



Erasmus+

KA229 – SCHOOL EXCHANGE PARTNERSHIPS

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Be Cool Stay at School

A collection of activities

School Partners

Geniko Lykeio of Valtino Trikala, Greece

Escola Secundaria de Sao Pedro da Cova, Gondomar, Portugal

Greek Lyceum of Munich - Constantin Caratheodory, Greece

August 2022

Introduction

This 'part' of work is the result of the collaboration of the three schools of the "Be Cool stay at School" project which was implemented between 2019 and 2022. These schools are: the Geniko Lykeio of Valtino Trikala, the Escola Secundaria de Sao Perdo da Cova, Gondomar and the Elliniko Lykeio Monaxou "Konstanin Caratheodory". We aspire to be a guide for our schools and perhaps for other schools also to continue to serve the goals of our cooperation.

Our main objectives were and still are:

- ▶ To build in our schools an environment that includes all students and which encourage respectful and caring interaction between them
- ▶ To raise awareness of the importance to connect with others and respect their needs
- ▶ To develop social emotional skills in order to prevent misbehaviour and to facilitate the students' integration
- ▶ To raise awareness of the school community of the approaches that emphasise to restorative justice and peaceful conflict resolution
- ▶ To develop the students skills of non violent conflict resolution
- ▶ To help students spread these ideas in their schools and try to implement them.

Of course, as we know, these objectives can be accomplished through the implementation of many different activities and actions in various fields, including those we have been pursuing so far.

In our project we had the opportunity to discuss and work on the concept of connectedness in school community and the factors that influence it.

There are many factors that influence students' connection to school and of course we did not deal with them all. What we want is each school to present some activities or practices that help students to be connected to school. These activities and practices may relate to different areas for each school. For example someone could mention that debate organized with students enable them to develop relationships and interactions, someone else that a reading group do the same. In the same way another school may have some different ideas which inforce the connectedness to school and may relate to different topics. For example, some kind of group peer activities (cultural, educational) may help students to develop relationships. Another idea, is the development of social emotional skills in order to enchase the peer interaction and the communication skills between students and help them to manage better the conflicts and problems that face in school. So, each school or even each teacher has the right to choose the most proper and suitable way for it.

Moving and Commands

Activity for:

✓	Warming up	Communication	Limits - claim
	Self knowledge	Non verbal communication	Process changes
	Self esteem	Expression of desires	Focus on yourself
	Develop confidence	Develop creativity	Activation
	Team dynamics	Conflict management	Relaxation – Close activities

Objectives : Familiarity of members of a group with each other

Duration : 15'

Materials :

Development

- The students are walking freely in a circle and by themselves
- With the cue (whistle, stop music, etc.) the teacher gives the command: "group 3" (ie group of 3)
"Tell us where everyone comes from"
- The group of students and the teacher continue with a different number of groups and commands.

Some Notes for the teacher:

- Get to know each other, say your names
- Find a common trait of your character
- Find common hobbies
- Tell us something you want to try and haven't yet
- Tell us a place you want to visit and haven't yet
- Tell us a place you would like to go on holiday
- Name the person you admire or want to meet

Variations of the activity:

Student worksheet:

Expectations

Activity for:

✓	Warming up	✓	Communication	Limits - claim
✓	Self knowledge		Non verbal communication	Process changes
	Self esteem	✓	Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives :

Duration :1h 30'

Materials :

Development

- The facilitator suggests dividing the participants into pairs.
- Everyone in turn will speak for 5 minutes about himself or herself and what is expecting from the team.
- The listener of the pair does not interrupt.
- At the end there will be another 5' period to discuss freely with each other.
- When they all gather together in plenary again each one of them will say what has heart from the other.
- The facilitator gives the signal for the change.
- The group gathers in a circle.
- Each one presents what his conversation partner told him and his partner, after listening, will correct and complete, if something has been omitted.
- The facilitator refers to what the participants were told to expect from the group and what that particular group can respond to.
- The activity is completed with a discussion.

Some Notes for the teacher:

- The facilitator gives the time for a change when 5' have passed.
- The facilitator joins the pairs if the number of members is odd and talks about himself and what he expects from the group. Otherwise, he presents them at the end to the whole group.
- The facilitator notes what the expectations are and clarifies team goals and boundaries.

Variations of the activity:

Student worksheet:

Walks

Activity for:

	Warming up	Communication		Limits - claim
	Self knowledge	Non verbal communication		Process changes
	Self esteem	Expression of desires		Focus on yourself
	Develop confidence	Develop creativity	✓	Activation
	Team dynamics	Conflict management		Relaxation – Close activities

Objectives : This activity facilitates group bonding.

Duration : 15'

Materials :

Development

- The participants stand up and start walking freely around the space.
- Now they walk like old men.
- They walk like babies taking their first steps.
- They walk as if they are wearing very high heels.
- Now they walk as if they are dragging their slippers.
- They walk as if a dog is pulling them.
- They walk as if they are sinking in snow.
- They walk as if they are carrying heavy bags.
- They walk as if they are walking barefoot on hot sand.
- They walk as if they are sliding on ice.
- They walk again in their own way.

Some Notes for the teacher:

- The facilitator may choose only a few ways of walking, can add others, change the times, but always ends with normal walking.

Variations of the activity:

They imitate walking

- ✓ After a few walks like the above, the facilitator suggests that **each one** walks exaggerating how he/she feels at that moment.
- ✓ He/She continues suggesting that he/she imitates the manner and also the style of someone from the group that indicates him. He stops and observes the others imitating him. Then they all go back to their own walk and continue with someone else.

