

CHILDREN AND ADOLESCENTS

WORKSHOP 1.

“Loving ourselves to reconnect with one another”

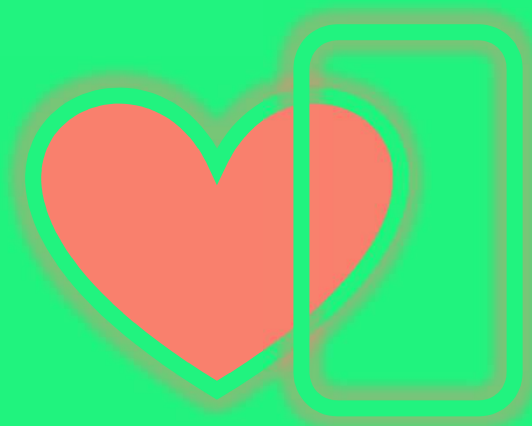
- ACTIVITY 1: THE SWING OF SELF-ESTEEM
 - Guide to conduct the activity

- ACTIVITY 2: THE COMPLIMENTS CALENDAR
 - Guide to conduct the activity
 - Compliments Calendar Template (to print)
 - Compliments Calendar Envelope Template (to print)
 - Compliments Calendar Compliment Template (to print)

- ACTIVITY 3: THE ROLE SYSTEM (ROLL THE ROLE)
 - Guide to conduct the activity
 - Roll the Role: Role Description Template (to print)
 - Roll the Role: Role Evaluation Template (to print)
 - Roll the Role: Role Roulette Template (to print)

SERIES “CREATING SAFE SPACES TO PREVENT VIOLENCE”

WORKSHOP 1. Loving ourselves to reconnect with one another





Recover spaces for traumatized children in community settings

The activities in this pack have been designed to be easily implemented by following this guide.

We have calculated the time to plan the session (2 h in total). You can choose to do the full session or just one activity.

In italics, you will see specific notes on how the activity works.

"Between quotation marks you will see the text to address the participants".

ACTIVITY 1: THE SWING OF SELF-ESTEEM

GOAL

Raise awareness about the daily mood swings that can affect our self-esteem.

MATERIAL

Board, sticky notes, pens.

INTRODUCTION (5 MINUTES)

Short introduction to the concept of self-esteem and its relevance (from [Workshop on Self-esteem](#) - SJD Mental Health Digital Platform SOM360). "Today we'll do an activity to understand self-esteem. What do you think self-esteem is?"

Give them time to answer.

"Self-esteem is the assessment that a person has of themselves, positive or negative. And it is determined by the concept we have of our person. If it is positive we have positive feelings towards ourselves and if it is negative we have negative feelings."

"Self-esteem is formed by what I think of myself, what others think of me and what I think others think of me."

"And it is made up by different components.

- The social area (how I relate to my friendships)
- The academic area (how I feel as a student)
- The family area (how I relate to my family)
- The physical appearance area (how I perceive my physical appearance)"

"All these components lead to a global assessment of self-esteem. It is important to know that the opinions we receive from all these areas have a different weight in our self-perception."

"Self-esteem is like a swing, sometimes is high and sometimes is low. Now we would like to think about situations in our daily lives that influence our mood and, without realizing it, are influencing our self-esteem."

A.SOCIAL

HIGH ▲

LOW ▼

DEVELOPMENT (15 MINUTES)

Draw three columns on the class board (Social Area, Academic Area, Physical Appearance Area). Write HIGH and LOW. Focus on each area for 5 minutes.

"We will use these sticky notes to write down your ideas. You will need to write one idea per sticky note with clear handwriting. We want to see which HIGHS and LOWs we can go through in these three areas. Here are a few examples:

Social Area- High: Walking home with a friend after school. Low: they cancel the plans we had.

Academic Area- High: they value my effort. Low: I fail an exam.

Physical Appearance Area- High: someone compliments my outfit. Low: I get a pimple."

Students write one idea per sticky note and the facilitator collects them and pastes them on the board. The student has the opportunity to read out loud the content of the sticky note or they can hand it to the facilitator and give them permission to read it out loud.

