



Schools of Support



Shake it up!

A collection of teaching materials for the development
of emotional resilience and coping with crisis
- for primary and secondary schools

Impressum

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INTRODUCTORY WORDS

I am proud that UNICEF Office for Croatia, together with its implementing partner Forum for Freedom in Education, has launched the “Schools of Support” programme with the aim of developing the socio-emotional competencies and emotional resilience of students and teachers. As part of the programme, numerous educational materials have been developed, with the collection “Shake It Up!”—now in its second edition—being the first. This collection contains practical guidelines, activities, and examples designed to support teachers in working with students, aiming to facilitate mutual understanding, strengthen empathy, and enhance support in the classroom.

The period of growing up is especially important and sensitive for every child and young person. During this time, they shape their identity, learn to cope with emotions, build relationships, and seek their place in the world. Balancing school obligations, growing up in the age of the internet and rapid changes, relationships with peers, family life, and societal expectations—all of this can sometimes feel overwhelming.

School is a place where children spend a significant part of their lives and plays a crucial role in their upbringing. It is much more than just a place for acquiring knowledge and receiving grades—it should be an environment where students feel safe and supported as they learn to navigate challenges, gain valuable life experiences, develop essential skills, and build meaningful friendships. With these foundations in place, students not only achieve academic success but also grow, evolve, and reach their full potential.

Teachers tell us that the greatest benefits of the “Schools of Support” programme are seen in improved

relationships among students, as well as in the development of empathy, conflict resolution skills, and communication skills. I believe that with this edition of the collection, we will continue to create school environments that foster better connections, understanding, and mutual support between students and teachers.

Luisa Brumana

Representative of
UNICEF Office for Croatia

Zagreb, 2025

It is hard to forget everything that happened in 2020 — first the COVID-19 pandemic, then the earthquakes in various Croatian regions, with the one in Petrinja on 29 December being the most devastating one. Actually, it is like it hasn't ended at all. The consequences of the pandemic and earthquakes are still fresh in our memories, and we are currently witnessing major war crises in Europe and the Middle East, which are also affecting our daily lives. Many people's lives have changed significantly, and for those whose lives are seemingly the same, everything on the "inside" has changed. We know life wasn't that simple even before all of this. We wonder if and when we will feel more relaxed again, less worried; "normal", as the youth would say. Because this is not all. Almost every one of us experienced at least one other thing in this period, some private situation, a problem, a change. But also some nice things.

How do we deal with this? Over the past four years, through the initial phases of surviving and getting by, we are still learning how to live with ourselves, and then with others around us. Some find it easier to pretend everything is fine, and the stronger ones, the ones who somehow had it easier, those with more support, are coping well with everything and see the light at the end of the tunnel. However, some are just trying to be strong and "push forward", but they are tense, stressed, and exhausted. Or sad. Or sometimes angry. It depends on their temper and the moment. We can see it in children and young people, too. We see that they need our support, guidance, understanding of their world, and interpersonal skills.

Twenty workshops before you might not bring about any big change. However, their goal is to show you a path, a

way we can be better to ourselves, to others, and to this world. They are small signposts that can direct you if you want to be there for your students this school year, share with them the nice and the ugly, the good and the not-so-good. If you are ready to share a part of yourself and hear them. They address topics without beating around the bush and incite conversations but without heaviness and too much seriousness. Children and the youth have a special gift of being honest and direct, warm and humorous, which allows them to discuss even the heaviest topics. We say they are – resilient. We are all essentially resilient in the sense that we can obviously survive and endure a lot, and then we can sympathize with ourselves and others and overcome hardships while still being ourselves. Changed, maybe more serious, more aware, more grounded, but still “complete”. And let ourselves and others to sometimes not feel strong, good, or resilient at all. Big life lessons can be learned when we allow ourselves those moments, share them with others, and then go through all these experiences, which we can then pass on to the children and the youth we work with.

These workshops can be held in-person and online with minor modifications. Use them as an encouragement in your creativity and exploration of the way you can speak about these topics with children and the youth, and show them that life is sometimes messy, but that we are all exceptionally strong on the inside, and that we can overcome problems and feel good again. Maybe even happy.

Ana Munivrana and Jelena Perak
Forum for Freedom in Education
Zagreb, 2025

I am honored to present the second edition of the collection of teaching materials “Shake It Up!”, designed to develop emotional resilience and crisis coping skills in primary and secondary schools. This publication serves as a valuable resource aimed at supporting educators in fostering emotional resilience among students.

The challenges our students face today—ranging from academic pressure and social issues to personal crises—have made the development of emotional resilience a crucial component of modern education. The ability to cope with difficulties, manage stress, and maintain emotional well-being is a skill that not only supports academic achievement but also prepares students for the complexities of life. It is essential that, as educators, we provide our students with the tools and strategies they need to thrive both inside and outside the classroom.

This publication represents a collective effort to equip teachers with practical, evidence-based resources and tools designed to foster emotional resilience and support students in overcoming crises. The carefully crafted lessons and activities in this collection will empower educators to guide students in building essential emotional skills, nurturing a positive mindset, and developing effective coping mechanisms.

By integrating emotional resilience into the educational process, we lay the foundation for the well-being of future generations. As we navigate an ever-changing world, it is our responsibility as teachers, educators, school counselors, and headteachers to help students acquire not only academic knowledge but also the emotional and psychological skills needed to face life’s challenges with confidence and strength.

By integrating emotional resilience into the educational process, we are laying the foundation for the well-being of future generations. As we navigate an ever-changing world, it is our responsibility as teachers, educators, support staff, and headteachers to help students acquire not only academic knowledge but also the emotional and psychological skills needed to face life's challenges with confidence and strength.

As a representative of the Education and Teacher Training Agency, I am pleased to commend the importance of this initiative in shaping a stronger, more resilient generation of young people. We encourage teachers across Croatia to embrace this resource and incorporate its strategies into their classrooms. By doing so, we will contribute to creating a supportive environment where students can thrive—academically, emotionally, and socially.

Finally, I would like to express my deepest gratitude to everyone who contributed to the creation of this publication. Your dedication to the well-being of our teachers and students is commendable, and your efforts will leave a lasting impact on the educational community. Together, we can help shape a future where emotional resilience is valued as much as intellectual achievement.

Alma Rovis Brandić

Senior Advisor for Special Education
Professionals (Social Pedagogues)

Education and Teacher Training Agency

Zagreb, 2025

METHODOLOGICAL NOTES: HOW TO USE THE COLLECTION

Before we dive into the workshops content, we will take this chance to focus and remind ourselves of the approach and methods important when working with children and in an interactive group.

The twenty workshops are divided into three larger units: **I. Start** (workshops aimed at getting to know each other better and starting current student topics), **II. All those emotions** (workshops on certain emotions and addressing them) and **III. And now what** (workshops on coping with emotions in different life situations). Depending on the context of your work with students, you can either choose individual topics or go through all the workshops if you want to achieve all educational outcomes. Every workshop contains highlighted learning outcomes for each teaching cycle. In addition to conducting them in the classroom, the workshops can also be conducted as an extracurricular activity for an interested group of students.

Many of you are already very experienced in this area and you will easily adjust the workshops contents to different teaching frameworks (form teacher class, extracurricular activity, cross-curricular topic, the entire class, smaller or larger groups, children of the same or different ages) and even according to the time you have (45 minutes, 90 minutes) and forms you use (modules). Implementation ideas with younger and older children are highlighted within the workshops, but we believe that you will adapt the content even better to each individual class by studying the workshops and implementing them. Your experience in managing a classroom will also be helpful in situations when capacities of certain children in the group are uneven or when a certain part of a workshop has to be adjusted to specific needs of children in the classroom. We take this opportunity to highlight some main principles when conducting the workshops.

There are no wrong emotions

Each workshop is designed in such a way that addressing emotions and problematic situations is performed in the most appropriate way in the education system. Precisely because it is obligatory to take part in the system (at least in primary schools, but also indirectly in secondary schools, where a child can hardly “refuse to participate”) and because children are used to their knowledge being assessed and evaluated from an early age, it is even more important to **be careful if we are going to explore more personal topics and social-emotional learning**. Being careful refers to highlighting that this is a completely different way of working, in which there are **no correct and incorrect answers, where we can be creative and free, and where there is a feeling of safety and trust present the entire time**. In order to ensure the feeling of safety and trust among students, divide them into groups (whether by using some creative method, counting, or in alphabetical order) because this will allow students who usually do not spend time together to develop a relationship, connect with one another, get to know one another and cooperate as a team.

All children feel protected

It is important to distinguish between workshops within the education system and workshops for personal growth that are part of different counseling centers, where children and the youth go willingly, on their own and/or accompanied by their parents. The level of personal disclosure required in these workshops should be “dosed” well by the leader: on the one hand, let each child choose, and on the other, take into account their age and class and possible consequences for personal disclosure. One of the more important lessons of social-emotional learning is the ability to speak openly about oneself, one’s feelings, experiences and needs. However, taking into account the context in which you work, always think about what could be done to make

all children feel protected and what the class dynamics are like. If a topic could cause teasing,insulting or rejection of individuals, prepare the topic well and dedicate additional time to minimizing these possibilities.

In order to discuss more personal topics and to talk about personal experiences, emotions and coping with them, relationships and responsibilities in a wider context of school and community, first it is necessary to see if there is a context where it can be done without fear of consequences, such as negative assessment, criticism, teasing, judgment and the like. Of course, we are aware that creating this kind of support environment is a big and long-term task that involves everyone – the headteacher, founder, school council, teacher council, teachers and expert associates, parents and students.

Know the limits of the support that I as a teacher can and should provide

This way of working and this type of workshops can additionally encourage children to open up and confide in their teachers, educators and expert associates, which is desirable, but can raise certain doubts and questions for workshop leaders. For example, when is it enough to listen to the child and offer them individual support, and when should other experts, form teacher, school expert services, parents or external mental health services be included? As an attachment to this issue, we recommend the Protocol on teachers' actions in case of suspected or confirmed student mental health difficulties (*Protokol o postupanju nastavnika u slučaju sumnje ili saznanja o teškoćama učenika u području mentalnog zdravlja, X Grammar School, Zagreb*), which you can download from the school's website. Ideally, each school should create a similar protocol for themselves.

Keep in mind how children feel after the workshop – do not leave things unfinished

During the workshops, it is necessary to “round off” every disclosure and discussion of more challenging life circumstances and experiences in a way that makes **every child feel supported and empowered during and – which is extremely important – after the workshop**. It is also necessary to ensure that every child feels as relaxed as possible, to highlight that nothing will be graded or assessed and that they can participate willingly, but also refuse an activity in which they don’t want to participate. This is why the workshops are designed methodically in a way that doesn’t make anyone feel threatened or exposed, and no one is expected to cross their personal boundaries. This is ensured in multiple ways: through anonymous activities, creative and non-verbal methods, group work and work in small groups, and joint theoretical reflection about certain topics, peer experience analysis and short general student presentations for other students. This approach is also combined with the **appropriate personal disclosure by the workshop leader** in a way that they share some of their own experiences, thus acting as a role model for students. If you feel that during the time reserved for the workshop you did not manage to “round off” a unit for some students, be sure to assess whether they require additional conversation, if a workshop continuation should be organized or whether they might need to speak to an expert service.

Skills required by workshop leaders

Among other competences a workshop leader should have before the implementation, we would single out **moderating a group process and communication skills**.

Moderating a group process includes creating a comfortable and safe environment, as well as ensuring the visibility of every group member (according to his or her abilities). This is achieved by giving enough time to students to know each other, appropriate personal disclosure,

allotting the same amount of time to each individual, adjusting methods and techniques to the children's age and knowing their needs to belong, be competent and free. It also includes a **high level of attention for group processes, recognizing feelings and monitoring the "group process"** without insisting on a topic or activity when something important emerges that should be discussed or acknowledged.

Some of the more important communication skills for group leadership are personal language, active listening and non-violent communication, along with the coordination of verbal and non-verbal aspects, which largely intertwine as skills. When using a personal language, the leader talks about themselves using the so-called "I-messages", they share their reflections, ideas, feelings and suggestions as a way of opening up the space for students to also talk more about themselves. They approach them as a human being and establish a dialog and mutual respect in a friendly way. By using their active listening skills (asking open-ended questions, paraphrasing what they hear, reflecting the feelings children express, looking for a deeper meaning and recognizing the non-verbal aspects), they allow children and the youth to feel seen and acknowledged, and to want to share more about themselves, taking into account the context and group relationships. By using the skill of providing feedback and non-violent communication, they show an openness to disagreement and to achieving empathy and reaching an agreement when not everyone agrees or even understands each other. In spite of being aware that the application of these skills requires a more extensive training and years of experience, we tried to highlight in the workshop description itself the examples and ways in which workshop leaders can use them.

Examples

Original short videos made by students and submitted in recent years to the "Color the World" (Oboji svijet) contest, organized by the Forum for Freedom in Education, were used as workshop support.

The videos are available on the Forum for Freedom in Education YouTube channel, and they can be found easily by typing the name of the video in the search bar. However, do not worry if you cannot use them. They are not necessary for the workshop implementation but can be used as additional inspiration and insight into a child's view of different topics.

Let children teach you

Finally, we as adults have to know that when working with children and the youth there will always be that one part we fundamentally do not understand because we are not in their shoes. We are already late, we are already old, we already do not understand what is happening to them and how it feels to be a child or a young person at this point in time. Even though **we can teach them a lot, we won't be able to do so if we don't let them teach us first**. Therefore, it is important to approach this working method very "humbly", very openly, very sincerely, knowing that we "do not know" and that we are yet to learn something if they let us into their world.

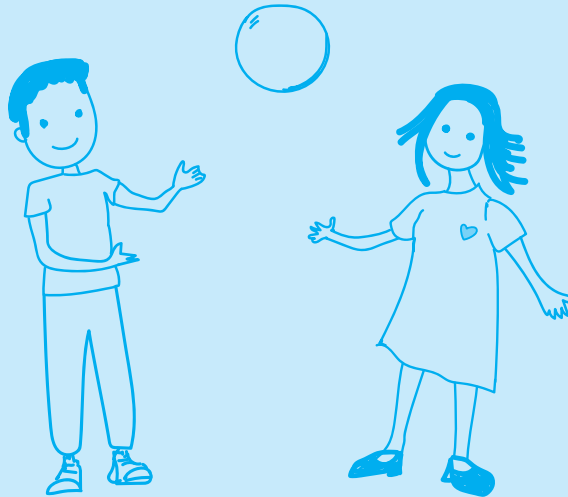
Workshops links to the curriculum

Cross-curricular topics primarily covered by the workshops: Personal and Social Development, to a lesser extent: Health, Civic Education.

Subject correlations: Form Teacher's class, Psychology, Sociology, Ethics, Croatian Language, Nature and Science, foreign languages... (with a little bit of creativity, other subjects as well)

Age: from the first year of primary school to the fourth year of secondary school, with certain changes in the implementation.

WORKSHOP 1: “TOGETHER AGAIN”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Developing a self-image – educational cycles 1–5 (A.1.1., A.2.1., A.3.1., A.4.1., A.5.1.)
- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIM

The workshop aim is to share joy of the reunion (hopefully in person!) between you and the students after the summer break and, in a way, after many other things that happened. The aim

is also to give students a “voice” and a chance to talk about themselves, share their feelings, learn more about each other, and for you to get closer to them through this.

YOUR PREPARATION FOR THE WORKSHOP

Think about your summer. How did you spend your summer vacation? How do you feel about coming back to school? What would you like to share with your students? Prepare a short speech about yourself and your summer, something that was important to you and you think your students will find interesting and adapt it to their age.

INTRODUCTION AND INSTRUCTIONS

After a warm welcome, tell the students how you feel about seeing them again and how you have been feeling lately while you were thinking about the start of the school year. Tell them some more about how you spent your summer.

Tell them you would be very happy to hear how they are feeling and if there are any news. If it is your first encounter, it is fine to dedicate the entire class to everyone briefly saying how they are doing and to single out one summer event they would like to share with others. At the beginning, everyone can take some time to think and choose one of many summer events, maybe something which was funny, interesting or significant for them that they would like to share with the rest of the class.

If your time is limited (and it probably is), try to be creative regarding the way students tell the story.

For example, everyone can:

- say something great and something not so great about their summer,
- chose a book title from the reading list which best “describes” their summer,
- choose a color and explain their choice,
- choose one object from their bag that reminds them of summer and explain why.

Another way of introducing a topic is to use cards, images, photos or similar tools, and that everyone chooses a card with a drawing that reminds them of summer. Older students can choose

their favorite summer photo from their cell phones and show it to everyone in the class (which requires a little bit of technical preparation on your side to find the easiest way to do this, e.g. everyone sends their photo to you, and then you show them one by one, while each student explains to the class why they chose it).

The third way is to use the space you are in by asking the students to move through the room depending on their answer to a few of your questions (such as: Those who love summer, stand on the left; those who don't, stand on the right; those who were hot, stand on the left; those who traveled; those who had a great time, stand on the left, those who were a bit bored, stand on the right; those who were looking forward to school, stand more on the right, etc.) While the students are standing, you can comment their choices together.

If you want to create a group exhibition, give them papers and colored pencils, and ask each of them to create their own drawing that represents the past summer for them. The drawing can be abstract if the students are older or specific if they are younger. Let them share the meaning of their drawings in pairs or in groups of four. When they sign their names, let them make an exhibition together.

GROUP ACTIVITY

If you have more time or if you have already spent the previous class like this, the activity can continue as a group workshop.

Divide the students into smaller groups so they can socialize, talk about their summer and complete a group task – a creative poster or a drawing uniting their summer stories. Comment the posters together, listen actively to their presentations and give your personal opinion about what you hear.

There could be nice stories, as well as those less nice – show interest and acceptance for everything. Emphasize that it is perfectly fine to be more satisfied with some things and less satisfied with others. No school break is perfect. However, they usually help us to recharge our batteries, to get to know ourselves and what we want and don't want better.

Notes:

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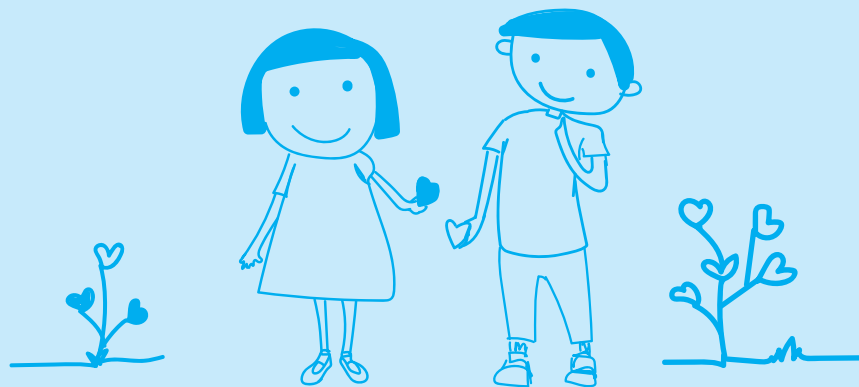
Thank the students and tell them what you look forward to in the year ahead. Emphasize that you are here for them if anyone wants to talk about anything or share any concerns.

A COLORED RIBBON

Addition: “A ribbon” is a fun and relaxing activity lasting around 20 minutes you can complete if you have about five larger size papers or posters, watercolors, brushes and cups with water (and some will to clean up afterwards 😊). For the activity, everyone thinks of their own simple motif and a color (for example, a blue fish, purple sun, green flower...), then stands in a circle around a line of connected tables covered with the papers (as a large ribbon) and, when everybody has drawn their motif, the students start moving on your sign. When they stop, everyone draws their motif again, but in a slightly different place. You repeat this multiple times, until the large ribbon is completely filled. The result is usually beautiful and interesting for exhibition.

WORKSHOP 2:

“WHO AM I AND WHO ARE YOU?”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Developing a self-image – educational cycles 1–5 (A.1.1., A.2.1., A.3.1., A.4.1., A.5.1.)
- Developing personal potentials – educational cycles 1, 3, 4, 5 (A.1.3., A.3.3., A.4.3., A.5.3.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIM

The aims of this workshop are: acquire the skills of relationship building, active listening and talking about oneself; becoming aware of oneself, one's individualities and one's peer's individualities; get to know one's own identity and accept who we are.

