



Relationship in a group

Scenario 1 for 4 clock hours

One person can inspire crowds,
but only a group can change hearts
unknown author

TIC TAC – social relationships
Scenario 1 for 4 clock hours

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I. INTRODUCTION

Duration:

4 hours

Workshop recipients

The recipients of the workshops are groups of young people (girls and boys) aged 13 to 18 who are pupils of care and educational institutions, youth educational centres, foster families, educational centres, schools. The scenario can be used by all other people interested in the topic of group relationships.

Number of participants:

Workshop group for 12 people of both sexes. You can also conduct a workshop in a smaller group of at least 8 people depending on the housing conditions.

Proposed working methods

- Brainstorming
- Active ways of conducting the workshop: work in groups, work in pairs
- Individual work
- Relaxation techniques
- Imagery techniques
- Psychoeducation
- Psychodrama
- Mini lecture

Example materials needed for the workshop

- Work cards,
- Individual cards
- Coloured paper
- pens
- crayons
- markers
- Scissors
- Sticky notes
- flipchart,
- A3, A4 sheets,
- Bandanas to tie your eyes with
- Wool

- Certificates
- Evaluation questionnaire

Aim of the workshop- information for the leader

The main goal is to strengthen competences in the field of managing emotions and relationships established in the newly created social group. The goal of the workshop is also to integrate people from different environments. Expanding knowledge on how to deal with stressful situations. Improving interpersonal competences of young people and youth at risk of social exclusion. Relieving tension and preventing the emergence of a threat of violence in a group.

Program assumptions

Young people find themselves in a difficult situation related to the change of the environment. They can usually be lonely in entering into relationships with newly met people and in “reading” the requirements and principles prevailing in the group. Workshops are designed to help young people adapt to new conditions in a new group, help them integrate with their surroundings.

The goal of the workshop is also to look at a difficult situation and create conditions to cope alone in a difficult relationship with the new environment.

An important goal of group integration workshops is to perceive the leader and see him in the light of a person who you should not be afraid of, but a normal, cheerful person with weaknesses, traits that young people might want to have.

The proposed exercises encourage the activity of all participants, make it easier to get to know each other, look at what unites us, in which ways we are similar, what are our common interests.

Workshops can help students see themselves and other people next to each other.

Participants are expected to achieve the following results:

- increased level of integration in group cohesion by building a climate of trust and openness,
- making it easier for young people to get to know each other,
- establishing satisfactory contacts with peers,
- building a positive and long-lasting relationship respecting others,
- teaching respect for the individuality and rights of every human being, regardless of where he comes from
- releasing negative emotions, reducing tensions and anxieties associated with the new situation and the new group,
- Self-acceptance, increased trust in yourself, but also in others

Course of the workshop

Introduction of the leader of the workshop

Welcome– (5min.)

- Full name,
- Education,
- Work experience
- Intrests

3. Rules in the group - (10 min)

The leader gives the participants two sticky notes and asks the participants to write on one of them what we do and what we do not do during the workshop to ensure a pleasant and safe atmosphere. Give participants about 2 minutes to complete the task.

Example

What we do	What we don't do
Communicate breaks	We don't criticise each other
Are polite to each other	We don't use phones
We respect others	We don't judge

The leader collects the sticky notes, reads them aloud, asks if everyone agrees to the rules, if yes, he sticks them in a visible place. Then suggest that on the second sticky note, everyone writes their name and sticks it on their top.

Questions; what we expect from the program. Verification of expectations - (5 min)

The leader gives the participants one sticky note and asks them to write their expectations for the TIC TAC program. Give participants 3 minutes. Then collect the sticky notes, read questions / statements and discuss them.

Garage - (5 min.)

The leader brings out a previously prepared A4 card / flipchart with the inscription "GARAGE" and a marker and informs participants about the garage: "garage - during breaks in the garage each of you can anonymously write a question about the content and course of the workshop. We will answer them after the break.

2. Merits

Program introduction (10 min)

Today, social life management skills are also key human competences in professional life. Stability, independence, good financial conditions, nice atmosphere, development are often cited by young people as the main motivators in taking up employment. The problem with meeting new challenges begins when fear comes in. Anxiety makes us forget what we would like to say, we have the impression that we are being observed by others, the impression of exposing our weaknesses. We feel helpless, embarrassed, unable to do anything. We are not able to even imagine ourselves in the future as a successful person of their dream profession. Everyone will have to deal with the new situation, which is taking the first steps in professional life. When entering the labour market for the first time, anxiety will appear, which is compounded by the awareness and seriousness of the situation. The first contacts with the employer, self-presentation in the form of an interview, going through the entire recruitment process, a new environment is a huge number of stimuli that we have to deal with and be able to find ourselves in a new situation.

Our first contacts are of great importance in the way we are perceived by others. We make the first impression on a person in just a few seconds from meeting them. We decide in this short time whether we consider someone trustworthy or successful. A lot depends on our appearance and body language. The first impression can be crucial because it is not so easy to change it later. The ability to have self-control, self-awareness and deal with our own fears is important for each of us. Situations related to finding employment are typical and can be prepared to a large extent. Job application, recruitment methods, questions asked during the interview, appropriate attire, proper behaviour, functioning of individual enterprises are issues that can be discussed by doing the right exercises. New skills will be developed through selected tools and techniques that will help us prepare to enter the labour market. The workshops are primarily aimed at building self-esteem, openness to the outside world, overcoming barriers, coping with new situations related to human entry into adulthood. We will learn techniques and tools to raise awareness of body language, interaction with each other and others, creating reality. We will be able not only to meet the tasks posed by adulthood, but also to create them ourselves.