WRAPPING-UP (5 MINUTES)

Take a look at which highs and lows are addressed in each area. The ideas can be grouped into broader topics. The facilitator can create a group of sticky notes (for instance, "when I get a low grade") and ask a question to the group: "how could we help someone who is going through this?". *Encourage them to think about specific actions.*

TOTAL TIME: 25 MINUTES

ACTIVITY 2 : THE COMPLIMENTS CALENDAR

GOAL

Promote group recognition of positive qualities to boost each student's self-esteem.

MATERIAL

Printouts: Calendar Template (one/student), Envelope Template (one/student), Compliments Template (one/student) and pens.

INTRODUCTION (5 MINUTES)

Option 1. If the group has already done Activity 1 (The Swing of Self-esteem):

"Now that we know that our social relationships affect our self-esteem, we will do an activity to strengthen each other's self-esteems. Do you like to be given compliments by your friends/classmates?"

Option 2. If the group has not done Activity 1 (The Swing of Self-esteem):

Short introduction to the concept of self-esteem and its relevance (from [Workshop on Self-esteem](#) - SJD Mental Health Digital Platform SOM360). "Today we'll do an activity to understand self-esteem. What do you think self-esteem is?"

Give them time to answer.

"Self-esteem is the assessment that a person has of themselves, positive or negative. And it is determined by the concept we have of our person. If it is positive we have positive feelings towards ourselves and if it is negative we have negative feelings."

"Self-esteem is formed by what I think of myself, what others think of me and what I think others think of me."

"And it is made up by different components.

- The social area (how I relate to my friendships)
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"All these components lead to a global assessment of self-esteem. It is important to know that the opinions we receive from all these areas have a different weight in our self-perception."

"Now that we know that our social relationships affect our self-esteem, we will do an activity to strengthen each other's self-esteems. Do you like to be given compliments by your friends/classmates?"

DEVELOPMENT (20 MINUTES)

Hand out the printouts to the students (Compliments Calendar, Envelope, Compliments).

"We have given you an empty calendar. We will fill this calendar with compliments, one compliment per day. But first, we need everyone to assemble their envelope and write their name on it. Then we need to cut the Compliments Template small squares until we have 30 small papers. Now, slowly, we'll circulate the envelopes clockwise. When we receive an envelope, we check the name, and we write a compliment about that person on one of the small papers. We place our comment inside the envelope and give it to the next person. Keep in mind that the comments can only be positive. Once everyone has their envelope filled with all the classmates' compliments we close the envelopes and give them to the teacher. As a class we decide when we want to start the Compliments Calendar. Once we start, we will take one compliment out of the envelope every day and stick it on our calendar."

WRAPPING-UP

Once the Compliments Calendar is completed we all look at each others calendars and share the positive qualities described in them. We discuss as a class how the activity has made us feel and what could we do to make the feel-good effect last longer. Perhaps doing thematic calendars.

TOTAL TIME: 25 MINUTES

COMPLIMENTS CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				
				
				
				
				

HAVE YOU RECEIVED
TODAY'S COMPLIMENT?



Attach the compliments envelope here...