NECESSARY MATERIALS

A worksheet, A4 size papers, felt-tip pens or pens, the “Nominativ” video on the Forum YouTube channel

YOUR PREPARATION FOR THE WORKSHOP

Think about some of your traits or life circumstances you haven’t shared with your students so far. Choose a few that you would like to share with your students to introduce them to the exercise.

INTRODUCTION

Today, we will talk about the most interesting thing in the world. What is it? Let them answer various funny things. Then tell them: It is you, all of us, me, right? I know the majority of you know me more or less, but you may not know that much about me. If you could ask me a question, any at all, what would you ask?

Let them raise their hands, ask what they want to know, and answer them.

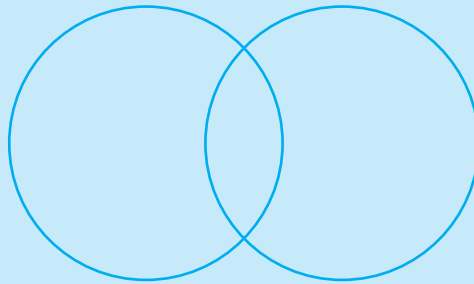
Should we get to know each other better, what do you think?

GROUP ACTIVITY

We will play a game in pairs, which will help you to know each other a bit better and learn something new.

Version 1: *This activity is called Venn diagrams. In pairs, draw two circles (use the blackboard, a pinboard or a stand). Let’s say that I am one circle, and one of you will help me (you ask for a volunteer...) and be the other circle. The circles overlap in some parts, which means that we are similar in one way, and different in another.*

WORKSHEET: VENN DIAGRAMS



Activity for classes in which students do not know each other well enough.

Write down some similarities and differences (similarities in the overlapping area, and differences in the outer area of the circle) and say what they are aloud.

Now ask each pair to do the exercise described above and try to find out some interesting things about one another in about 10 minutes.

Version 2: In the second version of the group activity, instead of Venn diagrams, you use *INTERVIEWS IN PAIRS*: ask the students to interview one another in pairs. They prepare for the *interview* by each making a list of 4–5 questions (What do you want to find out about the other person?), and then they interview one another, taking turns. Remind them they will find out more if they use open-ended questions.

Reminder: an *open-ended question* is a type of question that you can answer in different ways instead of only using Yes or No. It usually starts with the words: “What...?”, “How...?”, “Why...?”

Remind the students that, while listening to their pair, they shouldn’t interrupt or comment, but rather listen carefully.

Remind the students that, if a question is too private or makes them feel uncomfortable, they don’t have to answer.

Finally, for both versions:

Ask each pair (or several pairs, depending on the time) to share with the group some interesting facts they found out about each other.

Finally, ask each pair to say something they liked very much about the other person in the pair, to tell them they liked it and explain why.

END

Wrap up the workshop with a personal opinion about what you heard, emphasize whether you were surprised, how many new things you learned about your students and how you feel about the entire course of the workshop. Highlight that they could see how much they shared, how much they had in common, but also how much they differed.

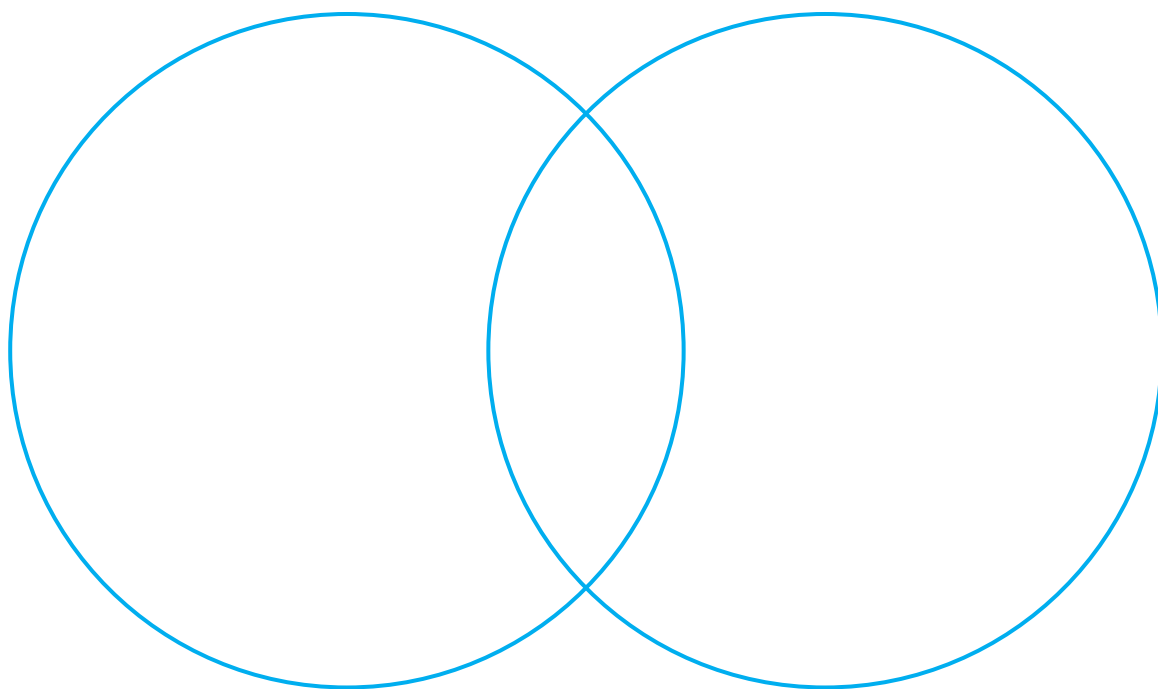
For Venn diagrams: Remind them how good it is to have friends and colleagues in one's class who are different from us and how much we can learn from them. Point out that it is important to learn to accept ourselves, love our own characteristics, especially the ones we didn't choose, but they are a part of us. With older students, the discussion can be more serious: how and how much do we accept ourselves, what messages does the environment send us about our characteristics, what characteristics we can influence and which ones we cannot, and if it is better to try to change or accept ourselves and our characteristics.

For the interview in pairs: Point out that it is very important to get to know better people around us, ask them questions and be able to say something about ourselves when asked. In doing so, we decide how much we want to share about ourselves. Ask them how they felt when talking about themselves as opposed to when they were the one asking questions. What did they like more, what was more difficult and why?

Tell them that asking questions and listening carefully to another person is also called "active listening", and that it is a crucial skill that will help them in establishing relationships in life and, one day, in their workplace.

If you have the chance, before or after the workshop watch "Nominativ", a 5-minute video on the Forum for Freedom in Education YouTube channel. The movie was made in 2018 by a Private Art Gymnasium student who interviewed passers-by when shooting the film, asking them the question "Who are you?" Link: <https://www.youtube.com/watch?v=8stYaxufd1E&t=8s>.

Worksheet: Venn diagrams



WORKSHOP 3:

“THE EARTHQUAKE OR THE PANDEMIC”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Developing a self-image – educational cycles 1–5 (A.1.1., A.2.1., A.3.1., A.4.1., A.5.1.)
- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIM

The aims of this workshop are to learn to talk about oneself and one's feelings in a safe way, think critically, sympathize with others and build a community and mutual understanding.

NECESSARY MATERIALS

Large size papers (5–6 sheets), felt-tip pens or crayons

YOUR PREPARATION FOR THE WORKSHOP

Think about the effect the COVID-19 pandemic had on your life. What was the most difficult part, and what did you cope well with? How did you make decisions and take care of yourself and others? Then remember the earthquake and how it affected you. Can these two things even be compared? What was more difficult for you and why?

INTRODUCTION AND INSTRUCTIONS

Open the topic with a personal opinion about the current state of the pandemic and the earthquake. Tell the students how glad you are classes are now held in person (if they are) and how challenging last year was with constant changes to classes, fears of getting infected, waiting for the vaccine. Then talk about the earthquake – how it changed many things, scared us, brought a lot of sorrow, fear, but also a feeling of community... how the ground trembled and slowly eased, and then a series of earthquakes started again, weaker, but certainly scary because they kept reminding us of the past and wouldn't let us forget it.

Last time we talked about who we are, about our similarities and our differences. We also mentioned that we can change some things and some not, or it is harder to do so.

*Last year brought a lot of changes for all of us. You had classes in person, then online, we had an earthquake, some of you moved, came back, some are yet to fix their home or build a new one. In a way, I am no longer the same person I was last year, and neither are you. Finish the sentence *What changed in my life is that...* with one of your life changes (you have a dog, you became a mother, a grandmother, you moved, got married, started riding a bike...).*

Tell the students you would like to ask them the following question: *What was worse for you, the earthquake or the pandemic? Why?*

You can also ask the students if they've had enough of talking about the earthquake and the pandemic? Would they rather talk about something else or would they still prefer to talk about precisely those subjects?

If everyone starts talking at the same time, ask them to raise their hands and count how many voted for the earthquake, and how many for the pandemic. *Who thinks the earthquake was worse? Who thinks the pandemic was worse?* You could even allow them to raise their hands for both if they felt both were equally scary. Put the number of “votes” on the blackboard and announce the “winner.” Write a few reasons your students gave for each why they felt it was worse.

Divide the students into groups (four to five students per group) and tell them to talk about how they felt during the lockdown and immediately after the earthquake. Ask them to create a small poster / presentation in small groups: every small group should research and delve into everything that affected them regarding the pandemic, and then how the earthquake affected their lives. In doing so, they should concentrate on their own experiences (“What happened to me was...”, “I had to...”, “I felt...”, possibly “My friend...”, “My brother...”), rather than speak in general (“People found it hard to...”). They should summarize their experiences and talk about them in front of the class (each group chooses a representative to do it, with the help of their colleagues).

Ask them if these experiences changed them and how. Point out that these changes may be hard, but not necessarily bad.

DISCUSSION

When the circumstances surrounding us become just “too much”, we can often feel overwhelmed and helpless. It happens when something scary occurs (like the earthquake) or when we suddenly find ourselves in a new situation (the coronavirus) and we don’t know what is happening, so we get overwhelmed by a range of alternating emotions. It is important to know this is normal, that it happens to everyone and that it could happen again, with no obvious external reason. However, it is also important to recognize, name and understand “what is happening to us” in order to cope with it easier, look for help (teachers, parents, friends) or help ourselves.

When we recognize what is happening to us, the pressure decreases and we can find solutions more easily.

Then ask the question for joint discussion: *What helped you?*. Everyone should take a piece of paper for themselves and write down **10 things that helped them** go through all of this. If they

It is important to know that the feelings of being overwhelmed and anxious will not go away at once, but that this is a process which will last some time and which sometimes requires some work. Students shouldn't expect to feel better after just one workshop, but you can certainly encourage them that they will probably feel better with time and after repeating certain calming activities and exercises.

are having some trouble, you can help them by reminding them that this can be something they did, a trait of theirs, a habit, a positive thought, something that happened, a person (or an animal) or a circumstance.

Then write down on the blackboard / pinboard a few things you would share with them about yourself that you found significant and helpful. Then encourage them to add one by one (those who want to) things from their lists.

During the discussion (especially if the students are older, adolescents) you can ask them what they noticed – if those things are more inside of us or on the outside and why is it important.

You can also ask them if there is something they did which helped them, but now they can see it is a bit damaging and maybe they should give it up...? If they want to talk about it, listen to them and share some of your less than useful habits (e.g. eating sweets, smoking, playing video games, social media, the Internet, etc.). You can even ask them how they think we can give up those habits now (even though this is a topic for a completely different workshop 😊).

END

Tell them to save their list in a special place and keep it because it is their “super list”, i.e. a “treasure” they have in their lives, which can help them in almost any adversity. Also tell them to feel free to add to it from time to time. Add that if they feel they need any additional support, they can come to you, speak to an expert or another grown-up they trust.

WORKSHOP 4: “MY HOME”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Recognizing potentially dangerous situations and stating what to do in case of danger – educational cycle 1–2 (C.1.1., C.2.1.)
- Distinguishing safe from risk situations and having developed basic self-protection strategies – educational cycle 3–4 (C.3.1., C.4.1.)
- Acting safely in a group of people and facing dangerous situations using adapted self-protection strategies – educational cycle 5 (C.5.1.)

Notes:

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WORKSHOP AIM

The aims of this workshop are to find out more about and share with each other current life circumstances and housing situation, to work through the emotions the students experienced after the earthquake regarding losing their homes or living conditions and to strengthen their resilience and ways of coping, as well as compassion.

Become aware of how much the physical environment affects us and realize what we can change, both outside and within us.

NECESSARY MATERIALS

Papers and crayons

YOUR PREPARATION FOR THE WORKSHOP

Become aware of your own emotions regarding the state of your home (after the earthquake and in general). How would you describe your situation, what happened to you in comparison to others, how did you manage the situation and what are your plans for the future?

How do you feel at home, what you like and what not? Be ready to share some of it with your students.

INTRODUCTION AND INSTRUCTIONS

Start by telling an anecdote from your life related to your home currently. It can be something you did at home (related to work or something private) and what it looked like, the obstacles you faced, maybe something you would change either way. If your home wasn't as damaged, you can tell a story about something you would like to change in your home or something that bothers you related to housing. If you are currently in a temporary accommodation or in less than adequate conditions, share with your students what is currently the hardest thing and how you are coping with it.

Tell your students you know that right now everyone has their own circumstances and a different situation, and that you would like to dedicate today's class to their houses and apartments.

Let the louder students share stories from their home and comment on them together in an encouraging manner.

Give them empty papers and crayons and suggest they could draw their own house, apartment, a part of the apartment or a detail especially important to them. If there is visible damage from the earthquake, they should feel free to draw them.

If there are none, they can draw something important to them they have at home.

If the students are older, the drawing can be either abstract or symbolic.

When they are finished, they can share stories about their drawing in pairs or in smaller groups.

DISCUSSION

During a joint discussion, those who want to can show their drawing and say something about it.

You can ask them how they felt while drawing and share how you feel. If anyone gets sad, encourage them by saying it is perfectly okay to be sad. Talk about how many people lost their homes and that homes are very important. Talk about why homes are important and why we love them. Ask if there is anyone who renewed their home and can now live in it. Talk about how houses and apartments can be fixed, and sometimes we have to demolish them and build new ones or move.

If there is someone who moved, what helped them or made the change easier?

A question for everyone: how can we help ourselves in new circumstances or spaces? Ask them if they have any ideas or experiences, maybe even advice for their peers in this situation.

Make a list of advice that can help us when we go through a larger change regarding housing, moving and the like in these circumstances, especially when we have to wait and remain somewhere "in between".

END

Thank the students for the discussion and express your hope and wishes that all of them feel good at home. Tell those who need help or, for any reason whatsoever, who find it hard to complete school tasks at home to contact either you or an expert service, so the school can become familiar with the situation and can offer help if there is a possibility to do so.

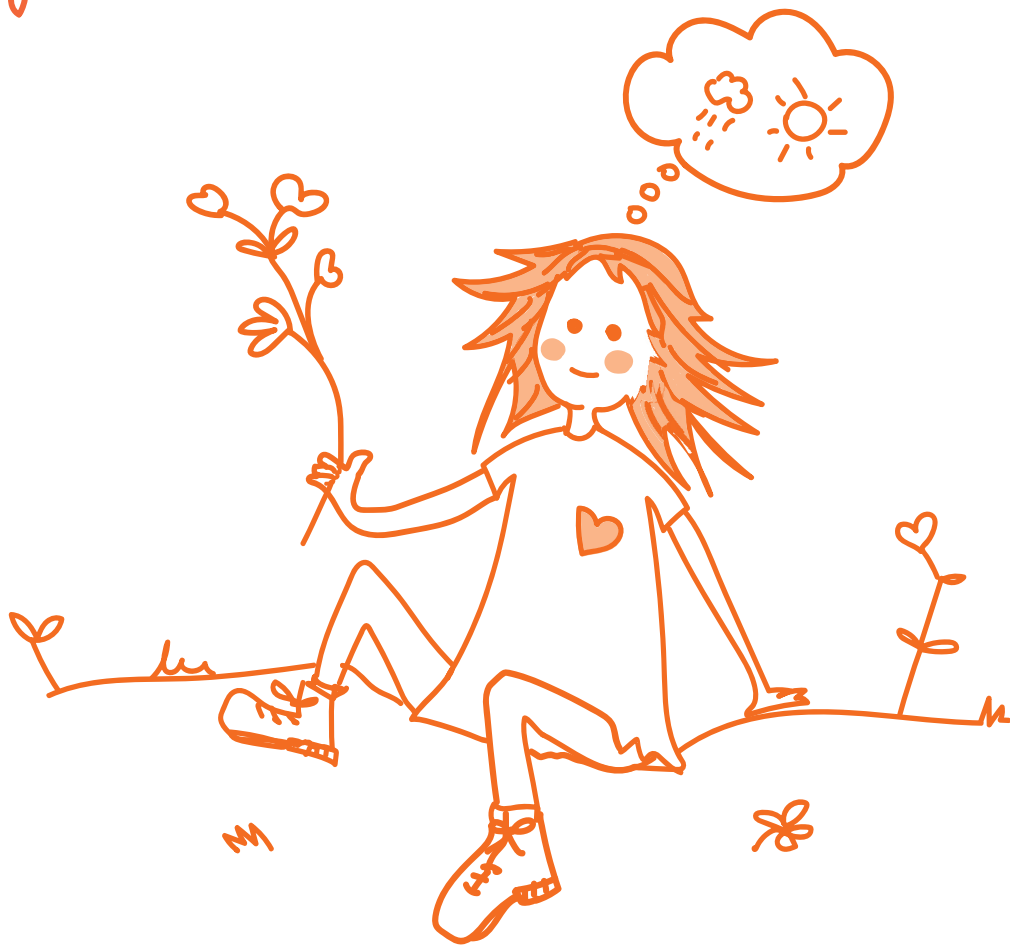
If it is appropriate in your workspace, you can create an exhibition of the works with their authors' signatures and go back to them from time to time.

You can also put up a list of advice you created together in an accessible and visible place, inside the classroom or even in the school hallway.



MODULE 2

ALL THOSE EMOTIONS



WORKSHOP 5: “HOW ARE YOU?”

LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

The workshop can be implemented through multiple classes, in “episodes”, considering its complexity.

WORKSHOP AIMS

The aims of this workshop are to learn how to talk about oneself and one’s feelings in a safe way, enrich one’s vocabulary of emotions, understand the causes of one’s emotions, as well as have compassion for the emotions of others.

NECESSARY MATERIALS

Associative / projective cards such as Dixit or OH (or another pack with images showing different situations), “How big is your feeling?” worksheet

YOUR PREPARATION FOR THE WORKSHOP

Think about your usual answer to the question: “How are you?”. What emotions do you recognize most often in yourself at home, and which ones at your workplace? Which people in your life trigger the most emotions in you? What do you usually do when you get overwhelmed by negative emotions?

INTRODUCTION AND INSTRUCTIONS

Today, I brought some cards. To start off, we are going to play a game. It is called "How are you?". Take a look at these cards (spread them on a large surface) and pick one that "attracts" you in some way and depicts your feelings today.

When everybody picks their card, ask them to show it and say something about that card's meaning to them (everyone or those who want to, depending on how much time you have; if there are less than 15 children, everyone can do it). Listen to everyone without many comments, but with plenty of encouragement and attention. In the end, thank them and share your opinion on everything you heard.

Ask them if they like this activity. Add that sometimes, it is more fun to talk about oneself using an image or something else nonverbal. *For example, someone sincerely asks you "How are you?" and you don't know what to say; has this ever happened to you? What do you say when someone asks "How are you?"*

Write their answers on the blackboard. You can encourage the students by grouping the answers to the question "How are you?" into two columns and making two lists: "What I answer when someone asks me *How are you* when I am having a good day" and "What I answer when someone asks me *How are you* when I am not having such a good day?"

Encourage them to come up with ideas and be creative if you realize they did not mention some states and emotions. Keep adding new concepts and ideas until it seems you have included the majority of emotions (sadness, anger, happiness, fear, angst, shame...). Allow them and encourage them to use their own original words, rather than adult words or conventional names for emotions. Ask them if there are any *emoticons* or *emojis* they use to express their feelings, that don't have a special name. Ask them to show the *emojis* on their phones or on the computer.

Remark: Emoticons are a combination of symbols on the keyboard, like letters, numbers and punctuation marks, placed in such a way that they form a picture looking like a human face, e.g. :-). Emojis are pictograms, small pictures that can show anything, from a smiley face, a heart, to even a bear. The name comes from Japanese, where "e" means picture, and "moji" a letter or a symbol, for example ❤️.