Information part. The leader talks about the assumptions of the workshop program using the text below. Welcomes the participants.

Exercise 1 Ice Breaker- Magic Cricle (30 min)

The leader asks participants to position their chair in the middle of the room so that a circle is formed. The leader gives the opportunity for someone to volunteer to start the game and explains the rules of the game. The volunteer sits on his chair and says a sentence. The other participants walk in a circle around the arranged chairs. The place next to me is empty, I invite a person who likes / does / thinks / has ... (e.g. I invite a person who likes mint ice cream as much as I do. I invite a person who bakes delicious cakes like me.) The person who relates with the sentence sits in the circle next to the child and asks another question. The game continues until all empty spaces are filled. After the end of the game, the leader indicates to participants that there are similarities between them.

Exercise 2 Enter and feel (25 min)

Group exercise- drama.

The leader chooses one of the people from the group who will enter a new role. The task is to imagine that I am a student in a new school and I have to enter a class in which I do not know anyone. The participant should introduce himself and tell something about himself in a few sentences. (e.g. My name is:, I come from (city), I went to school (type, class), I am interested in ..., I like)

After the exercise, the person talks about their feelings while doing the task. What was difficult for them, how the group behaved.

Exercise 3 (25min)

Brainstorming

The leader asks participants to propose a code of conduct when welcoming someone new, based on their impressions and the difficulties reported by the "new student". The goal of the task is to create a short code of conduct for a new person. Participants write their suggestions on the board. After filling the board, they form a code together, where they combine the ideas presented during the exercise in several points. All participants accept the created code by signing it.

Exercise 3 plus and minus is not only maths (25min)

The leader gives the group sticky notes in three colours. Participants are asked to write down their features that they like in themselves (green), their strengths (blue) and their features that bother them (red). Each participant writes 3 features on each coloured sticky note. After completing this part, participants try to group the features into sets on the board, where a group of similarities is created showing the common features for the whole group. Exercise leaves participants with the belief that despite their differences, they have a lot in common.

Exercise 5 The game (25min)

The leader divides the group in half at random. From one of the half the participants get into Avatar - player pairs. The task is to lead the Avatar through a forest created from the arms and legs of other participants. Avatar is blindfolded with a scarf. After moving Avatars, the groups switch roles.

After completing the task, the leader asks participants to share their play experiences. What facilitated cooperation and what hindered it?

Exercise 6- Relaxation

Rainbow

Sit comfortably, close your eyes, relax ... inhale, exhale, breathe in, breathe out

Imagine a blue sky ... Imagine a rainbow ... Imagine red, fragrant strawberries and the smell of summer. Relax ...

Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

Imagine the blue sky ... Imagine the rainbow ... Imagine the orange colour, fragrant tangerines and the smell of spring ... relax ...

Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

Imagine a blue sky ... Imagine a rainbow ... Imagine yellow, fragrant lemons and the smell of tea with honey ... relax ...

Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

Imagine a blue sky ... Imagine a rainbow ... Imagine green, fragrant grass and trees in the forest ... relax ...

Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

Imagine the blue sky ... Imagine the rainbow ... Imagine the blue colour, the calm ocean waves... .. relax ...

Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

Imagine a blue sky ... Imagine a rainbow ... Imagine a dark blue color, fragrant air with berries and forest relax ...

... Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

Imagine a blue sky ... Imagine a rainbow ... Imagine a purple colour, smelling of plums relax ...

Let this heat penetrate all parts of your body. Take care of your body. I need your attention, care and concern.

You have reached a state of deep relaxation. You feel calm, relaxed, joyful. You are fine. Stay with these pleasant sensations in your body, feel them.

And now I will count from 5 to 1. When I say 1 - open your eyes', stretch out and be ready for action.

WORKSHOP END (20 min.)

Exercise 7 The leader asks the participants to sit in a circle and answer the following questions:

- What did you like the most about today's workshop?
- What will you take from them for yourself?
- What are you going out with? What's your plan?

After the end of participants' statements, the leader thanks for participating in the workshop. The leader asks to complete evaluation questionnaires. After collecting the surveys, the leader distributes certificates.

EVALUATION QUESTIONNAIRE

„TIC TAC“

„Improving interpersonal skills of young people entering adulthood“

Dear participant,

We hope that the workshop was interesting for you and you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time in completing the following survey.

The survey is anonymous.

1. Has the workshop allowed you to answer the questions that have arisen in your life?

Definitely yes yes no Definitely no

2. Did the workshop provide you with useful tips and techniques on how to deal with anxiety about entering the labour market?

Definitely yes yes no Definitely no

3. Did the workshop provide you with useful tips that can be helpful in overcoming your fear and dealing with stress in setting boundaries or asserting your rights ?

Definitely yes yes no Definitely no

4. Which part of the workshop did you like the most and why ?

.....

5. Where the topics discussed interesting?

YES NO

6. If you answered YES, then please write down the topics which were interesting.

.....

7. Additional comments

.....

Thank you for completing the questionnaire!

A large grid of light pink dots for writing answers.





Competences and framework for social system youth workers.

CERTIFICATE

This is to certify that

(Full name of the participant)

Has participated in the workshops titled:
**„Talking and learning is what happiness is about” – Plato. Peer relations
TIC TAC Program**

GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
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School/institution:

Leader:

Date:

Place:

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