

EDUCATION PROFESSIONALS

WORKSHOP 1.

“Taking care of yourself to support others”

- ACTIVITY 1: SHARING EMOTIONS AND THE STRATEGIES TO MANAGE THEM
 - Guide to conduct the activity

- ACTIVITY 2: DETECTION AND ACTION IN CASES OF VIOLENCE
 - Guide to conduct the activity

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Recover spaces for traumatized children in community settings

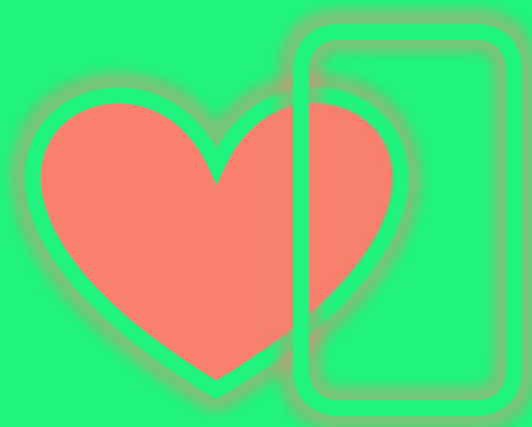


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SERIES “CREATING SAFE SPACES TO PREVENT VIOLENCE”

WORKSHOP 1. Taking care of yourself to support others



 **SJD** Sant Joan de Déu
Barcelona - Hospital

SJD
Sant Joan de Déu
Fundació de Recerca

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Ajuntament de Cornellà
de Llobregat


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In collaboration with:

 Institut
Joan Miró





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: SHARING EMOTIONS AND THE STRATEGIES TO MANAGE THEM

GOAL

Identify and share emotions and coping strategies.

MATERIAL

An object, a mural, sticky notes, pens, and a watch.

INITIAL ROUND (7 MINUTES)

*Hi everyone, we're here to discuss **Sharing Emotions and strategies for managing them**.*

So, we'll start with a round of introductions where we'd like to hear your name. Here's an object and the operating rules of our circle: a) you can only speak when you have the object, b) the object goes around the circle in one direction (right or left) successively, giving the floor to everyone in turn, without skipping over anyone, c) when you have the object you also have the right to pass it and not speak, d) it's important that everyone respects what is said and everyone must be careful and respectful with their language, both verbal and gestural, e) what is said in the circle is confidential, and f) in addition to: Do not judge, do not advise, do not express surprise/shock/anger or disapproval, do not position yourself and do not assume that what you know is more valuable than what others know.

*Let's start. Now I'm going to ask you a question and the object will roll to the right. The question is: **What is your most valuable virtue?***

MIXING ACTIVITY (2 MINUTES)

*All those who (say something that can unite people, such as having a pet) get up and change places. We continue until most of us sit next to different people. Mix up to 4 interactions, for example: *people who have traveled in the last year, People who have been partied in the last month.**

MAIN ACTIVITY (30 MINUTES)

We distribute sticky notes to the whole group. *Remember that today we'll be working with emotions, so I'll ask you to write on a sticky note how you feel today. Think about what emotion you feel and why. How would you define this emotion? And then we'll stick all these emotions on the mural.*

All emotions are valid and acceptable. Everything you feel happens to everyone, young and old. We'll ask you different questions to think about: 1) Do you have any restorative activities that help you when you are not feeling well? and 2) Do you have any strategies to make your time at school easier? (What, how and when?).

We distribute sticky notes and prepare a mural to hang all the proposals with the title: STRATEGIES TO FEEL BETTER. We do a non-sequential round to collect all the ideas. *Now that all the strategies have been proposed, you can hang them on the mural. Write a list of positive messages from teachers to teachers (remembering why they are teachers in the first place).*

QUESTIONS FOR REFLECTION - DISCUSSION SPACE (9 MINUTES)

Proposals: Does identifying and expressing emotions help us manage them? Can we generalize strategies for managing our emotions? Is it important to have spaces to share emotions? Why? What space do you have in high school to work on emotions (e.g., tutoring). How and when is it done?

ENERGIZING ACTIVITY – BODY AWARENESS (2 MINUTES)

In order to activate the body, we will now do a self-massage and say positive things to ourselves to feel and validate ourselves as professionals.

CLOSING ROUND (10 MINUTES)

What do you learn from this circle? (in a word or phrase). You can stick them on the mural.

TOTAL TIME: 60 MINUTES

ACTIVITY 2: DETECTION AND ACTION IN CASES OF VIOLENCE

GOAL

Identify violence and share strategies to find solutions.

MATERIAL

An object, a mural, sticky notes, pens and a watch.

INITIAL ROUND (7 MINUTES)

During the next 60 minutes we will talk about detecting and dealing with a situation of violence and each of you will explain your perspective. We'll follow the same dynamic of the circle: you can only talk when you have the object, and it's important that everyone respect what is said, even if you disagree, and everyone must be careful and respectful with their language. Let's begin. What happens when we feel down? Often, we act unintentionally and cause violence.

*Now I'll ask you a question and the object will roll to the right. The question is: **What is violence?** Once the circle answers, we validate it. Everything you mentioned is violence. The Institute for Catalan Studies defines violence as "the use of force against a living being or something". Many times, we see this use of force in the classroom among our students through cyberviolence, or for example students who live with violence at home. It is important to **detect these acts of violence and know how to assist them**. So, during this circle, we will give voice to these violences, and together we will look for strategies to assist them.*

MIXING ACTIVITY (2 MINUTES)

Play a round assigning A or B to all members. *Now all the A's must get up, move and look for an empty chair different from the one you had. The further away you were, the better. Now that we have all the A's seated, it's the B's turn. You need to move and find an empty chair. The further, the better.*

MAIN ACTIVITY (20 MINUTES)

*We'll share two violence situations for you to think about. In relation to **cyberviolence**: You heard that a student in your classroom, Cristina, recorded an intimate video for her partner, and now it is online. How do you think Cristina might feel? What would you do once you know of the situation?*

*Regarding a student who suffers from **violence at home**: Dani does not concentrate in high school; he often gets into an argument about anything and is involved in most fights in the classroom. At the end of the day, he doesn't want to go home. He prefers to spend the whole afternoon with his friends. How do you think Dani might feel? What would you do? The first thing he sees when he gets home is his mother crying on the sofa and the TV is broken again. How do you think Dani might feel? What would you do in this situation?*

QUESTIONS FOR REFLECTION - DISCUSSION SPACE (19 MINUTES)

We do a non-sequential round to collect all the ideas. *Have you ever encountered any of these situations? Do you have protocols regarding this? How could we assist them? (write it down on a mural by sticking the notes).* Some examples: we can find time to talk to the person, listen actively, do not judge, do not impose, communicate, empathize, show them that they are not alone. Teachers' energy and perseverance are required for this approach. However, it is very beneficial for students who suffer and can be useful for the rest of students who find themselves in similar situations.

We need to be aware of each step, self-evaluate how we do it and set goals to implement in the classroom, such as violence awareness workshops. And it's crucial that teachers do not feel alone and share these experiences with their colleagues. *If you have encountered any of these cases, how do you feel about assisting them? E.g., fear, respect, doubting if you are doing enough, feeling alone, and so on.*

ENERGIZING ACTIVITY - MIRROR (2 MINUTES)

In pairs: *One person will make movements/gestures, and the other will act as a mirror, mimicking the same gestures as their partner. After a minute or two, we change roles, the imitator makes the movements, and we do the same thing again.*

CLOSING ROUND (10 MINUTES)

What do you learn from the circle? (in a word or phrase). Paste on the mural.

TOTAL TIME: 60 MINUTES