If the students need a bit of encouragement, you can say: "Let's imagine that you are in the most beautiful, safe place, where you can say freely how you are feeling, you don't have to pretend, you can be yourselves."

To learn more about emotions, you can use didactic materials to encourage students to speak and express their emotions (e.g. puzzles, emotion cards and the like). You can also encourage them to make their own emotion cards.

Think about how to store their dictionary, make it stand out in a visible place and add to it together from time to time.

We as adults sometimes don't understand your language and it's not completely clear to us what some of these expressions mean. Could you help me and explain these expressions, what they actually describe? Could you work in small groups and make your own little dictionaries of emotions – providing explanations of individual expressions and examples of situations in which you feel that way and why?

Give each group a small list of expressions to work on, choosing them from the expressions they suggested themselves.

DISCUSSION

Listen to the presentations by each small group and continue working with them on the dictionary of emotions. Commend their work and point out that you will keep on working on this topic through the following workshop module.

END

We cannot escape emotions, nor can we remove them from our bodies. They are always there. However, what we can do is learn what kinds of emotions exist and how to manage them, and we cannot manage them until we've accepted them. Then we can find new solutions for how to help ourselves. By accepting our emotions and states, we take care of ourselves, but it also becomes easier to tell other people how we feel, why we feel that way and what we want. However, in order to ask for support or express ourselves and our needs more clearly, we need to know their depth. The better we understand our own emotions, the greater the possibility of naming and accepting them, thus finding productive ways of expressing and managing them.

Even when you are not ready to share your states and emotions with others, it is extremely important and valuable to name them – in a journal, in a non-written message, a non-sent photo, in some "emotions folder" of yours. It will help you to understand better not only yourself, but also others.

If you want to get to know yourselves better, try writing a journal, but instead of putting much emphasis on events, focus more on emotions, on how you felt and why. In time, you will understand

yourselves better. If you want to work with people one day or create something, emotions will be very important for your job, too. In your private life, they will be crucial for good relations, especially for a relationship, marriage and the like. This is why we should get to know them!

Ask the students to help you with the phrases they use and make a table together.

How big is your feeling?

Intensity of feelings	Happiness	Sadness	Anger	Fear	Shame
High	Excited Overjoyed Exuberant Ecstatic Thrilled ...	Depressed Crushed Dejected Miserable Hopeless Low ...	Furious Enraged Outraged Aggravated Irate Betrayed ...	Terrified Horrified Scared Stiff Panicky Petrified Fearful ...	Worthless Ashamed Mortified Unworthy Disgraced ...
Medium	Cheerful Joyous Very Good Satisfied ...	Heartbroken Down Melancholic Betrayed Pressured ...	Upset Mad Annoyed Frustrated Agitated ...	Scared Threatened Uneasy Insecure ...	Sorry Lowdown Inadequate Sneaky ...
Low	Comfortable Satisfied Pleasant Mellow Pleased ...	Unhappy Moody Blue Dissatisfied Bad	Uptight Touchy Irritated Dismayed ...	Cautious Nervous Worried Timid Anxious ...	Ridiculous Silly Bashful Pitied Uncomfortable ...

EXTRA: UNTRANSLATABLE WORDS

In order to enrich the linguistic expression and emotional state understanding among older students, you can dedicate a workshop to getting to know expressions of different people who wanted to use one word to express very specific and complex emotional states.

Source: <https://www.theschooloflife.com/thebookoflife/untranslatable-words/>

This is only a part of those words from all over the world that you can share with your students and ask them whether they know some of them and if they have some of their own.

Additionally, you could also give them a more creative task of coming up with similar, very special states by using the tool: *#thatfeelingwhen...*, and let them finish the sentence.

Untranslatable words

Yagan – the feeling during a look full of meaning, without words, between two people who wish to start a romantic relationship, but neither has the courage to take the first step. The expression comes from Tierra del Fuego.

L'esprit de escalier – the feeling after a finished conversation, when we think about everything that was said and what we should have said but did not. It is a French expression, and its literal translation is “staircase wit”

Jayus – an unfunny joke that has been told so badly that you simply must laugh at it. The word comes from Indonesia.

Waldeinsamkeit – the feeling of being alone in the woods. It comes from Germany.

Meraki – to do something with soul, love or creativity. A Greek word.

Forelsket – the euphoria we feel when we fall in love for the first time. A Norwegian word.

Gheegle – the urge to pinch or squish someone or something that is unbearably cute. A Filipino word.

Pena ajena – the feeling of embarrassment from observing the embarrassing actions of another person. A Mexican-Spanish expression.

Ilunga – depicts a person who will forgive an offense the first time, tolerate it the second time, but not the third time. The expression comes from Congo.

Tartle – the hesitation when introducing our friend to a person whose name we forgot. A Scottish expression.

Ya'aburnee – an Arab expression whose meaning is nice and morbid at the same time; literally, it would mean “you bury me”, and it represent a declaration of love when a person loves someone in a way that they cannot live without them, but they also cannot live with them.

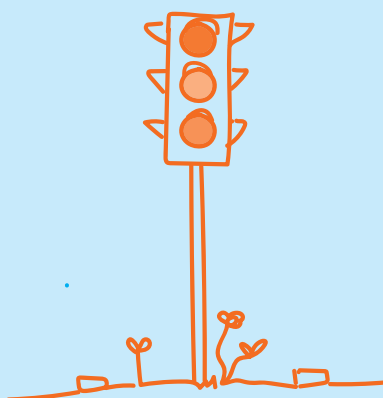
Saudade – the feeling of longing for someone or something that we had and lost. The nostalgia and sorrow, absence and emptiness that most often arise due to lost love or death.

It is considered one of the most beautiful words in the world. This Portuguese expression is best depicted through fado, traditional Portuguese type of music.

Hyggelig – an experience that cannot be described, but has to be experienced to be known, like good friends, warmth of a fire or cold beer. A Danish word.

Wabi-Sabi – a way of life in which one tries to find beauty in all of life's imperfections and calmly accepts the natural cycle of growth and decay. A Japanese word.

WORKSHOP 6: “MY TRAFFIC LIGHTS”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Taking responsibility for one’s own behavior – educational cycles 4–5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIMS

Get to know the diversity and wealth of one’s own emotions, become aware of the importance and role of emotions, develop strategies to manage emotions, become aware of their universality.

NECESSARY MATERIALS

Worksheet, colored pencils, crayons, flipchart paper, the video "Jutro" (The Morning) from the Forum for Freedom in Education *YouTUBE* channel

You can use problem scenario cards from the workshop no. 17 as a basis for discussing emotions.

YOUR PREPARATION FOR THE WORKSHOP

Think of one person in your life who provokes the most emotions in you, whom you care about, who brings you joy, maybe sometimes even makes you angry, and for whom you sometimes feel worried. In what way do you show your feelings to that person? How do you react when you do not agree on something? What would you like to change and why? Prepare a short story from your own life, maybe precisely about one of your mornings, like in the video, when you experienced a range of emotions towards someone you are close with and what it looked like.

INTRODUCTION AND INSTRUCTIONS

If you have the chance, watch the 5-minute video "Jutro" sent to the Forum's contest "Color the World" (Oboji svijet) in 2013. The film was made by a group of female students from the Marija Jurić Zagorka primary school in Zagreb, and they wanted to use the film to show a typical morning in a life of a schoolgirl getting ready for school and a small disagreement between her and her mother while the mother drives her to school. Link: <https://www.youtube.com/watch?v=6LZpglK9SoM&t=108s>.

Ask the students if they liked the movie. *How does the girl in the movie feel? Is it one or more feelings? How come she experiences so many feelings? Would you call her feelings "good" or "bad"? Why?* Explain to the students that there are no good and bad feelings, only those that are pleasant, less pleasant, and unpleasant.

Tell the students briefly that feelings are the way our body and mind experience the world around us and help us make decisions.

What we do with our emotions depends on our understanding of them. Emotions are the first to “tell” us in which way we perceive the world around us. If we understand what they are telling us, instead of fighting them or running from our emotions, we can manage them more easily. We don’t distinguish between “good” and “bad” emotions, but rather between signals that can be pleasant and unpleasant. In this way, our body pays attention to itself – that it’s out of balance and that something has to change in order to bring it back into balance.

Ask the students to tell each other about their morning, working in pairs, using how they felt and what happened, somewhat like the girl in the movie.

For younger children or children who have a harder time connecting with their feelings, give them some time to concentrate and remember their morning. You can help them by asking additional questions, such as: How did you feel when you woke up? Was the TV on? Was the tea hot? What did you have for breakfast? Whom did you talk to? Was it easy to choose what to wear? Had you already received any messages? Think about how you felt about it.

DISCUSSION

Did you like the exercise? What did you learn about yourself and your partner? What were your emotions telling you? Did it take some time to remember details and your feelings? If something upset you, what can you do next time you find yourselves in a similar situation?

END

Go back to the dictionary of emotions from the previous workshop and help your students use it to recognize their feelings in this exercise.

Make sure to remind your students that there are no good and bad feelings; they should feel free to describe and let their pair describe their feelings, without interruptions or judgment.

If someone seems upset or sad after the exercise, make sure to check if everything is okay and offer to talk and provide support when possible.

WORKSHOP 7: “RECIPE FOR HAPPINESS”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIMS

Strengthen socio-emotional skills and resilience through understanding and becoming aware of happiness and psychological well-being. Learn a few methods to increase the feeling of happiness and taking care of one's mental health.

NECESSARY MATERIALS

Recipe for Happiness worksheet, pencils, crayons, poster, post-its, a box, a bag of candy or cookies

YOUR PREPARATION FOR THE WORKSHOP

Think about how you have been feeling for the last month. What would you say, are you okay? Try to answer a few questions. To what extent do you feel your life is generally meaningful and fulfilling? Do you find time for yourself? Do you socialize and spend time with someone you care about? Do you do the things you like, that relax, entertain or fulfill you?

INTRODUCTION AND INSTRUCTIONS

To begin with, ask your students if they know a recipe, what can they cook. There may be various answers. Let them talk a little, maybe someone gives a short recipe.

Tell them that you would be learning to cook today, but something very special – happiness. Have they ever heard of a recipe for happiness? Ask them how do they know they are happy? How and where do they feel it in their bodies? Does it happen when they laugh out loud, spend time together, look forward to something, are gifted something...?

Ask each of them to make their own recipe that applies precisely to them. They should list the ingredients, big and small, in various quantities, and then take a look at their recipe and store it.

Then give everyone some post-its, ask them to write down on each post-it one of their ingredients for happiness and put them in the box you will be guarding. When you have all the post-its, take them out and put them on a joint poster. Read them and comment on them together. Then tell your students that happiness can also be practiced, one can learn to be happier, and happiness can grow. Ask them if they would like to know how.

For a small-group exercise, each group of 5 students will get one task. Group A will get the task to come up with some short physical exercises and movements they will show to the entire group (and everyone will perform with them). Group B will get

You can open the workshop with younger students by asking them whether they cook with their parents/guardians, what ingredients they use to make pancakes or muffins. What ingredients do they think can be combined and mixed to "make" happiness?

If someone seems upset or sad after the exercise, make sure to check if everything is okay and offer to talk and provide support when possible.

Encourage secondary school students to explore the country of Bhutan, which measures its success and development in gross national happiness (GNH) instead of the gross domestic product (GDP). What makes Bhutan such a happy country?

Furthermore, you can read a poem by Davor Rostuhar, "Recept za sreću" (Recipe for Happiness) from the book "U zemlji zmaja" (In the Land of the Dragon) as an introduction.

the task to remember what we should do every day to be happier, and then they will tell everyone those things. Group C will get the task to remember the things we take for granted and that make us happy, and then they will share them with everyone. Group D will come up with how to be happier while doing something for others. Group E will talk about something they really enjoy, what activity completely overtakes and entertains them that they forget about everything else.

DISCUSSION

When the groups share their conclusions with others, talk to them about their opinions on these "recipes" for happiness and if they make them happier. Then introduce them to the theoretical model of "happiness" by Deci and Ryan (the self-determination theory), naturally, using the language appropriate for their age. In order to prepare for this, read a short text about three fundamental psychological needs: love / belonging, freedom and competence. Link: [https:// www.rastimozajedno.hr/file/49/](https://www.rastimozajedno.hr/file/49/).

Ask them what they think about this. It is probable you will be able to recognize some elements of the self-determination theory in their answers from the recipe for happiness (relations with others, freedom, competency), but they will probably point out a range of physical needs (movement, sport, dancing, resting and sleeping, delicious food, etc.), which is also extremely important for happiness (or mental health). It is also probable they will point out an entire range of activities they find fun and which make them "forget about the time" (such as playing, social media, video games, reading, hobbies, free time activities, etc.). They might surprise you with something else :).

END

To finish off, if you managed to find some before the workshop, you can give each a cookie or a piece of candy.

Recipe for Happiness

Ingredients:

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Procedure:

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Recipe for Happiness: In the Land of the Dragon

RECIPE FOR HAPPINESS

I asked many Bhutans what is needed to be happy.

Combinations of ingredients
and the ways to prepare them are endless,
they are different for every person, for every region
and everyone must come up with
their own perfect combination.

The ingredients and methods of application are generally as follows:

A butter candle – light it

A scented stick of cloves, nutmeg, white and red sandalwood – light it

A prayer wheel – spin it clockwise

Prayer flags – hang them in the wind

Small bills – gift them to temples and monks Water with melted saffron – drink it

Tscho rice – eat it

Davor Rostuhar (2015): "U zemlji zmaja" (In the Land of the Dragon)

WORKSHOP 8: “FUSS IS ALSO A PART OF LIFE”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Developing a self-image – educational cycles 1–5 (A.1.1., A.2.1., A.3.1., A.4.1., A.5.1.)
- Developing personal potentials – educational cycles 1, 3, 4, 5 (A.1.3., A.3.3., A.4.3., A.5.3.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Taking responsibility for one’s own behavior – educational cycles 4–5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIMS

Learning the mechanisms to cope with emotions of fear, recognizing and accepting emotions of fear in oneself and in others, developing compassion and group bond.

NECESSARY MATERIALS

A4 size papers, colored pencils, crayons

YOUR PREPARATION FOR THE WORKSHOP

Offer the older students to talk about their idols, what they know about their fears and how they cope with them.

Think of some of your recent experiences when you were scared, afraid for yourself or someone close to you. It might have been the earthquake or maybe something else. It can also be something present in your life that scares you regularly. Become aware of how you react physically in such situations, what you thought, what you did. How much time did it take you to stop being afraid and how did it affect your life? Consider what you are willing to share with your students and how.

INTRODUCTION AND INSTRUCTIONS

Offer the older students to choose the way of expressing their fear by themselves – be it through a song, collage, body, acting, a comic or by doing something in the classroom. The more creativity they are allowed, the more they will be able to be in touch with themselves.

Ask your students: *Which one of you likes superheroes?* The answer will probably be that everyone or the majority like them, and if someone does not like them, they can say why. Ask them whom they like, and you can even write their names on the blackboard. Ask about their superpowers and what they fight against.

"Today we will discover that we are all, in fact, "heroes" in our own lives, because we have all experienced scary things, had to survive, and fight for ourselves. In doing so, we probably never felt like heroes, but perhaps we were afraid and wanted to escape – which is perfectly fine. It is said, "A brave person is not one who is not afraid, but one who is afraid and still confronts that fear."

What are the scary things in our lives? Share one of your fears with the students, how it makes you feel, how you cope with it (or how you coped with it) and what helped you (or helps you). The memories of the fear of the earthquake are probably still fresh for everyone, so it can be an example; there is also the fear of getting sick during the pandemic. Of course, you can also talk about something else.

Give everyone two sheets of paper, or it can be one sheet split into two pieces. Ask the students to draw their fear on the first piece of paper using crayons, colored pencils..., and on the

other paper, their superpower or something that helped them that they discovered within themselves. When they draw fear, younger children will probably draw something specific, whereas adolescents will depict something symbolic or even draw shapes, colors, abstract scenes that evoke fear for them. This will also help them if they don't want the source of their fear to be visible to others. When they draw their superpower or something that helped them, it can be something they did at that time or continued doing for some time to feel better, some kind of inner strength, attitude, thought, relationship with someone, something from the environment...

If there is time, the students should share their works and stories in pairs or smaller groups, and then ask some of them who want to present their work in front of the classroom.

DISCUSSION

Summarize what you heard and what was repeated or what you want to emphasize. Paraphrase what the students are saying in an encouraging manner ("Yes, I believe that was scary..."; "We've all felt that way at some point, right?"; "I know, I also went through something similar..."). Point out that there are physical reactions to fear because our body was made to warn us about danger and wants to help us. *Sometimes, the system "overheats" and we react even when the danger is not that great (anymore). Usually, in real danger, fear helps us to escape or to "freeze" until the danger passes. To do something to save ourselves or to help ourselves. We sometimes even develop a characteristic or a skill that helps us in the future, for example caution or distrust. Sometimes, it can even distract us if the danger is no longer present.*

When the danger passes, the body can still be extremely alert and watch for any sign of danger. This is why we could have problems sleeping and not really be able to concentrate. Talk about how students felt after the earthquake and what else happened afterwards that scared them.

Then together, make a list of superpowers or helpers, of everything that helped them, was of use and eased the feeling of fear.

Actions, thoughts, people, circumstances, let them think of as many things as they can. Share with them your personal ways of

copied. If there is something that helped but is not very good in the long run (addictions and the like), comment on it with them and ask what it can be replaced with.

If they have experienced fear and panic in situations they consider are “objectively” not that scary, it is important to tell them that fear is always real and that it is a very powerful emotion. In those cases (if we don't have to run or prevent the danger), breathing and relaxing can help us; you can show them a few ways to calm down and be their own support and help. Emphasize that we shouldn't be ashamed of our fear and that it's great to share it with others – as they have experienced today.

Examples of physically letting go of fear:

1. Everyone can stand up for a moment, shake their palms, arms, legs, as if something was bothering them and they want to shake it off of themselves. First one palm, then the other, then one foot, then the other. The head. In the end, they can jump in place and combine jumping with shaking their arms and legs.
2. The second movement is swinging their arms – the students first place their arms next to their body, then they swing them forward to shoulder level and back, and later a movement can be added by bending and straightening the knees while the arms swing.
3. Show the students the “diaphragmatic breathing”. Everyone should put one palm on the lower part of their abdomen, below the navel, and the other palm on their chest. Ask them which part is moving while they are breathing. Tell them that in case of “shallow breathing”, usually only the chest moves, and that kind of breathing is typical when we are scared or tense. Then, tell them to imagine they had a balloon in their stomachs that they can inflate and deflate, and they should try to breathe using the lower part of their stomach.
4. To end the workshop – a dance? If you feel the students might react well to this and if you are personally prone to it ☺, especially if your students are younger, you can play them some cheerful and dynamic music with a lot of rhythm and dance together!

These exercises can be added to other workshops when you are looking to add physical activity and/or relax the students.

END

Thank your students for their honesty and courage, suggest them to store their drawings (or you can store them if you will be collecting students' works), and if they want, they can put their posters with their superpowers in a visible place in their home.

WORKSHOP 9: “IT REALLY MAKES ME ANGRY”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing personal potentials – educational cycles 1–5 (A.1.3., A.2.3., A.3.3., A.4.3., A. 5.3.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Taking responsibility for one’s own behavior – educational cycles 4–5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Developing conflict resolution strategies – educational cycles 1,3 (B.1.3., B.2.3., B.3.3.)
- Taking responsibility for one’s own behavior – educational cycles (B.4.3., B.5.3.)

This workshop contains many elements and different activities which can be done in two or three classes. Some activities can be chosen depending on children’s age and be done either separately or together.

This workshop contains a range of different activities which you may not be able to do in one class. If you wish to work more on anger with your students, each individual activity can be one workshop.

WORKSHOP AIMS

Get to know better the feeling of anger in oneself and others. Learn to recognize and cope with your own and other people's anger. Learn more about the feeling of anger and the possibilities to cope with anger. Become aware of the impact anger has on us and others.

NECESSARY MATERIALS

The worksheet *Where I feel anger*, A4 size papers, crayons, "Ubuntu" video you can find on the Forum's *YouTube* channel.