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SJD
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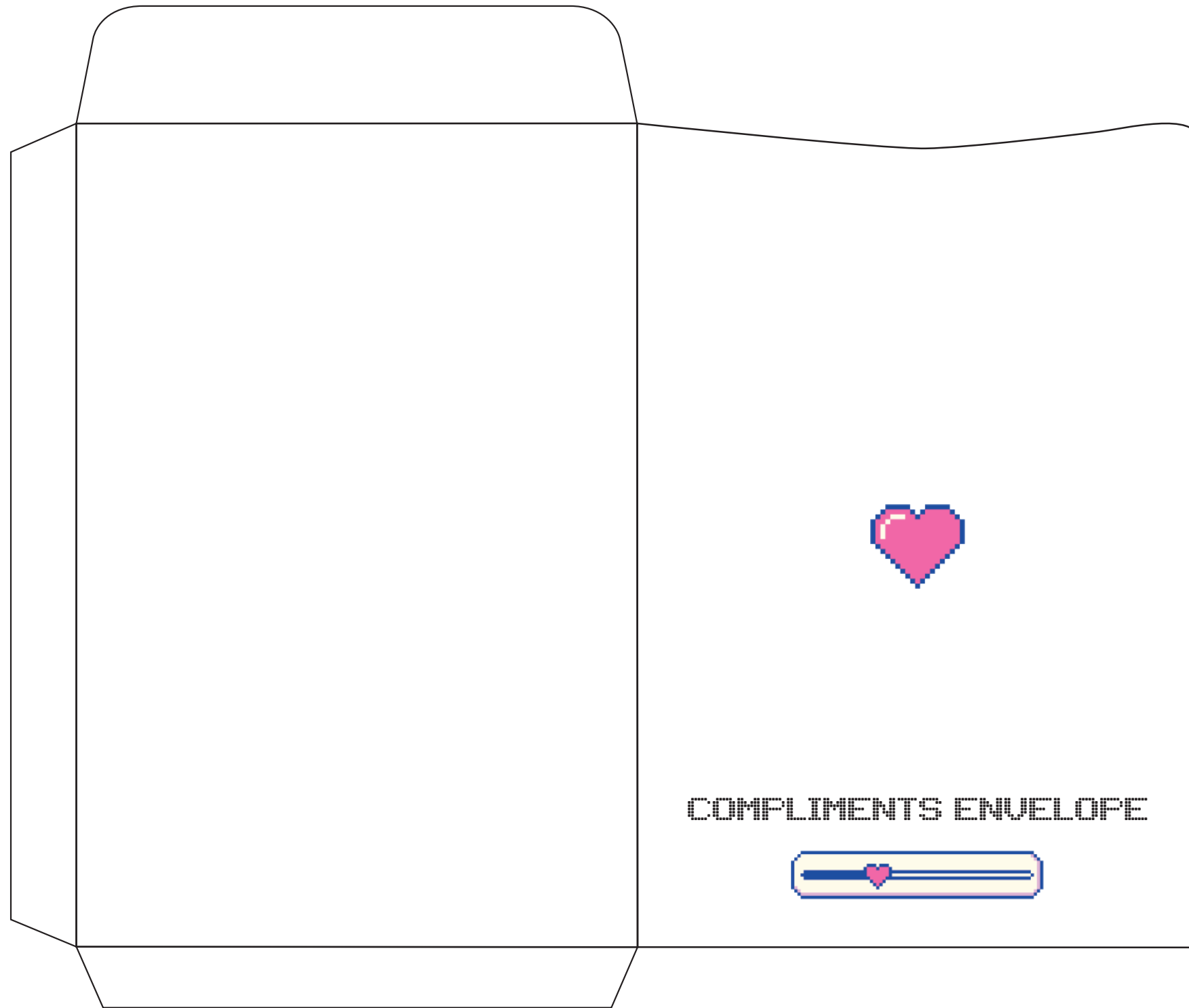
SJD
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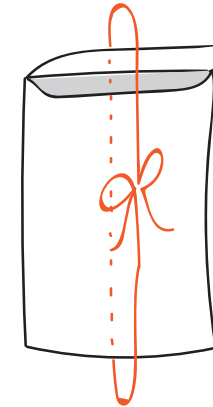
Bambino Gesù
OSPEDALE PEDIATRICO

COMPLIMENTS ENVELOPE



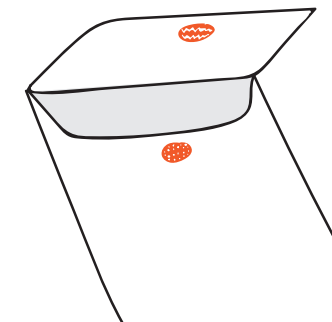
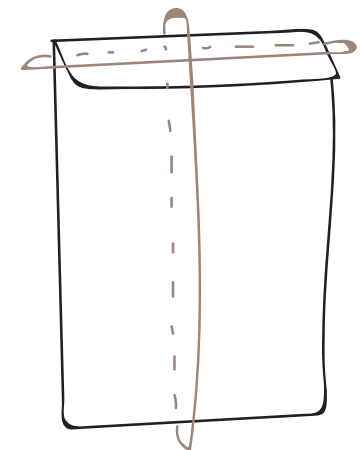
**Create your own compliment envelope.
Print, cut, and glue flaps.**

Ideas to make the envelope easy to open and close...



