants that physical violence is a “body to body” reaction. It does not occur in cold form.</p>

continued:

**Mental and emotional:**

**Name calling**

**Mocking**

**Insulting**

**Criticism (negative criticism)**

**Mental and emotional:**

**Not talking**

**Backbiting**

**Manipulation**

**Exclusion from the peer group**

continued:

**Sexual:**

**Touching**

**Rubbing**

**Abusing**

**Sexual:**

**Commenting on the appearance**

**Solicitation to sexual activities**

**Sexing - sending pornographic and  
erotic content**

continued:

**Economic:  
Mugging**

**Economic:  
Extortion**

continued:

**Stalking** – victim tracking, harassment through frequent phone calls or texting.

**Cyberbullying:**

Ridiculing by sending text messages, emails, or chat messages,

Placing or distributing compromising content on the Internet

Harassment, humiliation and browbeating on the Internet

# Symptoms of violence – Symptoms of stress

Symptoms of violence	Symptoms of stress
Strong stress	Accelerated heartbeat
Insecurity	Insomnia
Lack of self-confidence – reduced self-esteem	Lack of appetite, hunger pangs
Aversion to school	Headache
School failures, learning difficulties	Stomachache
Truancy	Concentration and attention disorders
Psychosomatic afflictions, headaches, fever, abdominal pain, sleep disturbances	Hypoxia, fainting, panic attacks
Suicide attempts	Problemy z cerą , wypadanie włosów

# Assertiveness:



Benefits of being an assertive person:



Respect for yourself and other people



an assertive person is perceived as confident, determined, who knows what he wants



Staying in peace with yourself



Skilful expression of your opinion, opinions and views



# Remember:

- Stress is not a reason to make friends with it and treat it as an inseparable companion in our lives. It is worth to fight with it so that it does not take complete control over us.
- Relaxation exercises are a simple way to reduce stress.



# Breathing exercise

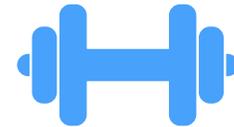
Take a deep breath through your nose, exhale with your mouth. Repeat the exercise 6 times, take deep breaths. Remember, do not hurry, do the exercise slowly.

Inhale-1-2-3-4-exhale

Inhale-1-2-3-4-exhale

Stretch.

Repeat 10-15 times.



# Work card

Make your own list of effective ways of dealing with stress.

Follow the directions.

- Think positive
- Find time to rest
- They manage time - organize things from:  
the most important matters  
important matters  
things that can wait until the end of the week

things that can wait longer

- Eat healthy - the brain must have fuel
- Be physically active
- Know the power of your voice
- Take care of good sleep
- Take care of contact with nature
- Watch your favorite movies
- Use breathing, relaxation and meditation training.



# Mindfulness exercise

- In stressful situations - speaking in class, group or school, you are often afraid. If you experience this unpleasant feeling, it paralyze you, you forget what you certainly know, you focus less and less – it is time to train mindfulness.
- **„Focus on the square for a minute. When you start to be distracted, you feel that you are going to lose control in a moment, pay attention to the right track”**



# GROWUP! IT

Competences and framework for social system south workers.

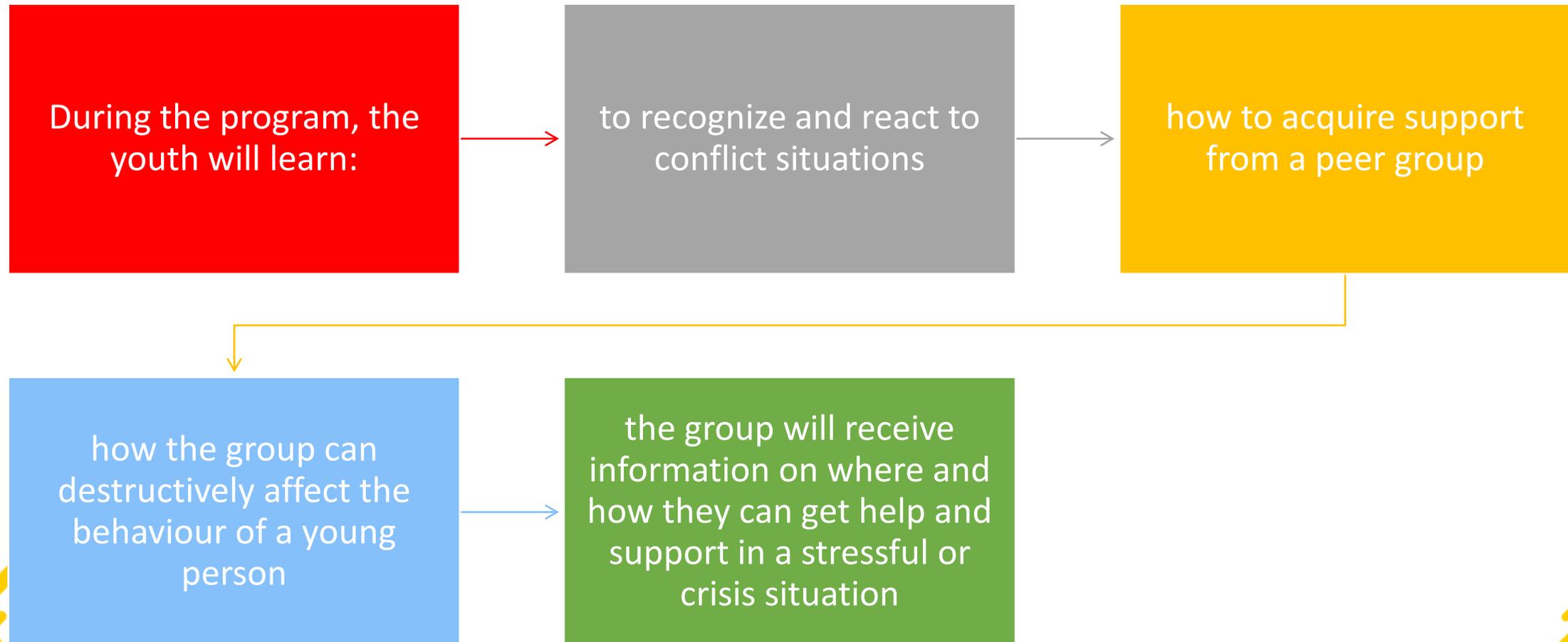
How to overcome the fear associated with contact with the group by building self-confidence?