YOUR PREPARATION FOR THE WORKSHOP

Think about whether you have made friends with anger throughout your life and how much you have "tamed" it. Does it surprise you from time to time, do you avoid it or are you angry almost every day? If you are angry often, you might be in a very demanding life situation which is draining your energy. You might be surrounded by people who are treating you poorly, you might be stressed, but you might also have a habit of being angry because it makes it "easier" to function because you do not appreciate others enough, you don't listen to their story or you don't want to take the responsibility... It is very interesting to get to know this important and useful feeling, which warns us to do something or establish a boundary, but, on the other hand, it can "get out of control" and make us "overreact" or hurt someone.

INTRODUCTION AND INSTRUCTIONS

Ask the students if they remember the game "Man, Don't Get Angry". Probably everyone has heard of it. Find out if the students know why the game is called like this (because of the moment someone "kicks out" their opponent's piece, so the person could get upset, even angry). Have they ever been angry because of their piece that was "kicked out"?

Ask them: "What angers you in general, in life?" Write some of their answers on the blackboard.

Tell them something in your life that made you angry today or recently, a minor thing you can share with your students.

Tell them we are all different in terms of how often we get angry and ask them to get up and have a walk, and then to imagine a line in space – one end of the line is reserved for those who get angry a lot, and the other end for those who never (or rarely) get angry. They should take their place, on one end or the other, in the middle, or somewhere in between. Talk to those who get angrier and to those who get less angry. Ask them what angers them, how they express their anger, are they happy with it or would they try to change something.

Find out how their generation says “I am angry,” which expression they use now (*I went crazy, I flipped, I couldn’t believe it, it riles me up...*).

If you opt for individual work and a more expressive approach, you can use the worksheet *Where do I feel anger?* and crayons so everyone can draw their own feeling of anger. Afterwards, you can talk about the colors the students chose, shapes and events that drawing reminded them of. It can be an individual workshop, especially with younger children.

With other children, instead of the “Where I feel anger” drawing, it is good to give them a chance to express themselves in a creative way, be it via a free form drawing (e.g. “My anger”) or via collage.

After this free, more expressive activity, you can ask the students to briefly observe their works, and those who want to can show theirs. Comment them in a positive and encouraging manner. If you find a work worrying, or it appears to be intense, you can say that and check whether the student wants to say more about it (“I see very intense and powerful anger... What do you think?”).

You can add something like: *Everyone feels anger, absolutely everyone - because it is a natural reaction to something that is happening and that we don’t like. Even the calmest people. If we get to know our anger, recognize it and know how to manage it, we will have it much easier because it won’t “surprise” us and the possibility of hurting someone decreases. Our anger is very powerful and sometimes, it can scare us or others. Still, it doesn’t mean it is bad or that we should hide it. It only means that we should know what to do with it and how. Young children,*

Notes:

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for example, cannot control their anger and they express it very freely, often by hitting and screaming. Adult, mature persons recognize they are angry and react appropriately, depending on the situation, sometimes louder, sometimes more moderately. What do you think, at your age, have you learned what to do with anger? Probably not. Even if you are in the senior year / in high school, your brain is still developing, and you will react impulsively. Do you know what "impulsive" means?

Listen to their answers and encourage them to be aware of their reactions, but to also know that managing anger is a skill they will be learning for a long time to come.

DISCUSSION

Then ask them what the purpose of anger is. Listen to their answers and comment on them together. Note together that anger is a useful emotion that gives us energy and helps us to:

- stand up for ourselves,
- react to injustice,
- stop something,
- not to agree when we don't want something,
- warn that we've had enough of something,
- ...

Point out that anger can sometimes be difficult or dangerous when it's mixed with hurting someone, violence, shame, when we are afraid of it, etc.

Our body is made in such a way that it can fight for itself. This is why anger gives us strength to even physically attack someone because we use it for self-defense. When we are angry, our brain thinks we are in danger, that someone is attacking us and that we have to defend ourselves. However, we live in a community, with others, and most often, fighting and insulting are not the solution! In today's society, we must be creative and use communication to take care of ourselves and others, stand up for or defend ourselves. It is especially unacceptable to attack someone weaker than ourselves! This is a very complex skill we must master during our lifetime, which is why it is important for you to acquire at least the basic knowledge about anger and anger management by the end of your education.

Ask the students to work in small groups and make a poster titled **“Good anger ≠ Anger that is not good”**. On one side, they should explain when anger helps and protects us, and on the other what is the “anger that is not good”. Give them time to work, go around small groups and help them a little bit in their preparations if needed.

During the presentation, check if they recognized the main functions of anger (Why do we get angry?), such as: self-protection, reacting to injustice, rejecting unrealistic demands, setting boundaries, gaining energy... On the other side, check if they've recognized “inappropriate” anger, such as the one which makes us:

- refuse to listen to others,
- only see ourselves,
- become violent,
- reject our responsibility,
- not see the bigger picture, etc.

Ask them why they think anger sometimes appears in that way.

Apart from the cause of anger, the students will probably talk about how we express and show anger (how we communicate when we are angry), and they will mention some extremes, from:

complete silence and withdrawal all the way to **aggressive behavior**.

If the students are older, you can ask them if they know what **passive aggressive** means (when we don't admit we're angry, but we let it be known in a non-verbal way or by making snide comments). You can also mention that there is a way of **showing our anger in a good way** which is appropriate and respects the other person but is still honest.

This would be, for example, using communication to say something like:

- “Listen, I really don't think this is okay...”
- “I didn't like it when...”
- “Next time, I want you to...”
- “Can you listen to my side of the story...?”
- “This is not the way to do this...”
- or simply “Stop!”

Notes:

Let the students give you more ideas on how they see open and non-violent communication when they are angry.

When they present their posters to others, ask them whether they recognize themselves in any of these descriptions.

Acknowledge together that anger is sometimes a sign of a deeper issue troubling us. In relation to this, if you have a chance, watch the 3-minute film "Ubuntu", sent to the Forum's contest "Color the World" in 2015 by the "Dr. Ivan Merz" primary school in Zagreb. The short video shows aggressive behavior of a boy who felt isolated from others, as well as his peers' reaction, who, instead of being angry (and after being angry), decided to show him that he was worthy, and thus encouraged the boy to once again feel like a part of the community. Link: https://www.youtube.com/watch?v=K_Se8WNa39k&t=52s

END

Thank the students for everything they shared and announce that in one of the following workshops, you are going to practice how to behave and what to say when they are angry. However, add that you will tell them a secret right away: when they are not sure what kind of anger they feel, it is always good to "breathe some air in and out" and say to oneself "I am angry", and then show them how they can do it. Mention that we all have to learn how to be angry in life and that they must know a person who "gets angry well" and one who doesn't know how to get angry or does it in a bad way regarding other people.

ADDITIONAL IDEA: "BURDEN" WORKSHOP

Necessary items: one big "thick" book, a medicine ball or any other heavy object (that children can carry).

Ask the students to stand up and show them the heavy object (a book or something similar). Imagine that you were angry with someone (take some of the examples the students gave earlier). Tell the students that you will tell them something and ask them to take the book, one by one, and pass it to the person who is next in line. Tell them that anger has its weight and it's not easy carrying it around. Sometimes we just want to take it out on

someone or simply throw it away. Ask them what will happen if we threw such a heavy book on someone or we handed it over roughly? (They shouldn't do it, of course). What if we threw it on the floor or at something? Someone would get injured, or we would destroy an object (they shouldn't try that either, they just pass the object to each other). We can also try to hide it (see if someone would try to hide it beneath their shirt and how impractical that is). If we hide it, we will have a very difficult time walking and talking to people, and we will always feel its pressure.

Ask them what we can do with it then. Let them think for a moment and keep on passing the book. Maybe someone can show what they would do with the book.

We can do several things, tell them if they don't come up with anything (they will surely have original ideas). One thing to do is to, e.g., sit, open it, study it a bit, read something. Another thing is to simply put it aside temporarily so we could rest for a moment. The third thing to do is to find a good spot and store it permanently. The fourth thing is to show it to someone. The fifth is to tell someone about what goes on in the book and how burdensome it is. The sixth is to ask someone to hold it for us. The seventh is to return it to someone because they are the owner.

If the students are older, you can talk more about the metaphor of these different possibilities, which ones they like, and why. For example:

Think of a situation when you got really, really angry at someone. Someone let you down, disappointed you, hurt you... Imagine this heavy ball/book were your anger. Let's see what you can do with that anger.

It is heavy, will you carry it around? Imagine if you had to walk everywhere with it. What does it mean – it means that you can't do anything else, you are always bothered by this weight. Is that okay for you? Of course not!

Will you throw it at someone, say, onto that person? It would mean to attack them, hurt them, harm them, gossip about them... What happens now? You can seriously hurt someone for the rest of their life, create problems for yourself, lose that relationship forever... At the end of the day, knowing that it's the only thing you could come up with says that you are emotionally stuck

in kindergarten. If you have ever done it, face it; if you can, apologize, but try not to put it into practice.

Now, what would mean “sit down and read or study” this heavy object? It would mean you should ask yourself how you are, what hurt and angered you that much, you should get to know this state of yours a little bit.

Putting something aside is temporary – what does that mean? It gives you space and time to rest a little, to not think about it for some time, until you feel better, and then you can start dealing with this situation again.

If you decide to “show it to someone”, it means sharing it with someone you trust, telling them how you feel and why. Here you might have the problem half solved because mere conversation lessens the burden and the other person might tell you something useful. While you share your story with someone, you have somewhat shared a part of the burden, which is why you should always pay special respect to people who listen to you!

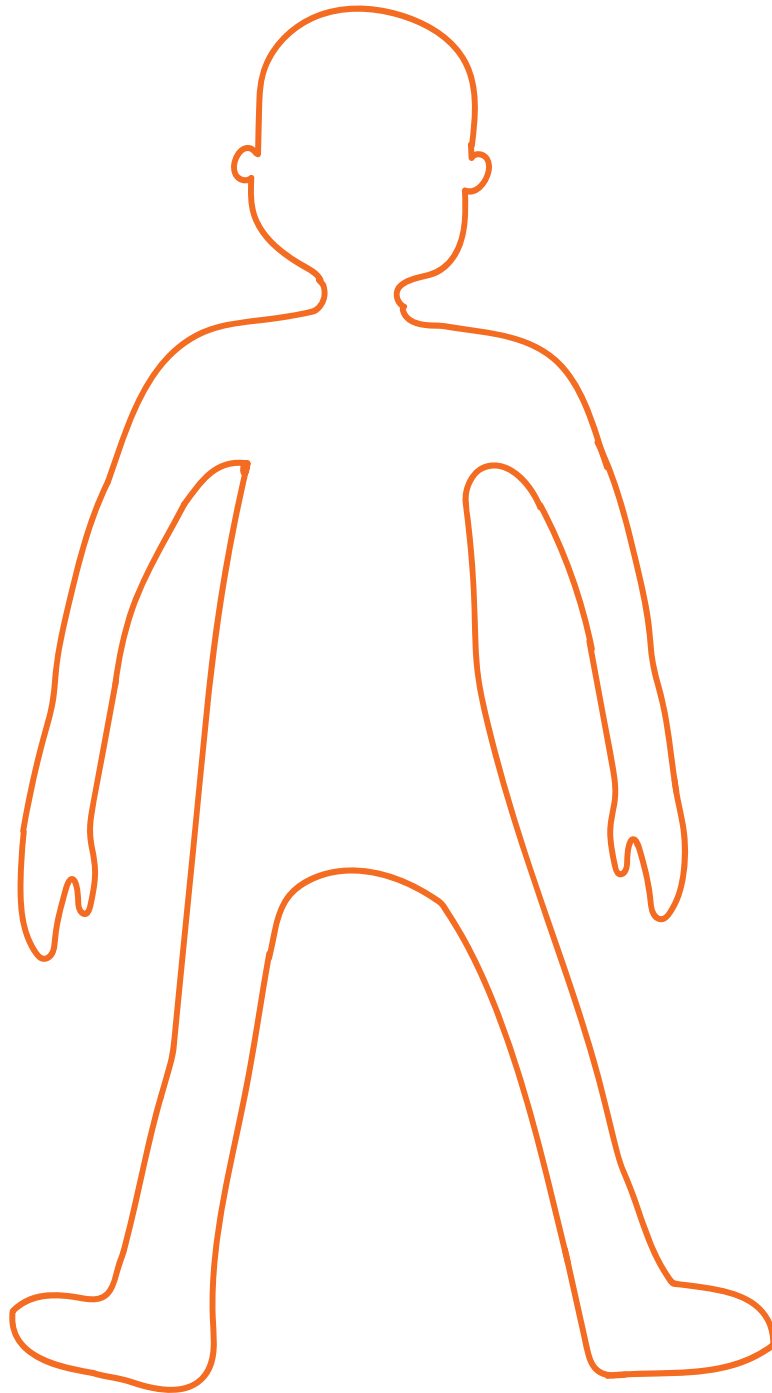
Nevertheless, if you realize that you want to give back a part of this burden to the person it belongs to, this is also okay. It means that you will want to talk to the person you are angry at or let them know that something in your relationship has to change. You might do something to stand up for yourself, to turn something down or to ask for something. You might say “Listen, I have something to tell you...” You might write a letter (and see whether you’ll send it or not). However, the goal is always to make things better and easier for yourself, not to hurt that other person.

Finally, you might realize that you can now permanently store this burden, which would mean that this problem no longer bothers you and that you can go on with your life, without the burden.

Make sure to mention to the students that you are here for them after the workshop if they realize they want to talk about something.

You can also share some direct contacts with older students in secondary schools that they can reach out to, such as the school’s expert service, the TESA counseling services, Hrabri telefon (the Brave Phone association) or the MODUS Center for Children, Youth and Family.

Worksheet:
Where do I feel anger?



WORKSHOP 10: “WHEN IT GETS ROUGH”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Health):

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing personal potentials – educational cycles 1–5 (A.1.3., A.2.3., A.3.3., A.4.3., A. 5.3.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences – educational cycles 1–3 (B.1.2., B.2.2., B.3.2.)
- Taking responsibility for one’s own behavior – educational cycles 4–5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIMS

Become aware of feelings of sadness and hurt, learn how to cope with them and sympathize with others feeling sad. Build ways to connect with others when we feel sad. Learn how to distinguish sadness from other feelings.

NECESSARY MATERIAL

Worksheet *Feelings inside the body*, A4 papers, crayons

YOUR PREPARATION FOR THE WORKSHOP

Take some time to reflect on the role of sadness in your life. How well do you know this part of experience and life? Small and great sadnesses in your life. How did you cope with loss, pain, hurt and disadvantages so far? Think of what made you sad when you were a child. Do you usually share that feeling with others or you prefer to be alone with your sadness? Prepare one of your stories about sadness you feel you can share with others.

INTRODUCTION AND INSTRUCTIONS

Ask your students if they hit themselves or suffered an injury recently? Do they remember when they were in pain, what was the worse pain they ever felt... They might mention a fall, injury, stomachache, ear infection, headache etc.

Write the word “pain” on the board and tell them this is something we all have experience with, of course some have experienced greater pain and some smaller pain. However, when something in our body hurts, this is not the only pain we can feel. We can also feel pain when we lose something, when we get hurt, when something that we did not want happens or when something that we really wanted does not happen. Just like inside our body, there is a small pain and a great pain. As well as moderate pain.

Tell them one of your painful stories, a story about sadness. Maybe it is a good idea to start with a “smaller” sadness. Tell them that you were aware at that moment that this feeling was sadness and tell them where you felt it in your body.

Distribute a worksheet “Feelings inside the body” and ask them to take one or more colors and color the part of the body where they feel sadness (pain) the most. Together, talk about how and where they drew pain, and those who want to do so can show and share it with others.

Ask them if they remember the song “If you’re happy and you know it, clap your hands”? If they are younger, they will remember it well, and if they are older they will probably sneer at it.

Suggest a joint creative activity, which is writing a song called “If you're sad...”. Ask them what they call sadness (maybe

You can share with your students a situation when you felt sad as a child. This way they will get to know you and connect with you better, and you will be able to better sympathize with their pain. For starters, this can be a small loss or something that made you sad back then, and if you feel secure, you can also share a more serious experience of sadness.

You can also work with parents on the topic of grief and loss. How to be supportive to a grieving child and how to support a child in its grief? Another important topic in your work with parents is how they grieve. Many parents are afraid to show their feelings and “protect” children from their own feelings, which makes children feel even more concerned, while others are overwhelmed and have trouble managing their own feelings, so the question is how to find balance.

It is important to increase their awareness of the role of the class and other peers and adults in supporting the person being sad. Additional questions you can ask are: What do I do when I feel sad? What can I do and what can we all do when someone in our class is sad? This can be a whole separate workshop.

If you think someone needs additional support to cope with their sadness, you can approach them individually after the workshop, without them feeling singled out. In general, you can point out to the whole class that it is perfectly fine to talk with a person of trust when it seems that sadness is overwhelming or they need to talk.

they already told you their expression for sadness in previous workshops, e.g. when you're miserable, when you're down or whatever expression they use). When they divide into smaller groups, ask them to talk about what helps us when we're feeling sad. Tell them it is OK if they cannot think of anything right away and that they will probably come up with something, and probably more. You can point out that if somebody is really sad at the moment, they can share as much as they feel comfortable, and as a group they can focus on things that help or have helped them.

Then they should try to make a song out of it (the lines do not necessarily have to rhyme). Give them enough time, and when they are done, each group should read their song. Reactions will certainly be diverse, and content of the songs will probably inspire additional ideas and discussions.

DISCUSSION

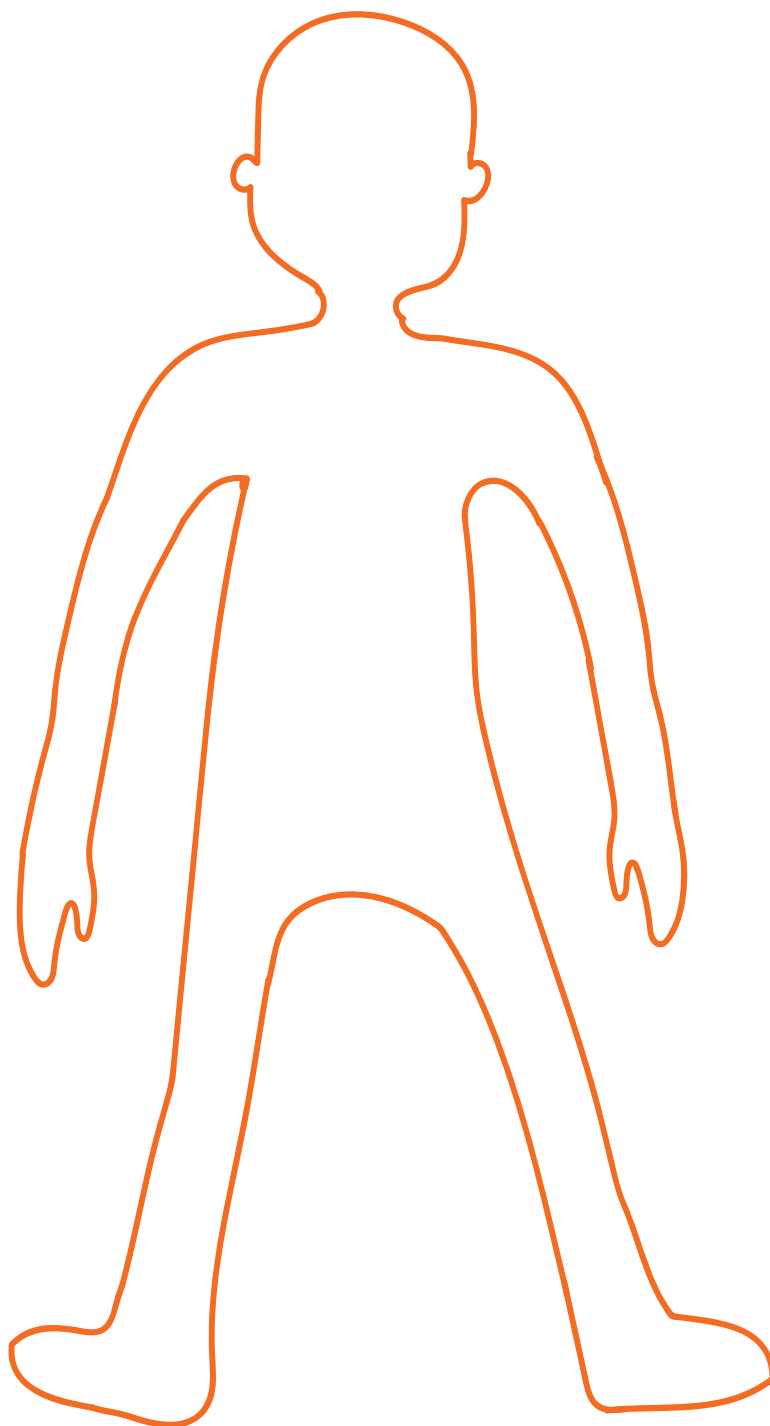
Provide them with feedback about how you experienced their songs and lines and praise their creativity. Check whether they thought of different mechanisms for coping with sadness or they focused on only some of them (acknowledging, naming and accepting, sharing, asking for support, acting, remodeling...). If some of the answers include addictive behaviors (addiction to phone/internet, videogames, food, alcohol, smoking, withdrawal, self-destruction...), mention this and comment with them whether this really helps or it is just temporary. If some answers lean towards helplessness ("nothing"), check with them whether they think that sometimes we just need to endure the sadness (because we can) or they feel completely helpless with respect to that feeling.