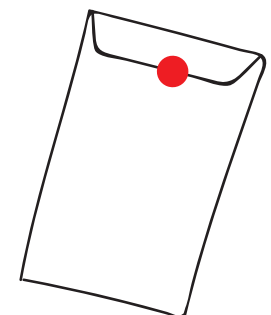
Thread a string from the back and tie a bow in the front.

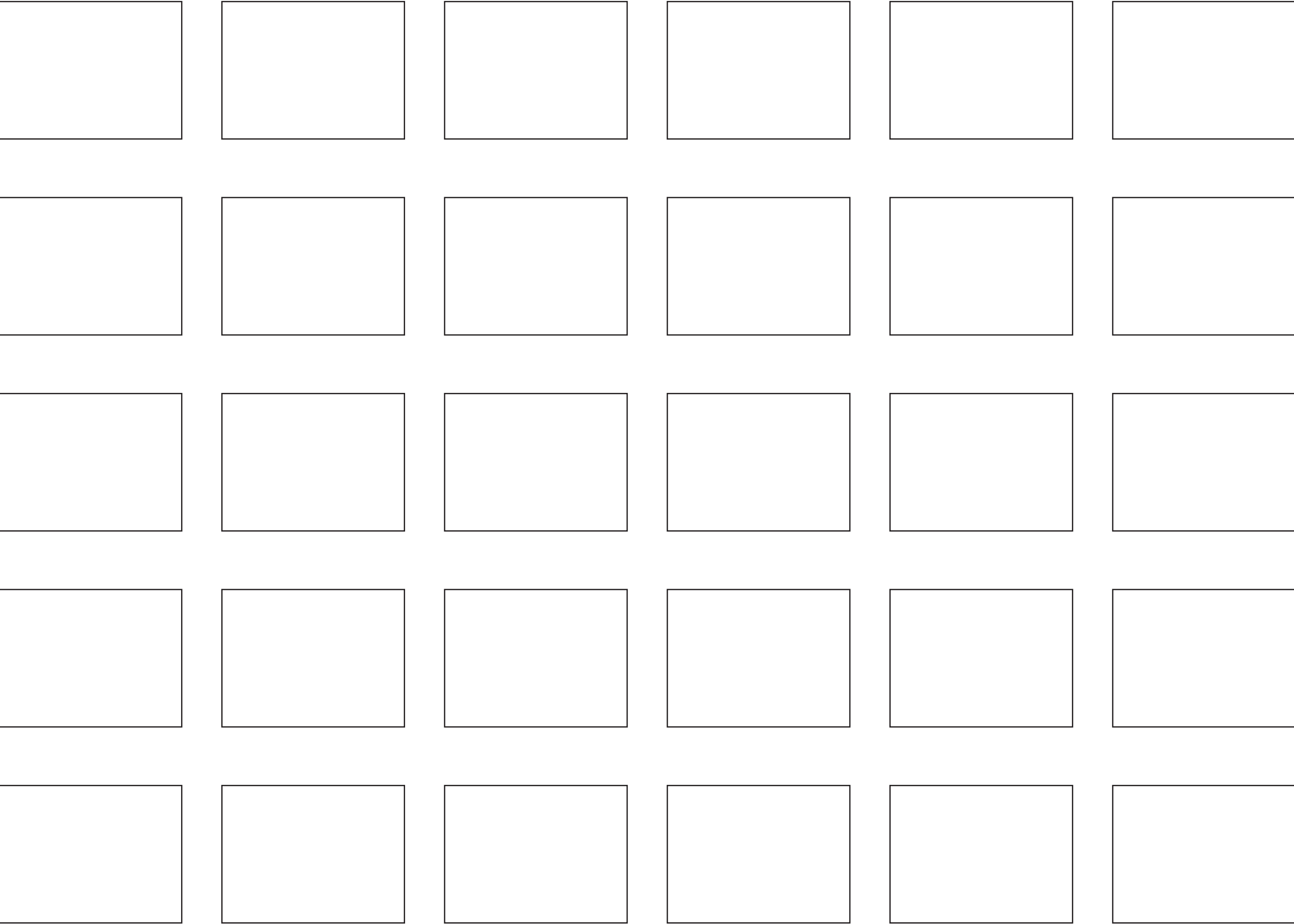
Attach a rubber band to the back and stretch it to open.