Self Starting Program – Scenario 4

# GOALS:



# Results:



# Results:



INCREASED SELF-  
CONFIDENCE



STRENGTHENING  
COMPETENCES IN  
COMMUNICATION WITH  
PEERS



STRENGTHENING  
COMPETENCES IN DEALING  
WITH SITUATIONAL ANXIETY



ABILITY TO SHOW  
ASSERTIVE BEHAVIOUR,



ACQUISITION OF  
COMPETENCES IN  
MANAGEMENT OF THEIR  
OWN EMOTIONS



ELIMINATION OF SOMATIC  
SYMPTOMS OF STRESS



ABILITY TO USE RELAXATION  
TECHNIQUES



ABILITY TO ENTER A PEER  
GROUP AND BUILD HEALTHY  
RELATIONS WITH OTHERS

# The peer group

creates opportunities to develop various skills, among which we differentiate, devotion to the cause, loyalty (including loyalty to the leader) and self-control.



Members of peer groups fighting for a social position inside their group try to adapt their preferences to accommodate to the interests that their group prefers.



# Elements of youth culture

Each peer group creates the opportunity to express their own views and the attitude towards society.

That attitude is expressed through various elements of the group's culture:

- choice of attire,
- behaviour,
- Hairstyle,
- group's own language and music.

# Role of the group:

- The peer group plays an irreplaceable role in the process of socializing
- The criterion of social effectiveness of this role is considered to be the amount of its members at particular stages of education that reach social maturity, and those who are derailed and go down towards of social pathology.
- These are gains and losses from belonging to specific social groups.

# Peer group - gains:

- gives a sense of subjectivity
- strengthens and extends the personality
- gives a sense of self-confidence and support in actions
- becomes independent of the authority of adults

## Boundaries:

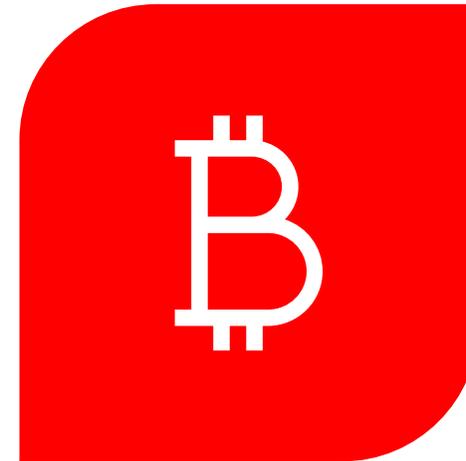
Young people meet with various forms of crossing their boundaries, such as:

- exclusion,
- isolation from groups,
- abuse,
- being forced to destructive activities, i.e. smoking cigarettes,
- body modification,
- transgression of social norms.

# Definition:



THE PEER GROUP IS DEFINED AS A  
TYPE OF SOCIAL GROUP



IT IS A DEFINITE GROUP OF PEOPLE  
AT THE SAME OR VERY SIMILAR AGE



# Types of peer groups:

## Formal groups:

- they have a strictly defined formalized structure
- they are established as a result of a legal act
- the objectives and rules of action are set by law
- it is possible to apply sanctions to members

## Informal groups:

- they form spontaneously, without the use of procedures and formalities
- they do not have a formal structure
- do not have internal legal provisions
- based on internal relations between members
- they are created due to mutual interests, way of spending time or views

# continued:

Family – bonds, maintaining tradition	Band – breaks the law, destroys, applies violence, drugs, steals, etc.
School, Class – learning, sharing with peers, competition	Clique – uses violence, uses, abuses, persuades, for example, to smoke cigarettes
Sports team, scouts etc. - they pass on values to each other, help the weaker	Friends – spending time together, supporting in difficult moments, chatting, virtual spending time on conversations and games