Sadness is a part of life and there is no person in the world who lived their entire life not experiencing it. Sadness can hit us hard and can mark a period of our lives, but it also often makes us more sensitive, wise and experienced.

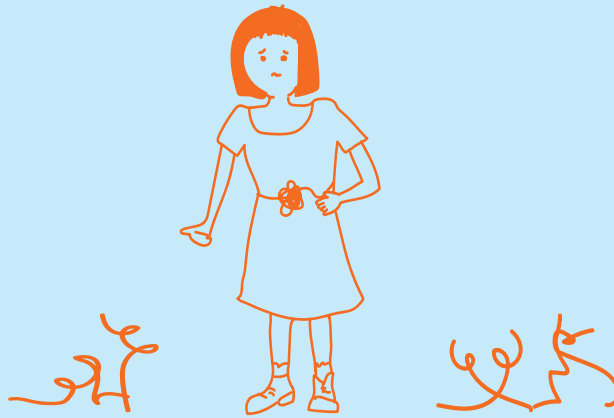
END

Make a display of the songs.

Worksheet:
Feelings inside the body



WORKSHOP 11: “STOMACH CRAMPS”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing a self-image – cycle 5 (A.5.1.)
- Developing one’s potentials – cycles 1, 3, 4 (A.1.3., 3.3., 4.3.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIMS

Become aware of the feelings of angst and stress and their place in our lives, learn how to recognize them, cope with them and help ourselves and others with these feelings.

NECESSARY MATERIALS

A4 papers, crayons

YOUR PREPARATION FOR THE WORKSHOP

Think of the situations that cause you angst, worry, “cramps”, tension, anxiety. How do you personally cope with such feelings? What helps you and what makes it worse?

INTRODUCTION AND INSTRUCTIONS

Ask your students whether they have any exams this week. Then ask them how they feel before the exam. Listen to their answers. Emphasize the diversity of their answers. Ask them what causes that feeling and how come we start to feel that way before something even happened?

Tell them that today, you will explore a feeling which is common and shared by almost all people, and that is anxiety, sometimes also called worry or pressure. Ask them how they call that feeling among themselves.

Draw a line, with very mild worry on one side, and the strongest possible angst on the other, which is often called a panic attack. Then extend the line in the direction of the smallest worry and ask them what the opposite of worry and angst is. They might say relaxation, light-heartedness, “I don’t care” attitude. This can also be joy, excitement and anticipation (for example when we want to say *I can’t wait to see you*, we can use the expression *I am anxious to see you*, which is similar to the excitement of the first date). However, not every anxiety is pleasant, some of them can be very unpleasant. Tell them that today you will draw a little and have fun.

Distribute larger pieces of paper (A3) and crayons. Tell them to draw their anxiety (use the expression they use to name it). You could play some soft music. Give them time to relate to movements, lines and shapes, colors. When they are done, make a display on a wall. If that is all right with them, they can sign their names. Tell them how you experienced their drawings, which does not have to correspond to how they feel and encourage them to explain their drawings. If they do not want to, respect their wishes.

Prepare a box and tell them that you will make a Box of worries and throw into it little pieces of paper with your worries written on them. Each student should prepare 3 or 4 worries they repeatedly experience or have experienced just recently and write each down on a piece of paper (anonymously). They can write

During the workshop, mention that there are worries we can do something about (e.g. we worry about an exam, so we can study more and be more confident) and worries we cannot do much about (e.g. whether there will be another earthquake). In case of the latter ones, it is good to learn methods to help ourselves feel less worried. If you have enough time, together with your students name a few examples in each category and ways to cope with them.

this in form of: "What if...?" or they can just briefly explain the situation. They can fold the papers and put them in the box.

Once they are done, comment on the number of pieces of paper in the box and tell them it would be great if there was a **box that could "eat up" our worries**. If these are younger children, show them Worry Eater – find a stuffed toy with a mouth that can open and close.

How do you feel now that you wrote down your worry on a piece of paper? Sometimes it already helps when we write it down or tell it to someone. Suddenly it is no longer a black cloud hanging over us, but something that is here, happening both to us and to others, and we can do something about it. This is something that you can do in other situations as well, on a piece of paper, in a journal, on your phone... If you have a lot of worries, find 5 minutes each day to write down your worries and see what happens with them.

If group cohesion is good and you feel they trust each other, suggest the activity of sharing their worries and helping each other. Each student will draw one piece of paper from the box and think what message they would send to the person writing down that worry, what advice they could give to them.

You too can join them and share your experience about one of your anxieties or worries and the way in which you overcame it or at least eased it.

Mention that there are some **positive thoughts** that can help us ease and/or chase our worries away and ask them do they know about any of them. You can mention a few examples, such as: "Everything will be fine", "Here and now, everything is OK", "Everything gets sorted out eventually", "What is the worst thing that could happen?", "I can do this!" etc.

DISCUSSION

Ask them how they liked the workshop and whether they think any of it can be useful.

Ask them whether worries are always bad. When can they be good? (for example, when it is moderate, it shows that we care about someone and that we wish only the best for them)

You can use this segment as an idea for an entire class or workshop, with the aim of increasing the participation of children and considering their ideas in the context of school management.

or it helps us try harder, for example to study for an exam, to anticipate something and take some action etc.).

Tell them you know that school is also often the cause (source) of worries and that you would like to know what they think the school could do or change to reduce angst among children. Write their answers on the board.

Check with your students if it is fine with them to share their suggestions with others in the school and if they agree, to share the suggestions at the teachers' council with other teachers and expert associates.

END

Finally, show them some **physical exercises to help them reduce angst:**

- "belly breathing" – when you put your palm on your belly below the bellybutton and follow each inhale and exhale (without exertion or changes in breathing), so that each inhale and exhale make the belly move, and not just the chest,
- inhale and loud exhale – the so-called "granny-like sigh" (ahhh),
- stretching – every movement is good because it restores contact with our body (while the source of anxiety is more often in our thoughts), and stretching is especially good for relaxing cramped muscles,
- "walk around the body" – we close our eyes and focus our attention on parts of the body, slowly, part by part, from our feet to the top of our heads,
- "safe place" – we close our eyes and imagine our safe place in detail, what it looks like, how we feel there, going out and walking.

Remind them it is very good to have at least one person they can talk to about their worries. Moreover, in periods of considerable pressure, we can also cry it out, because this also reduces stress. This does not mean we are less brave or capable, it only means our body eliminates stress.

WORKSHOP 12:

“TIRED OF ZOOM”

LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Health and the topic Learn How to Learn):

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Recognizing and avoiding risk situations in company and applying self-protection strategies – educational cycle 4 (C.4.1.)
- Behaving safely in company and tackling threatening situations using adapted self-protection strategies – educational cycle 5 (C.5.1.)

WORKSHOP AIMS

Become aware of and share the feeling of fatigue and strain caused by excessive screen time, especially during the period of “school closure”. Explore the methods to help oneself and avoid “screen fatigue”, as well as other problems that can occur due to excessive use of computers and phones.

NECESSARY MATERIALS

poster, post-its, crayons

YOUR PREPARATION FOR THE WORKSHOP

Remember what it was like to work during *online* classes. What did you miss, and what new things did you learn? How did this

affect you, both in a positive and negative sense? How do you feel in general, both physically and mentally, with respect to the time you spend in front of your computer and/or with the phone in your hand? What would you like to change?

INTRODUCTION AND INSTRUCTIONS

Start by saying that it seems to you we are all constantly sitting and looking at screens and ask them what they think. Share with them how much time you spend in front of the computer or “on the phone” and what you do most of that time. Make sure to turn off all screens and projections and tell them that during this class you are taking a break from “screens”.

(If this class is being delivered over the “screen”, adjust the implementation and tell them to turn on their cameras because you would like it to resemble a real class as much as possible and that you really miss that.)

You can play some music, but not too loud. Tell them you will stand up and stretch right away. Ask everybody to stand up, to stretch their arms, loosen up their heads, their joints, to shake their arms and legs, to take a deep breath in and out, to walk around the room and remain on their feet.

Ask them to imagine a line in the space, with one end of the line “completely applying to me” and the other end “not applying to me at all”. Ask them who likes their phone, and those who like it a lot should go to one end, and those who do not like it to the other end. Then, ask them who is annoyed by their phone, and again they should go to one end or the other, or in the middle. While they are standing, ask them why they chose that spot. Listen carefully to their answers and guide the discussion according to what you have heard. Other questions could be: Who likes *Zoom*, and who does not? Who likes classes from home, and who does not? Each time briefly comment with them the reasons why they chose a particular spot, with a few of them.

If this workshop is held via *Zoom*, instead of moving along an imagined line, you can use an *online* tool, for example *Zoom polls* or camera, so the ones answering “Yes” can turn on the camera, and the ones wishing to answer “No” can turn it off.

Notes:

[illegible]

If you are live, ask them to divide in groups of 4-5 and make a “body sculpture”. This is a method in which we show and describe something through body posture and movement, without words. When more than one person is in a “sculpture”, they show a topic or a phenomenon together.

The topic for the body sculpture is “screen and I”. Give them 5 minutes to put up their sculpture, and then each group can show theirs. Talk with them about it, and others can try to tell what they see and how they experienced the sculpture. What emotions do they recognize, is the sculpture pleasant or unpleasant, what did they recognize that applies to them?

If this workshop is held *online*, they can also work in groups (for example, using the *Zoom* option *Breakout rooms*), but in this case each group prepares a different form of presentation (e.g. they can find a music video or a photo to illustrate their experience).

After commenting the group work, ask them to keep walking and sit in a free spot that is not theirs. Tell them to look who they are sitting next to, maybe a different person from the one they usually sit next to. Option for *online* workshop – *breakout rooms* in pairs.

They can talk in pairs about how they felt during virtual classes, how much time they usually spend “on screens” and what they usually do. What do they like about that, and what not?

DISCUSSION

During the discussion, ask them how they liked doing the exercises and talking in pairs. Were they looking at their phones during the today’s class or not? How do they perceive the difference between talking in person and over the applications?

Do they notice any problems that could occur if someone is spending too much time “in front of the screen”, whether these are online classes, videogames or social networks? What physical and what emotional problems do they recognize?

Listen to their answers and write some of them on the board.

Suggest making a poster titled “Self-help Screen” together, where you will think of methods to help yourselves if too much of our lives comes down to screens. Everyone can write down a

few suggestions, one on each post-it or piece of paper and then you can stick them together to a large poster. Read the repeated suggestions. You can ask them what they think, whether they will try any of the suggestions and which ones.

END

Finally, you can give your own review of the topic. Depending on students' age, you can say something like: *Computers and phones are still new in human culture, although you are accustomed to them from your birth, but they appeared only in your parents' generation. In fact, we still do not know how to deal with them and what are all the consequences. In a way, we are all part of a large experiment - both physically and emotionally. We have just started to discover how to use Internet properly. We hope we will not all end up like in WALL-E, where people no longer can move, so they each float on their air cushion with their screen.*

Point out that certainly, computers and phones mean and help a lot in our lives and that we need them ever more, but that extent of their usage is very important, especially because of the problems they recognized, and that life is still more interesting "live". So is school :-).

WORKSHOP 13: “MAKING A FOOL OF OURSELVES”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Civic Education):

- Developing a self-image – educational cycles 1–5 (A.1.1., A.2.1., A.3.1., A.4.1., A.5.1.)
- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing one’s potentials – cycles 1, 3, 4 (A.1.3., 3.3., 4.3.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Collaborative learning and working in a team – educational cycles 2-5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Recognizing and avoiding risk situations in company and applying self-protection strategies – educational cycle 4 (C.4.1.)
- Behaving safely in company and tackling threatening situations using adapted self-protection strategies – educational cycle 5 (C.5.1.)

WORKSHOP AIMS

Become aware that everyone handles their own feelings of shame, bigger or smaller, but also that shame can be very intense and affect the image we have of ourselves and our lives, if we let it prevail. Realize how social prejudice and stereotypes shape our shame. Question our methods of coping with shame in different forms and periods of life.

NECESSARY MATERIALS

A4 papers, crayons, story "Svoja" (Being Myself) from the website: <https://pukotine.hr/item/svoja>

YOUR PREPARATION FOR THE WORKSHOP

Think about yourself and about shame. When was the last time you felt ashamed? Prepare one such story for the students. Remember a more intense feeling of shame that affected your life while you were growing up, which is connected to your identity.

Think whether you are ready to share that with them, and in what manner. Become aware that this is an emotion that is rarely talked about, of course, because we often feel ashamed of the shame itself!

INTRODUCTION AND INSTRUCTIONS

Tell your students that you would like to share a story, a blog you found on the website Pukotine. It is a story called "Svoja" (Being Myself). In this story and *podcast* a young woman talks about her childhood and growing up, and the shame she felt because she was living in the countryside. If you do not have enough time, single out the part of the story which is the most appropriate for the age group you are working with. If you have more time, you can also listen to the audio podcast (around 10 minutes), which is more appropriate for older children.

Ask them why this girl was ashamed as a child. Do they recognize this feeling in their peers? Follow their discussion and thoughts. Direct them to the personal and social aspect of the story.

Shame is an emotion we all feel and often do not know how to handle it adequately. So, there is a possibility that running this workshop will be challenging. However, this does not mean we should skip it, on the contrary, we should boldly face our and their feelings of shame.

This workshop contains a range of different activities which you may not be able to do in one class. If you want to work more on shame with your students, each individual activity can be one workshop.

Notes:

Personal: what kind of feeling is shame for you, where do you feel it in your body?

Which shame is good, is there a good shame? Help them become aware of the function of this emotion, which is to recognize when we hurt someone or break an important social norm... In this case, the purpose of shame is awareness and personal growth and development. On the other hand, there is shame in which we blame or do not accept a part of ourselves, usually due to unrealistic and often cruel social standards.

More about shame:

We usually feel shame when we break a social norm we care about. In that situation we feel humiliated, exposed, “small” and we have difficulty looking someone in the eye. We would like to disappear. Shame makes us focus on ourselves and feel bad about ourselves in general (“I’m a bad person” or “I don’t belong here”). Guilt is a similar, and yet different feeling, when we feel responsible (guilty) for a specific action towards someone (How could I do that!). In this case, we are more focused on how others feel (Tangney, Dearling, 2003.). It is interesting that women feel humiliated more often, and adolescents feel ashamed more intensely in relation to adults. For this reason, these two groups (women, adolescents) are more sensitive to negative consequences of shame, such as depression and low self-esteem.

Because of the feeling of shame, we often develop various other feelings that can be diverse: anger, fear, stress, worry, sadness. Sometimes when you experience these feelings you can ask yourself – was I now ashamed of something, did I feel bad and wrong, and that is why I am angry, sad or worried?

Tell your students one of your own stories about shame and how you handled it.

If you decide on group work, divide them in three groups and ask each group to prepare one topic in form of a poster.

The first group can make a poster on the so-called “good shame”, that is, they can remember and name situations when they think it is OK to feel shame, guilt or to feel bad. *When this happens, what kind of feeling is that and what can you do to feel better (and to make a person you possibly did something wrong to feel better)?*

The second group can make a poster on “making a fool of oneself”, that is, on situations when we are embarrassed and when something happened or we did something “stupid”, “funny” or “we embarrassed ourselves”. They can describe such stories and give examples, describe what kind of feeling that is, and then how to feel better in such situations (advice).

The third group deals with the topic “I’m ashamed of myself”, that is, with a deeper feeling of shame and non-acceptance of something we are or something that has happened to us. Ask them to explore, discuss and present what it is that their peers are usually “ashamed of”. Be ready for them to find it difficult to talk about themselves and that it will be easier for them to talk about “peers”, “friends”, brothers and sisters etc.

DISCUSSION

During the discussion, emphasize that shame is usually related to imposed social norms and other people’s expectations, which are often unfair and wrong. Ask them if they know about any methods we could use to help ourselves and others if we are ashamed of any part of ourselves and how to accept ourselves. Also prepare some of your own pieces of advice and advice by the experts.

We can also share a piece of advice for overcoming the feeling of shame (here we do not think about good and justified shame, when we should ask ourselves if we can treat others and ourselves better, but about the shame that negatively affects our mental health and makes us feel bad as a person). For example, we can:

- 1.) Say to ourselves: there are some things in my life that I just could not control;
- 2.) Try to understand how something happened, because there was just no other way;
- 3.) Accept a certain characteristic of ours as special and unique;
- 4.) Understand that this happens to everyone sometimes and that many people feel that way;
- 5.) Love and accept ourselves in all situations and circumstances and be “our own best friend”;
- 6.) In case of a certain action, accept that everybody makes

- mistakes sometimes, but we can often fix that;
- 7.) Understand that other people are usually not that hard on us as we are on ourselves;
 - 8.) If we are ashamed of something we gained by birth or the environment we live in, we can try to think if there is something we are grateful for or even proud of, but we just did not see it that way;
 - 9.) We can try to see if there is something we could change for better or impact ourselves;
 - 10.) Using our creativity, we can write a funny story about our experience or try to imagine how somebody like us would feel or behave as a character in a film or series.

Finally, it is important to understand that there are certain inequalities and injustices in society due to which many people feel humiliated (e.g. expectations from female and male gender roles, economic inequalities, attitude towards different minorities etc.). It is very interesting to talk with students about how they see these injustices and how we should fight them.

END

Conclude with an encouraging message that shame is a human experience that we all have and that shows we are human, we are aware of other people, we care about them and want to be better. It can also be excessive, sometimes unnecessary, and make us feel bad. Ask them to be good to themselves and, when they are ashamed, to say to themselves "This is also OK!" "Maybe I need to learn something, and maybe I need to realize that I am OK just the way I am!"

WORKSHOP 14: “WHEN YOU’RE OUT”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Civic Education):

- Developing a self-image – educational cycles 1–5 (A.1.1., A.2.1., A.3.1., A.4.1., A.5.1.)
- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing one’s potentials – cycles 1, 3, 4 (A.1.3., 3.3., 4.3., 5.3.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences and respectful relationships with others – educational cycles 2, 3 (B.3.2., B.3.3.)
- Developing conflict resolution strategies – educational cycles 1-3 (B.1.3., B.2.3., B.3.3.)
- Taking responsibility for one’s behavior – educational cycles 4, 5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Realizing the consequences of one’s own and others’ attitudes/actions/choices – educational cycles 4, 5 (B.4.1., B.5.1.)

WORKSHOP AIMS

Develop self-awareness and ability of students to express themselves, especially in situations when they feel left out or abandoned.

Improve competences of emotional self-regulation and problem resolving strategies. Encourage the provision of mutual support and empathy.

NECESSARY MATERIALS

Video "Prazno" (Empty) (5 minutes), can be found on the *YouTube* channel of the Forum for Freedom in Education.

YOUR PREPARATION FOR THE WORKSHOP

This is one of those feelings almost all of us have experienced, and it is not a very pleasant one. Think of some of your experiences, maybe even recent ones, when you felt left out, isolated in a way, whether by your own choice or by a combination of circumstances, maybe due to behavior of others. How susceptible are you to that feeling and how do you feel about it? How do you cope with it?

INTRODUCTION AND INSTRUCTIONS

If you have the chance, watch the 5-minute video "Prazno" (Empty) with your students. Link: <https://www.youtube.com/watch?v=DUS8fXMi-60>. This video illustrates in a symbolic way the feeling of alienation and isolation, and then getting away from that feeling by connecting with others. Fun fact: the video entered the Forum's contest "Color the World" back in 2013, and its author Matija Benić, student of First Grammar School Varaždin at the time, later continued to make films and won several awards for his work.