Use adhesive Velcro dots.

Attach a sticker and replace it as needed.





ACTIVITY 3: ROLL THE ROLE

GOAL

Involve students in the process of creating a safe and violence-free environment in the classroom.

MATERIAL

Printouts: Role Description, Role Template, Role Roulette, Evaluation report.

INTRODUCTION (5 MINUTES)

"As you already know, we spend a lot of time in the classroom, and therefore, it's very important to take care of each other to create a safe space. One way to establish this safe space is by developing healthy relationships among us. This is done by making everyone responsible for the group's well-being. To create these habits, we have decided to think of the classroom as a small community. In this community, there are different roles aimed at protecting the class from negativity. We have identified 6 different types of roles to try out in groups of four. Over the course of three weeks, you will take on the role of the profession assigned to you. You should strive to perform well, as your peers will evaluate your performance at the end of each rotation."

DEVELOPMENT (20 MINUTES)

Cut the roles and place them in the roulette. Every three weeks we evaluate the group's performance in each role, and we assign the roles to the next group.

WRAPPING-UP

Once all students have completed the different roles, we reflect about how we have felt in each role, and we discuss whether this system has helped us make the class a safer space. We also encourage students to think of other strategies that could help us connect and protect each other.

TOTAL TIME: 25 MINUTES

“As you already know, we spend a lot of time in the classroom, and therefore, it’s very important to take care of each other to create a safe space. One way to establish this safe space is by developing healthy relationships among us. This is done by making everyone responsible for the group’s well-being.

To create these habits, we have decided to think of the classroom as a small community. In this community, there are different roles aimed at protecting the class from negativity. We have identified 6 different types of roles to try out in groups of four.

Over the course of three weeks, you will take on the role of the profession assigned to you. You should strive to perform well, as your peers will evaluate your performance at the end of each rotation.”



rescue

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ROLES > ROLLING THE ROLE

1 THE INQUIRER



This role involves asking how others feel. This person shows genuine interest in your well-being from the moment you arrive in the morning. If they notice you seem down, they will inquire if everything is alright. If there's an important exam, and they see you're nervous, they will ask how you're doing, so you can share your feelings.

2 THE APPRECIATOR



This role involves expressing gratitude and appreciation for the various actions we take for each other every day. They remember situations where someone helped another person and emphasize the importance of valuing the time someone dedicates to helping.

3 THE HELPER



This role offers assistance with homework or assignment instructions. They are available to support you when required.

4 THE ENTERTAINER



This role livens up the class with light-hearted and respectful jokes that make everyone laugh. They try to bring fun elements to lighten up your day, like sharing funny animal videos.

5 THE COMPLIMENTER



This role surprises people with sincere compliments. They might appreciate your outfit or the poster you made for the class. They ensure everyone receives a compliment each week.

6 THE CONFLICT SOLVER



This role facilitates conversations when misunderstandings or conflicts occur. They promote respectful communication and strive to find solutions that satisfy all parties involved.