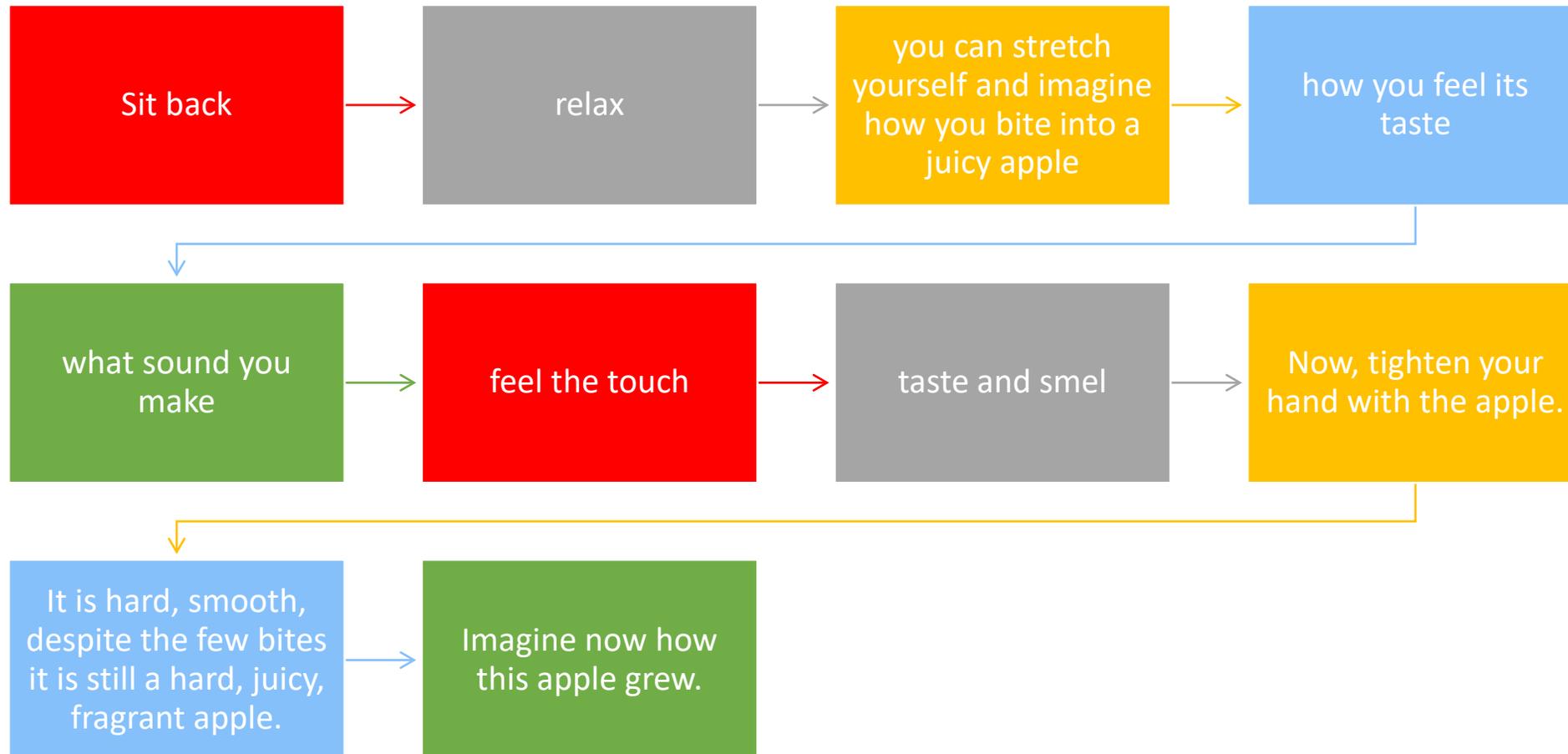
# continued:

Association – acting for a social purpose	Special Interests Groups – developing interests, learning from each other, developmen
Military – defence of the country	A group of friends – spending time, supporting,
Political party – representing social interests	Pack – trust, mutual goals

# Attitudes in communication:

Aggressive	Submissive	Assertive
<ul style="list-style-type: none"> <li>• I am okay</li> <li>• Others are not okay</li> <li>• My needs are the most important</li> <li>• I have respect for myself</li> <li>• I have no respect for other people</li> <li>• I do not control my emotions</li> <li>• I consider myself better than others</li> </ul>	<ul style="list-style-type: none"> <li>• Others are okay, I'm not okay</li> <li>• My needs are not the most important</li> <li>• I do not respect myself</li> <li>• I do not show emotion</li> <li>• I consider myself a person worse than others</li> </ul>	<ul style="list-style-type: none"> <li>• I am okay, others are okay</li> <li>• My needs are just as important as the needs of other people</li> <li>• I have respect for myself and other people</li> <li>• I can openly express my emotions</li> <li>• I am neither better nor worse than others</li> <li>• I'm equal to other people</li> </ul>

# Imaginative training





**Powiatowe Centrum  
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w Oświęcimiu



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## GROW IT UP - COMPETENCES AND FRAMEWORK FOR SOCIAL SYSTEM YOUTH WORKERS

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