Ask the group how they liked the film and what it reminded them of. How did they perceive the boy in the film, what happens to him? They may mention the first day in a new school, new company, feeling of being left out and loneliness. Or they may

Additional material for working on the topic of being left out for students of lower grades can be the fairy tale *The Ugly Duckling* or the poem *Speckles is not alone after all*.

say they never feel that way. They may comment on the music in the film and the manner in which it follows the feelings of the main character.

Associate the topic with the current social situation in which many people felt lonely last year because of the pandemic. But, not only because of the pandemic, we can often feel as if we don't belong somewhere, as if we don't fit in, as if we are left out.

Of course, sometimes it is good to be alone for a while. Ask them if there are students among them who like to be alone. We can say there is "good solitude". And which solitude is not so good...? Tell them you will ask them two questions for reflection and ask them to help you answer them.

What can I do to feel less lonely or left out?

What can I do to make others feel less lonely or left out?

DISCUSSION

Talk together about their answers, let them exchange their experiences and examples.

If you notice the discussion going towards someone belonging to a minority group, or towards biases and stereotypes towards a social group ("they separated themselves because they are different"), ask them what they think about that and why some individuals do not feel comfortable in company. Whose responsibility is that? What do they think it is like to have a characteristic you cannot change, and it makes others consider you different or less worthy...? What can we all do?

If the discussion goes in the direction of social media and they say they use them to feel included and connected, accept that, but make them question whether that should be the only way of "hanging out" and what are the possible consequences.

END

During the workshop, a lot of topics could be covered, both personal and socially conditioned ones. It is important to “round off” everything in a positive and constructive way and to carefully consider if this workshop has maybe shown that additional contents on this topic are necessary. If you decide to move on in this direction, you could make a very positive impact in the entire school community because this topic gives the opportunity to raise numerous questions such as discrimination, prejudice, stereotypes, rejection, clans, grouping of children, isolation of individuals etc.

If your school has already decided to work on inclusion and promote the inclusion of every individual, make sure to connect this workshop with other efforts your school is making to that end. Students themselves could think of an idea or school project about making everyone feel welcome and accepted in their school. Make sure to thank students for their openness and express your hope and wish that everyone feels connected and less lonely while they are in their school and classroom. Point out that these times have been hard for all of us, and that it is important to help each other and try to make everyone feel good and welcome at school.

ADDITION

As an idea for an additional activity, you can use the exercise you have most probably done already: each student gets a piece of paper with their name on it and they send it around, and one by one they write something nice about that person, fold the paper and pass it on. Ideas for writing: write what makes this person special, what they do to make the world a better place... This can be anonymous, or they can sign their names. This way they collect one sentence from each student and in the end, they read everything for themselves. They can take this paper home and open it there if they think that is better. At some point you can ask them how they felt when they read all those nice things about themselves.

Worksheet:
Speckles is not alone after all

SPECKLES IS NOT ALONE AFTER ALL

In one city lived a cat named Speckles,
With spots from tail to ears.
He did not have the most beautiful fur
and was often full of fleas.

Other cats in the city
Didn't want with Speckles to play.
They'd call him names:
Colored! Shaggy! You smell!

One day, completely out of the blue,
popped up infestation of fleas.
And suddenly, each and every cat
Had fleas, from tail to ears.

They were itching and scratching
all those cats, big and small.
But then our Speckles came
and land a helping paw to all.

He knew where in this city
one can get a flea shampoo.
All the flea-bitten cats rushed
To buy that shampoo too.

The fleas disappeared as they came,
suddenly, out of the blue,
And to all the cats it was clear as a day,
who should they give thanks to.

It was then they realized that making fun of Speckles
because he's different was really bad.
Because of their mean words
For nights he cried feeling really sad.

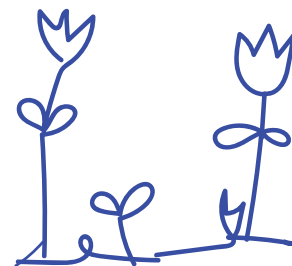
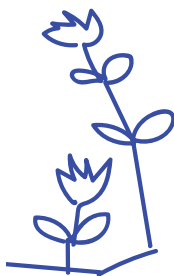
Cats from our story learned now
To love their friends, both bigger and smaller
Because we're all the same, and we all need love.
Regardless of fleas, fur or color.

Vanja Kožić Komar



MODULE 3

And now what?



WORKSHOP 15:

“I JUST WANT TO TELL YOU”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Civic Education):

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing one’s potentials – cycles 1, 2,3, 4 (A.1.3., A.2.3., A.3.3., A.4.3., A.5.3.)
- Recognizing and respecting the needs and feelings of others – educational cycles 1–3 (B.1.1., B.2.1., B.3.1.)
- Developing communication competences and respectful relationships with others – educational cycles 1, 2, 3 (B.1.2, B.3.2., B.3.3.)
- Developing conflict resolution strategies – educational cycles 1-3 (B.1.3., B.2.3., B.3.3.)
- Taking responsibility for one’s behavior – educational cycles 4, 5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Realizing the consequences of one’s own and others’ attitudes/actions/choices – educational cycles 4, 5 (B.4.1., B.5.1.)

WORKSHOP AIMS

Learn how to express ourselves when we want to stand up for ourselves or solve a problem we have with someone.

NECESSARY MATERIALS

Empty sheets of paper, pencils, worksheet *Quiz: What type are you? Communication styles* (on page 93), worksheet *How will you react?* (on page 94)

YOUR PREPARATION FOR THE WORKSHOP

This workshop reminds us about the ways in which we react and communicate with others daily, especially in situations when things do not go exactly as they should or when we need to stand up for ourselves. You must have many examples you could share with the students, which they will find very interesting. Think of a recent situation you think you could share with them. Did you back out, were you straightforward or unpleasant? Did you maybe give in and if you did, were you OK with that or did it leave a bad taste in your mouth? If you have an example of a situation in which you assertively stood up for yourself, respecting yourself and others, it would be great if you could share it with students and describe to them exactly how you achieved that. Of course, taking into consideration their age.

INTRODUCTION AND INSTRUCTIONS

You can begin with a game in pairs (if epidemiological circumstances allow so) **One pencil – two students drawing.** Divide students into pairs. Give each pair one paper and only one felt-tip pen/colored pencil. Each pair has a task to make a drawing with one felt-tip pen, which they must hold together. It is important that they do everything in complete silence, without talking about what they will be drawing. Give them one minute for this task. After they complete the first part of the task (probably with a lot of laughter), tell them that their next task is to each draw their own drawing on the back of the paper, again with only one pencil that they hold together and again without

talking, in complete silence. Give them a minute for this as well. Once they are done, ask them to show you both drawings. Ask each pair how they felt when they were drawing the first and the second drawing. Were there any conflicts, did they (despite not being able to talk) manage to reach an agreement and how, did someone in the pair impose to draw what they wanted etc. This exercise will be very amusing for students, even though it is rather serious and opens the possibility to talk about how each of them copes when they have to stand up for themselves and/or cooperate with others. If you are working with higher grades, you can suggest to students to analyze their actions while they were drawing in pairs and to try to define how they behaved in this potential conflict situation.

Tell students that this exercise can remind us of how we behave when everything does not go as we planned, when we have to fight for ourselves or when we are faced with someone's request.

Tell them that some people in such situations act aggressively and do not see anyone but themselves, while others back out. Do they know what that looks like? Mention that there is a way in which they can fight for themselves, and which is neither aggressive nor passive, and ask them if they know what it is called (assertiveness).

About assertiveness

If the students are significantly younger, instead of a story about assertiveness, you can ask them if they think it is better to try to get their own way or to give in. When is it better to get their way and fight, and when to give in?

Assertiveness is a type of behavior in which we openly and honestly stand up for ourselves and our rights, wishes, interests and needs. We know our wishes in a certain situation, and we are able to show them – through our behavior, attitude, expression, in speech or writing. Our posture itself can be assertive – upright, but relaxed posture, direct look without avoiding eye contact, staying focused on the person we are speaking to.

When we are assertive, we approach others, engage in conversations, express, expose and open ourselves, but without being afraid that such exposure will be threatening to us or others. Assertiveness is also considered a phenomenon which is in the middle of the "Passive – aggressive" continuum and which can be measured. It is believed that as individuals we are all prone to certain patterns of behavior, especially in conflict situations, but also in many other situations in which we want to stand up for ourselves. Some people more often choose a

more passive approach and believe that everything will resolve by itself (one extreme), while others “go on the offensive” and do not give up until the situation is resolved, possibly in their favor, without troubling themselves too much with other peoples’ feelings (other extreme). Of course, there is a whole range of possibilities between these two extremes, but it is exactly its middle (assertiveness) that in its ideal form represents the perfect balance between respecting oneself and respecting others.

Divide students into small groups and give each group one problem situation (worksheet *How will you react?*). Their task is to think of several possible reactions to this situation and present them to others. The class then has to guess which communication style was used.

DISCUSSION

Listen to their answers and suggestions and then acknowledge them and briefly comment on them. Ask the rest of the class (groups) what they think. When they choose the example of cooperation, that is open dialog, ask them if they know how to talk like that. Have they ever heard about “I statements”? Explain to them that this is a style of communication in which we are honest with others by respecting both them and ourselves and in which we know how to express ourselves without hurting others. This is a style in which we do not have a problem with saying “I want...”, “I find it important to...”, “I don’t agree...because...”, “I ask you to...” Ask some of them if they would like to try one “I-statement” in the situation they chose in their group work. You could even give them small “cheat sheets”, i.e. cards with started I-statements they can use to create their own statements depending on the situations from the examples above.

END

Praise their work and effort and emphasize that these are skills they will need in all relationships, with their mum, dad, family members, friends, boyfriend, girlfriend, teacher... Encourage them to practice I-statements for the next few days with their friends and family members: (younger students can practice *I want* and *don’t want* statements). Emphasize that this will be very useful when they do not agree with someone and when they need to resolve a problem or a conflict, which will be covered by the next workshop.

You can place the worksheet “Communication Styles” in a visible place in the classroom as a reminder to everyone on how to communicate better.

If the students are significantly younger, instead of a story about “I-statements”, you can give them the options of “I want to/wish” and “I don’t want to/don’t wish to” and give them instructions to try to make one such sentence for the story in the problem situation.

You can agree that during the following week, everyone in the class is going to be using I statements to communicate, especially if you encounter some problems in your relations.

Worksheet: Quiz – What type are you? Communication styles

When a problem occurs or when there is trouble, what is your usual approach?

1. Straightforward – I tell everyone everything very directly, they tell me that I sometimes attack others and that I am sometimes (a bit) unpleasant.
2. Good with everyone – it is important to me that everyone is OK, and I do not have to stand out, I try to resolve everything so that everyone is happy.
3. Cool – I like my own world and I do not like drama, I prefer to be left alone.
4. Always here to talk! I am excellent in such situations – I know how to stand up for myself, but also how to help others. I understand people and express myself well.

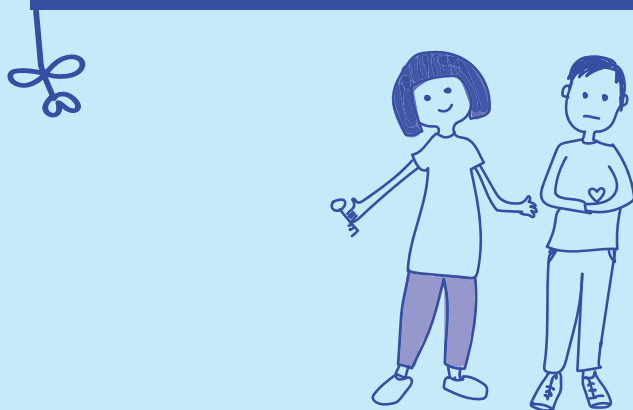
Worksheet: How will you react?

Look closely at the following situations and think what would you do.

1. Your mum insists that you visit your relatives, but you don't feel like it. You already told her that, but she says it's your uncle's birthday and that he'd be happy to see you.
2. You heard that your friend said something stupid about you to her other friend.
3. You have an exam the day after tomorrow, you haven't prepared at all, and you should go to a birthday party today (friend's friend).
4. They asked you to prepare something and tell it in front of others (in the class). It's something you know very well, but you still don't feel too comfortable. Will you say yes and why?
5. Your friends or your sister/brother comment on your fashion style.
6. You want to talk your mother or father into taking up an activity you really care about, even though you're already involved in several activities. They are not thrilled.
7. It seems to you that your friend is feeling "down", but he/she doesn't want to talk about it.

WORKSHOP 16:

“WE CAN SOLVE THIS”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Civic Education):

- Developing communication competences and respectful relationships with others – educational cycles 1, 2, 3 (B.1.2, B.3.2., B.3.3.)
- Developing conflict resolution strategies – educational cycles 1-3 (B.1.3., B.2.3., B.3.3.)
- Taking responsibility for one's behavior – educational cycles 4, 5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Realizing the consequences of one's own and others' attitudes/actions/choices – educational cycles 4, 5 (B.4.1., B.5.1.)

WORKSHOP AIMS

Master the basics of problem solving and cooperation, improve communication competences, learn the basics of conflict resolution, understand the difference between compromise and cooperation, understand the difference between different types of conflict resolution.

NECESSARY MATERIALS

Worksheet *Styles of conflict resolution* (worksheet on page 99)

YOUR PREPARATION FOR THE WORKSHOP

When you think of how you feel as part of a group – part of your work team, family member, group of friends, do you have a good experience of cooperation? Can you easily agree on things and be happy with the solution you chose? Or you can think of an example when it does not go so smoothly – for example, someone always insists to have it their own way, someone never says what they want, someone always gets mad etc. Think about what you have learned over years of life and work experience and what has helped you to solve problems in cooperation with others. Prepare a short story of your own, depending on the age of your students.

INTRODUCTION AND INSTRUCTIONS

Announce to your students that today you will teach them what they can do to solve a problem they have with someone and resolve a conflict. Ask them who their role model is regarding conflict resolution and why. Talk about the methods and most common approaches people use to resolve a conflict or problem.

Present them the model *Styles of conflict resolution* (worksheet on page 99) and ask them if they recognize themselves in some or in most of them, and which one they like the most. You can also mention the advantages and disadvantages of each style. Then announce that you will be working on a specific situation.

If there is a current conflict situation in class or in school you could use for the workshop, that would be ideal because they would be working with a real situation. However, if you for any reason decide not to use a real situation (because it is too sensitive or you have trouble staying neutral), choose one of the imagined problem situations that represent a challenge for a group of friends, colleagues, peers or family.

Possible examples you can use:

- In your class, some of the students are for wearing face masks in schools, and some are against it (or another current topic).
- Among your friends there is a new person, and a part of your crew wants to hang out with them, and a part does not.
- In your family someone believes they should get their own room, and someone else wants that room to be a common study.
- ... (students should themselves think of a current situation they find interesting)

Distribute the worksheet *Styles of conflict resolution* to smaller groups. Students should comment on the situation they chose, and then go through communication styles and imagine what such reaction would look like and what solution would be achieved in the group. Go through each style with them and try to assess whether they understood the essence of each style or they need additional explanation. You can invite them to show or act out the reaction for a certain style.

DISCUSSION

Which style was the easiest to describe and which one was the hardest and why? What makes each of the styles positive and what makes them negative? Do you know someone who knows how to cooperate well? What kind of person are they? Do you recognize someone in a certain style?

END

Each of these styles is sometimes necessary and positive, and cooperative style is considered the best for complex group problems, when "none of us is as smart as all of us" and when it is important that everyone is happy in the long run. You will need this skill a lot in your life because we are all different. That is why it is important to find a way to bridge these gaps and cooperate.

Whenever you want to change something in your environment, this will be the first step.

Of course, for this style it is important that everyone is included, that everyone cares, that they participate responsibly and that they have their own opinion! You should not be discouraged by a failure or two, this is all normal, be persistent!

Addition: If you have the chance, show to your students the film “Medijacija u školi” (School mediation) from the YouTube channel of the Forum for Freedom in Education, which depicts the conflict between two teenagers and a possible method to resolve it with the help of the school mediator. Link: <https://www.youtube.com/watch?v=PRkXOui-sVU&t=327s>. The film starts to play automatically when you visit Forum’s YouTube channel.

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Worksheet: Styles of conflict resolution

Do you know what are the typical ways we usually resolve conflicts (and other problems)? We also call them **Conflict resolution styles**.

1. **Fighting others and winning: COMPETING** – we want to be the best, to win, we try to impose our opinion and our solutions in different ways. We are ready to attack others we do not agree with and we sometimes become harsh or aggressive.
2. **Indulgence: ACCOMMODATING** – we want to be friendly, make other people happy, it is important to us that everyone is content, we adjust easily. We sometimes do not think about ourselves, we do not stand up for ourselves openly and over time we can become very dissatisfied. And sometimes we do it simply because a certain problem is not that important to us, so we do not insist on our suggestion.
3. **AVOIDING** – we do not want a conflict or argument at any cost. It is all too annoying and too uncomfortable to us. If we choose this style, we will pretend the problem does not exist or it is not that serious.
4. **COMPROMISING** – when the situation is not that important, but we still have to resolve it, we negotiate and “trade” with the other side. Each side yields a little and a middle solution is reached that partially pleases everyone. This is also necessary sometimes.
5. **COLLABORATING** – in collaboration everyone is important and participates in the process of finding the solution. The solution does not need to be perfect, but it has to be good enough and acceptable to everyone. It usually lasts a little longer and requires communication and dialog between all the persons involved. A quality solution is sought that will make everyone feel like a winner, even if they gave up on some of their requests, and a solution in which each group member was important.

WORKSHOP 17:

“THE POWER OF MY THOUGHTS”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and social development:

- Managing emotions and behavior – educational cycles 1–5 (A.1.2., A.2.2., A.3.2., A.4.2., A.5.2.)
- Developing one’s potentials – cycles 1, 2,3, 4 (A.1.3., A.2.3., A.3.3., A.4.3., A.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)

WORKSHOP AIMS

Learn the skill of coping with stressful situations and emotions through remodeling, a different view of the situation and support to oneself, self-encouragement.

NECESSARY MATERIALS

Descriptions of problem situations from the book “Govor nenasilja” (Speech of Non-Violence) by Ladislav Bogнар, 1998. (On pages 104–107)

This workshop develops confrontation skills that can be applied and associated with previous workshops on emotions. This means that during the workshops on emotions, when you talk to your students about methods for managing their emotions more easily, you can also introduce and use some of these contents.

This workshop might seem more appropriate for students in higher grades, but we certainly encourage you to talk about the “power of one's own thoughts” with students in lower grades as well. Here you can use cartoons such as "Božić svaki dan" (Christmas every day) (<https://www.youtube.com/watch?v=OFhzRoOrFLM>).

Since the cartoon is 18 minutes long, you can instruct them to watch it at home with their parents/guardians. Another example of positive thoughts for the youngest ones is the song "Tomorrow" from the children film "Annie", on whose text and understanding thereof you can work together.

YOUR PREPARATION FOR THE WORKSHOP

Think of a recent situation when you felt something was frustrating you, but you could not do much to change it. Did you manage to calm down relatively fast and how did you achieve that? How good are you in general in being able to view a situation in a new and original way? Do others tell you that you are more inclined to positivity and optimism or negative view of things? Or that you are somewhere in the middle, most often realistic?

INTRODUCTION AND INSTRUCTIONS

If you have it ready, share with a group a recent situation of yours when something happened to you that you could not influence much. Do not tell them the solution right away, ask them what they would do. Listen to their answers. Tell them you will reveal how you solved that problem at the end of the class.

Tell them that today's topic is: What can we do when we can't do anything? Tell them that we all have a great power, which is the power of our thoughts. With our thoughts, we can think about the same situation differently and make ourselves feel better. Not only will we feel better, we will also think of some new possibilities for action.

Remind them of the story from the book “The Adventures of Tom Sawyer” by Mark Twain. The story about how aunt Polly made Tom paint the fence, which he did not feel like doing, but he had to. What happened? With his approach to this task as something very fun he attracted other boys who begged him to paint the fence for him. They even brought small gifts to “pay” him to let them paint.