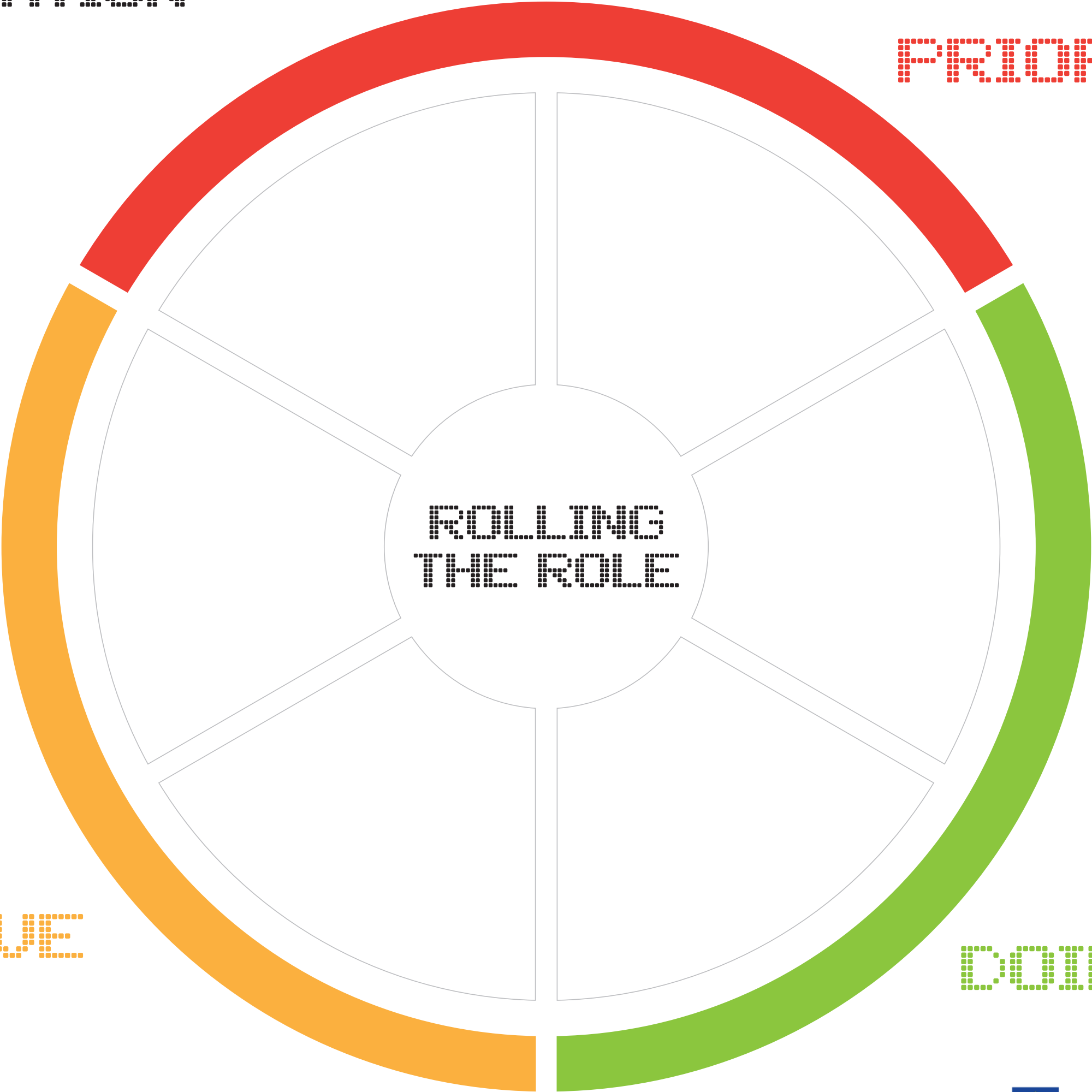
INSTRUCTIONS:

Print and cut out the roles.
You can laminate the
pieces for reuse in each
rotation, write and erase
names with markers, or
write them in pencil and
print new ones as needed.



THIS ROTATION

PRIORITIZE



IMPROVE

DOING WELL

Now that you know the responsibilities of each role, we would like to ask you how we can evaluate the members of each role. This is once they have finished their rotations.

For example, we can ask the following questions:

- 1. Did they fulfill the assigned role?
- 2. Did they approach the tasks seriously without making fun of them?
- 3. Did they encourage others to perform these actions as well?
- 4. Would you like to see them take on this role again in the future?
- 5. What do you think they could improve?
- 6. On a scale from 1 to 10, how would you rate their performance?

As a group, put the wheel's pieces back with the names of the upcoming people who will have these professions in the upcoming rotation. Mark your evolution in the design zone.

EVALUATE > ROLLING THE ROLE

1 THE INQUIRER



2 THE APPRECIATOR



3 THE HELPER



4 THE ENTERTAINER



5 THE COMPLIMENTER



6 THE CONFLICT SOLVER



EVOLUTION

DOING WELL																		
IMPROVE																		
PRIORITIZE																		

1 2 3 4 5 6 Indicate the state of each profession in each zone, based on its color, for each rotation.