The adventures of Tom Sawyer

The novel *The Adventures of Tom Sawyer* by Mark Twain from the second half of the 19th century was named his most famous work and favorite children literature, in which the author described his own experiences as a boy. Tom’s curiosity and mischief often led him to cause problems to his aunt Polly who watched him, and he did not refrain himself from street fights. This resourceful boy gets into all kinds of trouble, but each time successfully gets out of them. In his work Twain ironically warned about the absurdity, uniformity and some educational methods aimed at absolute obedience of the children.

Distribute different problem situations (attached) to small groups. Each group should get three tasks. Tell them these are often situations in which we feel we can do nothing. Did they ever experience something similar?

In each group they should try to think of ways to think about that situation in a way that will help them feel better and cope with it more easily.

Cards with problem situations: What to do in situations in which we “can’t do anything”? Use the “power of thoughts”!
(Examples from the book “Govor nenasilja” (Speech of Non-Violence) by Ladislav Bogнар, 1998)

DISCUSSION

Listen to their ideas and solutions. There surely will be some interesting ones. Many students will automatically suggest specific actions, so remind them that now we are practicing the power of thoughts and the things we say to ourselves, and not

what we do. Some may suggest thinking something bad about others, or something unrealistic, so warn them about that, as something which helps only in the short run, but not for real.

END

Finally, go back to “your situation” and tell them how you approached it and how you used the power of your thoughts.

Notes:

Cards with problem situations

(examples from the book "Govor nenasilja" (Speech of Non-Violence)
by Ladislav Bogнар, 1998)

School	Sports	Friends
You studied a foreign language the best you could. However, you feel nervous before the exam. What can you tell yourself before the exam starts?	At the last match, you didn't score when shooting a free kick and your team lost. What positive thoughts can you have before the start of today's match?	New jackets are trendy. All your friends have them, but your family cannot afford one. What positive things about your family can you say to yourself in this situation?

School	Sports	Friends
Last year, you competed for the title of the school's best mathematician, but you didn't win it. This year, you are competing again. What can you say to yourself before the start of this competition?	You want to join your school's basketball team. But, you notice many people who are taller than you. What can you tell yourself as a positive thought?	Walking down the street, you slip on ice and fall. A group of young men laughs at you. What positive thought can you have in that situation?

School	Sports	Friends
You saw a group of students writing on the classroom wall. The form teacher asks you to tell her who did it. You want to tell the truth, but you are afraid the students will be angry at you. What can you say to yourself?	You are learning to swim. You already know something, but the coach wants you to go into a deep pool today. You are afraid. What can you say to yourself as a positive thought?	Your friend told some bad things about you and now you haven't been chosen for the class team. What can you say to yourself to feel better?

School	Sports	Friends
You got the assignment to read something at the gathering held at your school. You're a good reader, but you've never read at such a gathering. What positive things can you think about before the beginning?	You are a goalkeeper at an important match. The best opponent player rushes towards your goal. What positive thoughts can you have at that moment?	You and your friend agreed to go to the cinema. At the last moment, she lets you know she'll go with her boyfriend who just returned from a trip. What positive things can you say to yourself?

School	Sports	Friends
You got a bad grade, and today is the PTA meeting and you are afraid there will be some heated discussions afterwards. What positive thoughts have at that moment?	Your running results are very good. But tomorrow you have a competition against some runners that are better than you. What can you say to yourself before the beginning of the competition?	A group of boys from your street constantly hurls insults and makes fun of you. This makes you angry, but you are also afraid. What positive thoughts can you have when you meet them again?

New situations	Conflicts	Party
You're traveling by plane. It's your first time. You're a little uncomfortable. What can you say to yourself to feel better?	You're playing chess and your opponent makes a move that brings you victory, but then takes it back. You agreed no moves can be taken back. What positive thoughts can you have?	You're at a dance and suddenly the electricity is out. There is so much noise and you feel uncomfortable because you don't know almost anyone there. What can you say to yourself in that situation?

New situations	Conflicts	Party
You got a job in a restaurant over the holidays. You never did such a job and you're nervous as you're going to work your first day. What positive thoughts can you have?	You're watching a match, and your sister switches it to a TV show. You ask her to give in, but she says she already did two times, and that now she wants to watch the show. What can you say to yourself?	You are at a birthday party and your best friend met someone and now you're standing there all alone. What positive thoughts can you have at that moment?

New situations	Conflicts	Party
You're going on your first date. You're very excited. You're afraid that the person you're meeting maybe won't show up. What positive thoughts can you have in that situation?	You agreed with your dad that tonight you can use the computer. But your brother says that it's his turn today. What positive things can you say to yourself?	You're going back from a party and in the tram you notice that your wallet is missing. There was not much money in it, but you feel bad about the documents. What positive things can you say to yourself at that moment?

New situations	Conflicts	Party
Your family has moved and today is your first day in your new school. What positive message can you say to yourself?	You need to wash your hair and you're in a hurry, but someone used up all the water. What positive things can you say to yourself in that situation?	You like to dance, but they are playing only music you don't like. You already told them that, but they haven't done anything about it. What positive thoughts can you have?

New situations	Conflicts	Party
You are at the choir rehearsal for the first time and you know hardly anyone. You feel uncomfortable. What positive thoughts can you have?	You want to go dancing and your friend wants to go to the cinema. You're always the one to give in and it makes you angry. What positive thoughts can you have to lift your mood?	You're at a party and a friend approaches and asks you: "What on earth are you wearing?" What positive thoughts can you have at that moment?

WORKSHOP 18:

“I CHOOSE”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and social development:

- Developing communication competences and respectful relationships with others – educational cycles 1, 2, 3 (B.1.2, B.3.2., B.3.3.)
- Developing conflict resolution strategies – educational cycles 1-3 (B.1.3., B.2.3., B.3.3.)
- Taking responsibility for one's behavior – educational cycles 4, 5 (B.4.3, B.5.3.)
- Collaborative learning and teamwork – educational cycles 2–5 (B.2.4., B.3.4., B.4.3., B.5.2.)
- Realizing the consequences of one's own and others' attitudes/actions/choices – educational cycles 4, 5 (B.4.1., B.5.1.)

WORKSHOP AIMS

Make students aware of their ability to influence themselves, others and the phenomena around them. Develop their planning and decision-making skills and their ability to influence things. Develop creativity and communication skills.

NECESSARY MATERIALS

Board, felt-tip pens

Be ready to hear different answers, as well as questions to which not even you have the answer, which is totally fine. New generations are well-aware of climate change problems, so there is a possibility they will mention that too. You can say something like: This is a really complex problem for the entire humanity, and we all have to think of ways to solve it. Maybe for some of you this will determine your career path!

YOUR PREPARATION FOR THE WORKSHOP

Have you recently been in a situation that seemed impossible to resolve? How did you approach such situation? Do you have a usual reaction mechanism: you may be strong and “keep pushing” or you pretend the problem does not exist, do you resort to jokes, to mitigation or you talk in detail about everything? You may be the type that immediately “grapples with the problem” and tries out different solutions. Or you go through all of this very emotionally and wonder how you will make it. In such situations, we all usually have our own habits, but we also learn something new about ourselves. If you can think of a situation of your own that happened and from which you learned something, prepare it as a short story for your students. Take the age of your students into account. For younger students, you can prepare a simpler story to which they can relate, and for older students you can prepare something from your high school or your youth, or a recent situation that could be interesting to them.

INTRODUCTION AND INSTRUCTIONS

In the last few months we have learned a lot, we have helped each other with our ideas and thoughts, and we have been very creative. Today, for the very end, when we already know a lot, we will deal with a special topic, which is “insoluble problem.”

How would you describe an insoluble problem? What makes a situation insoluble?

Write down their answers.

And now I would like to ask you for a few examples. These examples may be from literature, a film, a series or your life, or the life of a person close to you.

I will also share a situation that seemed insoluble when I first found myself in it.

Tell them about the situation, but do not tell them about the solution right away. Ask them what they think how the situation got resolved. Tell them you will be creative today and explore different kinds of solutions, even if you do not see some of them right away.

If these are younger children, ask them if they remember the story of Hlapić the Little Shoemaker by Ivana Brlić Mažuranić and all kinds of problems he encountered. Can they remember some of his actions, how did he solve his problems? (for example, he left Mr. Scowler who scolded him, he repaired his clothes for his journey, he slept under the bridge when it rained, he lost his shoes, went looking for them and found the thief, he helped a poor man sell his baskets etc.

In the end he managed to come back home and help Mr. Scowler find his long-lost child – Lisa, and they all lived happily together).

And now we will choose together one of the situations you thought of and see what we can do, whether it is possible to solve something. We will use the “small theater” method, so I will have to ask you to show some of your acting skills as well.

One group will consist of our actors who will act out the situation for us.

The second group will have to write down main characters’ feelings and why they feel that way.

The third group will suggest what the main character or characters could do and who could help them.

The fourth group should come up with ways in which the main character or characters could change their way of thinking to feel better.

The fifth group will act out the possible solution or solutions.

If possible, “actors” should be children who are cut out for that, in a sense that they are not uncomfortable, or the ones for which you feel, this experience could be empowering, despite them being shy, and who are ready to actively participate.

DISCUSSION

Go through their ideas and solutions and help them consider several more they maybe have not thought of. Briefly repeat the confrontation mechanisms you have been teaching them for the last few months. Tell them the end of your own story and how it resolved.

Note: If you do not feel comfortable or you do not have experience with the theater method, you can use the brainstorming method instead or as an addition to the workshop. Once you have chosen the “problem” situation, divide them into smaller groups and give them the assignment to come up with as many possible solutions they can think of. The group that comes up with most solutions, gets a symbolic reward. Of course, tell them it is not all about the number of solutions, that it would also be good to test how realistic they are, but that it is certainly useful to see that there is a whole series of possibilities we do not usually think of when we have a problem.

END

Praise all groups for their work, especially the “acting” ones or the one that came up with most solutions. Make sure to ask them how it felt to act and what they realized during the role-play. Mention that many problems in life, especially personal ones, seem insoluble, but that most of them still resolve over time, especially if we have the right attitude, ask for help and/or take action. Emphasize that you are there for them if someone would like to talk about their situation, of course with the help of the school’s expert service.

WORKSHOP 19:

“HAPPY SCHOOL: WHAT IS THAT?”



LEARNING OUTCOMES

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Civic Education):

- Collaborative learning and working in a team – educational cycles 2-5 (B.2.4., B.3.4., B.4.2., B.5.2.)
- Realizing the consequences of one's own and others' attitudes/actions/choices – educational cycles 4, 5 (B.4.1., B.5.1.)
- Contributing to the group and contributing to the class, school and local community – educational cycles 1-5 (C.1.3., C.2.3., C.3.3.)
- Accepting social responsibility and actively contributing to society and acting in a socially responsible way – educational cycles 4,5 (C.4.3., C.5.3.)

WORKSHOP AIMS

Develop critical thinking skills, apply creativity, actively think about the school environment, get to know each other better and cooperate better, get acquainted with the concept of Happy School.

NECESSARY MATERIALS

Worksheet *My school* (Worksheet on page 116) and *Recipe for a Happy School* (Worksheet on page 117), posters for making the recipe for a happy school, colored pencils, film "Happy" from the Forum for Freedom in Education *You Tube* channel, UNESCO's Happy Schools model, box.

INTRODUCTION AND INSTRUCTIONS

If you have the chance, watch together the 5-minute film "Happy" (in original "Happy by Kata") that entered the Forum's contest "Color the World" in 2014. The film was made by a group of students from the Katarina Zrinska Mečenčani Primary School. The film was inspired by the music video for the song "Happy" by Pharrell Williams and it captured joy and happiness at the school through the dance by its students and teachers. Link: <https://www.youtube.com/watch?v=BiBcCymdbOI&t=80s>.

Ask your students how they liked the film and how they felt watching it. Do they feel that way in their school? Announce that today's topic is happiness at school, that is, "Happy School".

*What would you say, is our school a happy school and why?
What could be better?*

Who has most influence over a school's happiness? How? Do you have any influence on your school's happiness?

Last year, a lot happened over which we had no influence, and we did not like that. Our school has also gone through a lot and consequently changed. Today I would like to know how you see our school, what are you satisfied and what are you dissatisfied with.

We will also see what we could do together to change something, if possible.

I will ask you a few questions and we will then talk together about your answers. For starters, please fill out the worksheet "My School" and put it in the box.

As part of the instructions, explain to them that the school does not only consist of the building and space, but also of teachers, friends, relationships, what we learn and a lot more.

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I will “mix up” your answers a little and then each of you can draw one and read it to us, and I will write down the answers that are most common.

Write down the observations they indicated in their worksheets on the board and comment on them together. You can try to group the answers into several categories (such as Teaching material, Grading, Teachers, Peers, Relations, Interior and Exterior, Way to school and back...).

Then divide them into smaller groups, distribute empty posters and felt-tip pens/crayons and suggest that each group makes its own “Happy School” poster. Each group can display its work. After the workshop, if you wish, the posters can be displayed at a visible place in school so that teachers and other students can see them.

Additionally: if you would like to work on this topic during more than one class, students can come up with their own ideas for a project that could contribute to school happiness.

DISCUSSION

Comment on their ideas together.

If you have enough time, present the UNESCO’s “Happy School” concept to them. According to this concept, a happy school is the one:

- that has good interpersonal relationships;
- that has excellent learning environment;
- where there is freedom, creativity and wish for inclusion;
- that fosters teamwork and joint activities; as well as
- positive teacher attitudes.

Prepare by additionally studying UNESCO’s Happy School model. For those who would like to learn more, search for: *Happy schools! A framework for learner well-being in the Asia-Pacific*; 2016.

END

Thank them for sharing their opinions on these topics that are significant for the entire school community and encourage them to express their opinion as often as possible. Ask them if it is OK for you to take action personally, if you are able to do so, regarding the needs they expressed? Share your personal opinion of the topics they brought up, add some of your own and emphasize how important it is to talk about that in all classes, together, and try to make your school develop and grow together with all its members.

If you have the chance, watch the 3-minute film *Kad bi stolice pričale* (If Chairs Could Talk) that entered the Forum's contest "Color the World" by the Vladimir Nazor Primary School, Potpićan (Forum for Freedom in Education *YouTube* channel). The film depicts a project by school students who decided to cheer up themselves and their peers by decorating, coloring and writing messages on school chairs. Link: <https://www.youtube.com/watch?v=hP2cnnrHjTc&t=16s>. Ask them how they liked this action and if they would like to think of their own project and announce that you will deal with this in more detail at the next workshop.

Worksheet: My School

I like

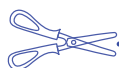
I don't like

Worksheet
RECIPE FOR A HAPPY SCHOOL

A HAPPY SCHOOL

A happy school for us is

An unhappy school for us is



RECIPE FOR A HAPPY SCHOOL

Ingredients:

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.....

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Preparation:

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WORKSHOP 20: “MAKE A CHANGE”

LEARNING OUTCOMES:

Educational expectations as part of the curriculum for the cross-curricular topic Personal and Social Development (can be connected to the cross-curricular topic Civic Education):

- Collaborative learning and working in a team – educational cycles 2-5 (B.2.4., B.3.4., B.4.2., B.5.2.)
- Realizing the consequences of one's own and others' attitudes/actions/choices – educational cycles 4, 5 (B.4.1., B.5.1.)
- Contributing to the group and contributing to the class, school and local community – educational cycles 1-5 (C.1.3., C.2.3., C.3.3.)
- Recognizing the importance of individual's responsibility in society – educational cycle 3 (C.3.2.)
- Accepting social responsibility and actively contributing to society and acting in a socially responsible way – educational cycles 4,5 (C.4.3., C.5.3.)

WORKSHOP AIMS

Make students aware of their ability to influence the phenomena around them and the society as a whole. Develop skills such as organized action and use of existing channels and ability to influence things. Develop creativity and communication skills. This way students start from themselves, their everyday experience of the school and local community and they are encouraged to be active and make their contribution to problem solving through the dialog about problems they notice.

NECESSARY MATERIALS

Worksheet Action plan (on page 121)

YOUR PREPARATION FOR THE WORKSHOP

Try to think of an experience when you individually or together with your colleagues stood up for a change you deeply cared about. For example, you may have spoken at a meeting and advocated an idea. You may have written to a person in charge, requested a meeting, participated in media presentation of something you care about. Try to remember how it went and how you felt. Would you do something different now? What was the most important thing you learned then? Or maybe you never had such an experience?

INTRODUCTION AND INSTRUCTIONS

Thank your students for their participation in workshops so far, in which they spoke up about various topics related to them personally, to their peers and other children and young people. Emphasize that you noticed that part of the topics about which they spoke up was directly related to our environment, to the social situation in which many of their peers find themselves. This could be: slow renovation after the earthquake, measures to prevent the spread of pandemic (the so-called COVID measures), inadequate conditions in schools, poverty, unequal opportunities, dangers of social media... Also think of the things they mentioned they did not like during the previous workshop "Happy School".

Out of all the things they did not like and topics they mentioned, ask them which one or ones they would choose as something important, and what could be improved. Do they know about any attempts to do something, and how did that end up? If something should be done, who should do that and who could help? Can they do something and how?

Announce that now they will work on an Action plan in smaller groups and try to think of some possible solutions. Each group will choose one "problem" from the list of things they are not satisfied with and plan the activities that could be undertaken. Tell them to think about who could undertake them, how, in how much time etc. While they work, you can visit the groups and check on how they are doing and whether they have thought of any important elements of planning (e.g. how realistic, feasible, available, useful etc. the solution is).

Notes:

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DISCUSSION

While they are presenting their action plans, help them and guide them so that their plan starts to look like a volunteer action or a small (or even big) school project. If they have not remembered students' council, principals' council, parents' council or school board, help them realize these are important school bodies in charge of improving students' experience in school, which have the power to instigate some things.

If this is relevant with respect to the action they came up with, mention that there are some other possibilities of making impact that go beyond the school, such as local community, local authorities, media etc.

END

Additionally: if you have the chance, watch the 3-minute film "Pokreni promjenu" (Make a Change) from the Forum's YouTube channel. Link: <https://www.youtube.com/watch?v=Ga1hhAjRFSE&t=39s>. If your students are older, you can watch a 12.5-minute film "Mladi pokreću promjene" (The Youth Making a Change) from the Forum's *YouTube* channel. Link: <https://www.youtube.com/watch?v=L0TvRouj7E8>.

Worksheet: Action plan

Idea:

Necessary resources:

Steps:

REFERENCES

- Bognar, L. (1998) *Govor nenasilja (Speech of Non-Violence)*. Osijek
- Goleman, D. (1997) *Emocionalna inteligencija (Emotional Intelligence)*. Zagreb: Mozaik knjiga
- Good, E.P. (2009) *U potrazi za srećom (In pursuit of Happiness)*. Zagreb: Alinea
- Krznarić, R. (1998) *Empatija (Empathy)*. Zagreb: Planetopija
- Miljković, D., Rijavec, M. (2006) *Kako biti bolji (How to be better)*. Zagreb: IEP
- Munivrana, A., Pijaca Plavšić, E., Šimić, A. (2016) *Od srca do srca. Komunikacijski modeli kao alat u medijaciji (From heart to heart. Communication models as a tool in mediation)*. Forum for Freedom in Education, Zagreb, 2nd edition.
- Munivrana, A., Pijaca Plavšić, E., Pavlović, V., Perak, J. (2017) *Možemo to riješiti: razumijevanje i upravljanje sukobima (We can solve this: conflict understanding and management)*. Forum for Freedom in Education, Zagreb
- Munivrana, A., D. Morić, E. Pijaca Plavšić, M. Bajkuša, M. Rastović i V. Kožić. (2017) Collection of workshops "*Pokreni promjenu*" (*Make a change*): 40 ideas for working with children and youth in the field of diversity. Zagreb: Forum for Freedom in Education.
- Oatley, K., Jenkins, J.M. (2003) *Razumijevanje emocija (Understanding emotions)*. Jastrebarsko: Naklada Slap
- Plutchik, Robert (1980.) *Emotion: Theory, research, and experience: Vol. 1. Theories of emotion, 1*, New York: Academic
- Rosenberg M.B. (2006) *Nenasilna komunikacija, jezik života (Non-violent communication, a language of life)*, Centre for Peace, Nonviolence and Human Rights, Osijek.
- Rostuhar, D. (2015) *U zemlji zmaja (In the Land of the Dragon)*. Zagreb, KEK
- Tangney, J. P., Dearing, R.L. (2013) *Shame and guilt*. New York: Guilford Press

SOURCES FOR DOWNLOAD:

Briga za mentalno zdravlje (Care for mental health) (Work material for teachers and parents) Centre for Rehabilitation at the Faculty of Education and Rehabilitation Sciences, April 2021: https://centar.erf.unizg.hr/wp-content/uploads/2021/05/Edukativni_materijal_Briga_za_mentalno_zdravlje.pdf Accessed on 16 August 2021.

Happy schools! A framework for learner well-being in the Asia-Pacific; 2016: <https://unesdoc.unesco.org/ark:/48223/pf0000244140> Accessed on 16 August 2021.

Hopkins, B. (2017) *Restorativna praksa u učionici (Restorative Classroom Practice)*. Forum for Freedom in Education Zagreb <https://fso.hr/fso-publikacije/restorativna-praksa-u-ucionici/> Accessed on 16 August 2021.

Web-site of the organization Hrabri telefon, link about feelings for children: <https://djeca.hrabritelefon.hr/kategorije/osjecaji/>

Tko sam ja (Who am I), brochure, Korak po korak: <http://www.reyn-hrvatska.net/wp-content/uploads/2016/02/Korak-po-korak-Reyn-brosura-Tkosamja-big.pdf> Accessed on 16 August 2021.

Naše mentalno zdravlje (Our mental health), prepared by Jackie Gerstein, Ed.D., arranged for the Croatian language by S. Vuk: https://docs.google.com/document/u/0/d/19JoTAQDIfukbWH25hUcSXBgxVU6iNI_9P47kBn9Sfmc/mobilebasic?usp=gmail Accessed on 16 August 2021.

Web-site: <https://pukotine.hr> Accessed on 16 August 2021.

Da sam ja netko istraživanje (research If I were someone): <https://fso.hr/wp-content/uploads/2021/02/Znidarec-Da-sam-ja-netko-2013.pdf> i https://fso.hr/wp-content/uploads/2021/02/2017_Da_sam_ja_netko_final-1.pdf Accessed on 16 August 2021.

Knjiga dobrih ideja (A book of good ideas): <http://www.fso.hr/wp-content/uploads/2015/02/knjiga-dobrih-ideja.pdf> Accessed on 16 August 2021.

Untranslatable words: <https://www.theschooloflife.com/thebookoflife/untranslatable-words/> Accessed on 16 August 2021.

Protokol o postupanju nastavnika u slučaju sumnje ili saznanja o teškoćama učenika u području mentalnog zdravlja (Protocol on teachers' actions in case of suspected or confirmed student mental health difficulties) (X Grammar School):

https://deseta-gimnazija.hr/?page_id=4629 Accessed on 16 August 2021.

RESCUR: na valovima: kurikulum otpornosti za predškolsku i osnovnoškolsku dob (RESCUR: Surfing the waves: a resilience curriculum for early years and primary schools): <http://www.st-pedagozi.net/wp-content/uploads/2017/02/Croatian-manual.pdf> Accessed: 16 August 2021.

Rastimo zajedno (Growing up together): <https://www.rastimozajedno.hr/file/49/> Accessed on 16 August 2021.

Web-site: <https://www.kakosi.hr/> Accessed on 16 August 2021.

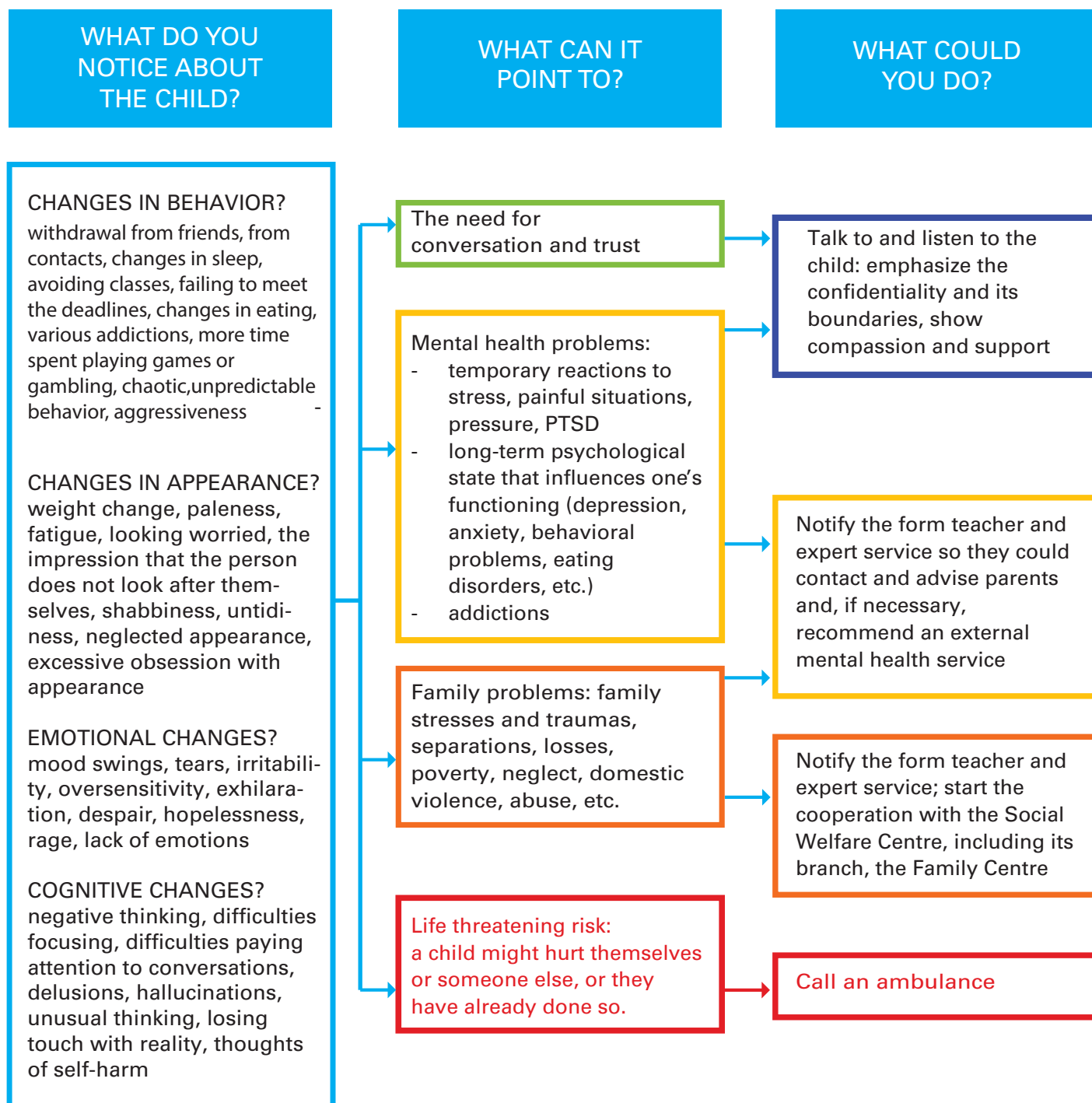
http://husp.hr/images/materijali/Slikovnica_o_ljutnji.pdf (Croatian Association of Social Pedagogues: Mateja Kerovec, *Slikovnica o ljutnji (A Picturebook on Anger)*) Accessed on 16 August 2021.



Guidebook for action in case of suspected student mental health difficulties



GUIDEBOOK FOR ACTIONS IN CASE OF SUSPECTED STUDENT MENTAL HEALTH PROBLEMS



CONTACTS THAT MAY BE HELPFUL

FAMILY CENTER

The Family Center in Croatia operates in each county through a total of 21 regional services. As a public institution, it provides counseling, psychosocial counseling, family mediation, and psychosocial treatment services with the aim of preventing violent behavior. Contacts and addresses for each county regional service are available on the official website of the Family Center.

WEB: www.obiteljski.hr

PUKOTINE

Pukotine (eng. Cracks) is an internet platform designed as a virtual space for young people, but also for all other generations. Its goal is to help users recognize and define their problems, connect with others who are going through similar challenges, and find support and solutions for their "cracks". On the webpage, you can find various information and experiences of others about ways of dealing with life's difficulties and problems, as well as a list of contacts where you can seek psychosocial help and support.

WEB: <https://www.pktn.hr/>

PUBLIC HEALTH INSTITUTE

The Croatian Institute of Public Health provides assistance in the field of mental health through a network of county public health institutes. Mental health services and departments, as well as counseling centers, are available in each of the 21 counties. Contact details and addresses of all institutions can be found on the official website of the Croatian Institute of Public Health and the county institutes.

WEB: <https://www.hzjz.hr/mreza-zavoda/>

Ambidexter Club Counseling center for children, youth, and families "SPIRIT" ADDRESS: Avenija Dubrava 238, Zagreb TEL: 01 285 2170; 099 457 5444 E-MAIL: info@ambidekster.hr WEB: http://www.ambidekster.hr	Autonomous Women's House Providing direct support and assistance to women who have survived male partner or domestic violence. ADDRESS: Aleja Lipa 240, Zagreb PHONE: 01 116 016 E-MAIL: azkz@zamir.net WEBSITE: http://www.azkz.net/	Center for Children, Youth, and Families "Modus" ADDRESS: Kneza Mislava Street 11, Zagreb TEL: 01 482 6111; 095 580 0322 EMAIL: spa@dpp.hr WEBSITE: http://www.dpp.hr
Center for Children, Youth and Families, Velika Gorica ADDRESS: King Tomislav Square 16, Velika Gorica TEL: 01 623 1734; 091 623 1734 E-MAIL: info@centar-dmo-vg.hr WEB: http://www.centar-dmo-vg.hr	Center for Education and Counseling "Sunce" ADDRESS: Albaharijeva 2, Zagreb TEL: 01 383 7873; 092 171 0140 E-MAIL: info@ti-si-sunce.hr WEB: https://www.ti-si-sunce.hr/	Center for Crises and Suicide Prevention KBC Rebro (0-24h) ADDRESS: Kišpatićeva 12, Zagreb TEL: 01 237 6335 (0-24h)
Mental Health Center Vijal ADDRESS: Prolaz Otokara Keršovanija 2, Pazin PHONE: 091 162 4146 E-MAIL: savjetovalistepazin@gmail.com WEB: https://www.pazin.hr/socijalna-skrb-zdravstvo/savjetovaliste-za-brak-i-obitelj-pazin/	Zaprešić Youth Center ADDRESS: Vladimira Novaka 25, Zaprešić PHONE: 01 331 1711 E-MAIL: czmz@czmz.hr WEBSITE: http://www.czmz.hr	Center for Missing and Abused Children ADDRESS: Ban Josipa Jelačića Street 83, Višnjevac Counseling centers operate in Osijek, Vinkovci, and Beli Manastir. TEL: 031 272 953; 116,000; 0800 606 606 EMAIL: info@cnzd.org WEB: https://cnzd.org/savjetovaliste/
Center for Eating Disorders "BEA" ADDRESS: Ilica 106a, Zagreb TEL: 098 900 5973 (weekdays 10 am-3 pm) E-MAIL: info@centarbea.hr WEBSITE: http://www.centarbea.hr/	Community Service Counseling Center "Luka Ritz" ADDRESS: Kneza Ljudevita Posavskog 48, Zagreb PHONE: 01 647 0050 E-MAIL: info@centar-lukaritz.hr WEB: http://www.centar-lukaritz.hr	CZPUZ "Kuća sretnih ciglica" ADDRESS: Stanka Vraza 109a, Slavonski Brod PHONE: 035 448 690 E-MAIL: info@kucasretnihciglica.hr WEB: http://www.kucasretnihciglica.hr
Rehabilitation Center of the Faculty of Education and Rehabilitation Sciences ADDRESS: Borongajska cesta 83f, Zagreb PHONE: 01 245 7560 E-MAIL: centar.info@erf.hr WEB: https://centar.erf.unizg.hr/	Youth Health Center ADDRESS: Heinzelova 62a, Zagreb PHONE: 01 646 8333 EMAIL: info@cmz.hr WEBSITE: https://www.czm.hr/	Center for Healthy Growing Up – Idem i ja ADDRESS: Lošinjskih brodograditelja 33, Mali Lošinj TEL: 051 233 295; 098 215 858 E-MAIL: centar@zdravo.hr WEBSITE: http://www.zdravo.hr
Red Cross Society of Varaždin County ADDRESS: Pavlinska 8, Varaždin PHONE: 042 320 411 E-MAIL: ured@dck-vz.hr WEBSITE: http://www.dck-vz.hr	Society for Psychological Assistance Sunce ADDRESS: A. Waldingera 11, Osijek PHONE: 031 368 888 E-MAIL: dppsunce@gmail.com ; sunce@os.t-com.hr WEBSITE: http://www.dppsunce.hr/	Brave Phone ADDRESS: Hreljička ul. 18a, Zagreb TEL For children: 116 111 TEL For parents: 0800 0800 E-MAIL: savjet@hrabritelefon.hr / info@hrabritelefon.hr WEB: http://www.hrabritelefon.hr

ISKORAK - LGBTQ Center ADDRESS: Šenoina 34 (3rd floor), Zagreb PHONE: 091 244 4666 E-MAIL: info@iskorak.hr WEBSITE: https://www.iskorak.hr/	How are you? (Online counseling and support) ADDRESS: Domobranska 21, Zagreb; Slovenska 13, Zagreb E-MAIL: info@kakosi.hr ; savjet@kakosi.hr ; termin@kakosi.hr ; psihosetnje@kakosi.hr ; socanx@kakosi.hr WEB: https://kakosi.ffzg.unizg.hr/	KBC Zagreb, Clinic for Psychiatric and Psychological Medicine Department of Psychological Medicine and Department of Child and Adolescent Psychiatry TEL: 01 237 6390 (from 1:00 PM to 4:00 PM) Center for crises with the National Center for Psychotrauma: 01 237 6470 (from 0 to 24 hours) E-MAIL: predbiljzbe.cmz@kbc-zagreb.hr
Vrapče Psychiatric Clinic: Outpatient Treatment Center of the Institute of Psychotherapy; Department of Psychology; Institute of Psychotherapy ADDRESS: Bolnička cesta 32, Zagreb PHONE: 01 378 0777 E-MAIL: bolnica@bolnica-vrapce.hr WEB: https://bolnica-vrapce.hr/	Mental Health (Online Counseling and Support) ADDRESS: Trnjanska cesta 63, Zagreb E-MAIL: mentalnozdravlje@mentalnitrening.hr WEB: https://mentalnozdravlje.hr/	Vinkovci County General Hospital ADDRESS: 64 Kralja Zvonimira Street, Vinkovci PHONE: 032 349 444 EMAIL: psi.obvk@gmail.com WEBSITE: http://www.obvk.hr
Polyclinic for the Protection of Children and Youth of the City of Zagreb ADDRESS: Ulica Ignjata Đorđića 26, Zagreb PHONE: 01 345 7518 E-MAIL: info@poliklinika-djeca.hr WEB: http://www.poliklinika-djeca.hr	Blue Phone ADDRESS: Ilica 36, Zagreb PHONE: 01 483 3888 E-MAIL: info@plavi-telefon.hr WEB: http://www.plavi-telefon.hr	PsiHelp (Online counseling and support) E-MAIL: psihelp@psihomnija.org WEBSITE: https://www.psihelp.hr/
St. John's Psychiatric Hospital ADDRESS: Jankomir 11, PO Box 68, Zagreb TEL: 01 343 0001; 01 343 0062 E-MAIL: naručivanje@pbsvi.hr WEBSITE: https://www.pbsvi.hr/	Psychological Help (Online counseling and support) ADDRESS: Ninska 1, Sesvete E-MAIL: info@psiholoskapomoc.hr WEB: https://www.psiholoskapomoc.hr/	Tesa Psychological Center ADDRESS: Ban Josipa Jelačića Square 1/III, Zagreb PHONE: 01 482 8888 E-MAIL: psiho.pomoc@tesa.hr WEBSITE: http://www.tesa.hr
Psychological Counseling Center for Children, Youth, and Families of the Matulji Municipality ADDRESS: Trg M.Tita 12, Matulji PHONE: 099 754 0779 EMAIL: foliot.info@gmail.com	Lanterna Counseling Center ADDRESS: Trg Tina Ujevića 5/3, Makarska PHONE: 021 616 992 E-MAIL: savjetovalistelanterna@gmail.com WEB: https://www.savjetovaliste-lanterna.hr/	Counseling Center of Pragma Association ADDRESS: Nikola Tesla 13, Zagreb PHONE: 01 778 9950 E-MAIL: pragma@udruga-pragma.hr WEB: http://www.udruga-pragma.hr
Counseling Center for Children, Youth, Marriage, and Family Poreč ADDRESS: Zdravi grad Poreč, PP 118, M. Gioseffi 2A, Poreč TEL: 052 452 335; 091 452 3350 E-MAIL: savjetovaliste@zdravi-grad-porec.hr WEB: http://www.zdravi-grad-porec.hr	Snaga obitelji - Counseling Center for Children and Parents ADDRESS: Bože i Nikole Bionde 7, Zagreb PHONE: 01 611 7190 E-MAIL: savjetovaliste@hrabritelefon.hr	SOS Rijeka – Center for Nonviolence and Human Rights ADDRESS: Verdieva 11, Rijeka PHONE: 051 211 888 E-MAIL: pomoc@sos-rijeka.org WEB: https://www.sos-rijeka.org/

Student Counseling Center Nisi sam/a PsihoPLANET - Center for counseling, education and personal development ADDRESS: Savska cesta 38/4th floor, Zagreb / Park Kate Šoljić 4, 3rd floor, Zagreb TEL: 095 549 1861; 01 301 8333 E-MAIL: info@psiho-planet.com WEB: https://psiho-planet.com/studentsko-savjetovaliste-nisi-sam-a/	University Counseling Center ADDRESS: University Campus on Trsat, Building of the Faculty of Civil Engineering in Rijeka, 1st floor, Radmile Matejčić 3, Rijeka PHONE: 051 265 841 E-MAIL: ssc@ssc.uniri.hr WEBSITE: http://www.ssc.uniri.hr	Duga Association, Center for Children, Youth and Family, Solin ADDRESS: Zvonimirova 75, Solin PHONE: 021 261 352 EMAIL: udr.duga@gmail.com WEBSITE: http://www.udrugaduga.hr
Association "Igra" ADDRESS: Sveti Duh 55, Zagreb TEL: 01 370 4537; 095 911 0089 E-MAIL: udruga.igra@udrugaigna.hr WEBSITE: http://udrugaigna.hr/	Association "Impress", Youth Center ADDRESS: Ivana Zajca 3, Daruvar TEL: 091 915 2621; 098 953 7002 E-MAIL: info@udruga-impress.hr WEB: http://www.udruga-impress.hr/	Association "Klupko" ADDRESS: A.Mihanovića 3., Vinkovci E-MAIL: udrugaklupko@gmail.com WEB: https://www.facebook.com/udrugaklupko/
LORI Association Association for informing and raising public awareness for acceptance of LGBTIQ+ people ADDRESS: Janeza Trdine 7/4, Rijeka TEL: 051 212 186; 091 593 4133; 091 493 4133 E-MAIL: loricure@yahoo.com WEBSITE: https://lori.hr/	Association "Mentor" ADDRESS: Kroz Smrdečac 7, Split PHONE: 021 786 245 E-MAIL: mentor.split@gmail.com WEB: www.mentor-split.hr	Association MoST ADDRESS: Gundulićeva 52, Split PHONE: 021 483 680 E-MAIL: info@most.hr WEB: https://most.hr/podrucja-djelovanja/
Association "Ozana" ADDRESS: Vukovara Street 239, Zagreb PHONE: 01 615 2946 E-MAIL: ozana.uds@hi.t-com.hr WEB: https://www.udruga-ozana.hr/	Parents' Association "Step by Step" ADDRESS: Ilica 73, Zagreb PHONE: 01 485 5578 E-MAIL: info@udrugaroditeljapkp.hr WEB: https://www.maloljetni-roditelji.net/	Association for the Protection of Children, Youth and Families "Feniks" ADDRESS: Bunićeva poljana 5/II, Dubrovnik PHONE: 020 358 560 E-MAIL: feniks@du.t-com.hr WEB: http://www.feniks-dubrovnik.hr
Association Children First ADDRESS: Hrvatsko proljeće 34/II, Zagreb PHONE: 01 294 7066 E-MAIL: djeca.prva@djeca-prva.hr WEBSITE: https://djeca-prva.hr/		



Schools of Support