Siamese

- ✓ After a few walks, they walk in pairs, "stuck" by some parts of their bodies. From the shoulder, elbow, heel, thigh and depending on the physical familiarity of the group, from the forehead, nose, back, etc.

Student worksheet:

Say it with a body movement

Activity for:

✓	Warming up		Communication		Limits - claim
	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity	✓	Activation
	Team dynamics		Conflict management		Relaxation – Close activities

Objectives :

Duration : 40'

Materials :

Development

- The facilitator suggests that all students stand up and form a circle.
- Someone will step into the centre of the circle and say his/her name accompanied by movement he/she wants, spontaneously, without thinking.
- All the others pay attention to the movement and the way he/she says his/she name and try to repeat as accurately as possible two or three times.
- The one in the centre notices the mirroring of himself in others and then returns to the circle suggesting someone else to stay in the centre.
- The activity will continue until everyone stays in the centre of the circle.
- There is a discussion for a while by the group

Some Notes for the teacher:

- As in this activity the participants are "exposed" with their body, they may be hesitant. It makes it easier if the facilitator goes into the circle first and does his/her movement in an exaggerated way.
- The instructions are also repeated in parts if it is necessary.
- Questions that facilitate discussion:
 - ✓ What does it mean to you to be the centre of attention?
 - ✓ How did you feel to see others imitating you?
 - ✓ What else did you see, think or find?

Variations of the activity:

Student worksheet:

The Empty Chair

Activity for:

✓	Warming up	Communication	Limits - claim
	Self knowledge	Non verbal communication	Process changes
	Self esteem	Expression of desires	Focus on yourself
	Develop confidence	Develop creativity	Activation
	Team dynamics	Conflict management	Relaxation – Close activities

Objectives : introductory feedback

Duration : 15'

Materials : chairs

Development

- All the students are in a circle, sitting on a chair, while somewhere - in the circle - there is an empty chair.
- Whoever is sitting to the right of the empty chair calls out the name of someone he/she remembers and the participant who hears his/her name runs to sit on the empty chair.
- The same is done over and over again, until all names are heard.
- The teacher takes out the empty chair at some point. A person enters the circle and stand in the centre, so an empty chair appears.
- So again the one on the right calls out a name and the owner of that name or those who hear that name as well as the one in the centre run to sit down.
- The one who doesn't reach the empty chair, has to go in the centre of the circle.

Some Notes for the teacher:

Variations of the activity:

Student worksheets (if any):

Ball game

Activity for:

✓	Warming up	Communication	Limits - claim
	Self knowledge	Non verbal communication	Process changes
	Self esteem	Expression of desires	Focus on yourself
	Develop confidence	Develop creativity	Activation
	Team dynamics	Conflict management	Relaxation – Close activities

Objectives : Facilitation of communication for the beginning of acquaintance

Duration : 15'

Materials : a ball (small or large)

Development

- All the students stand in a circle
- The first player throws the ball to the opponent student of him and says his/her name
- The opposite student catches it and says his/her own name
- When the process is complete Repeat it again in the same order (if possible)
- The first player throws the ball to the opposite student and says his/her name and the student opposite says the first player name.
- Repeat the process till the end of the number of students

Some Notes for the teacher:

Instead of a ball you can use a ball of yarn

Variations of the activity:

Student worksheet:

Name Game

Activity for:

✓	Warming up	Communication	Limits - claim
	Self knowledge	Non verbal communication	Process changes
	Self esteem	Expression of desires	Focus on yourself
	Develop confidence	Develop creativity	Activation
	Team dynamics	Conflict management	Relaxation – Close activities

Objectives : To help each other learn our names

Duration : 15'

Materials :

Development

- All the participants stand in a circle
- The first says his/her name
- The second says the first's name and his/her own
- Do likewise to the last

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Fruit salad

Activity for:

✓	Warming up	Communication	Limits - claim
	Self knowledge	Non verbal communication	Process changes
	Self esteem	Expression of desires	Focus on yourself
	Develop confidence	Develop creativity	Activation
	Team dynamics	Conflict management	Relaxation – Close activities

Objectives : Getting to know the team members and relaxing

Duration : 15'

Materials : chairs or chalks

Development

- The teacher places the chairs in a circle
- Everyone is sitting except one who is in the centre.
- The teacher gives to the students fruit names (apple, orange, melon, cherry, peach, grape, lemon)
- The standing student calls out one of the fruits (e.g. apple)
- Those who are this fruit (apple) must stand up and find a place to sit (and the center player also)
- Whoever is left without a chair will call out the next fruit and so on.
- If one of the following student in the centre says fruit salad, all the students get up and look for a new place to sit down.

Some Notes for the teacher:

- If there are no chairs, put marks in a circle with chalk defining where the participants' positions are.

Variations of the activity:

Student worksheet:

Find Common Points

Activity for:

✓	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Similarities and differences between group members - activity to bring members together

Duration : 15'

Materials : paper

Development

- The teacher gives to the students a list of five sentences/commands, with which they must find something in common with those around him, e.g.
 - ✓ Find someone who has the same PC as yours
 - ✓ Find someone who likes the same color as you do.
 - ✓ Find someone who is afraid of something that you are afraid of.
 - ✓ Find someone who has the same hobby with you.
- The one who finds the most participants who have common elements with him/her wins and presents his common elements and the participants who have them.

Some Notes for the teacher:

You can add as many sentences/commands as they think that they need.

Variations of the activity:

Student worksheet:

My favorite

Activity for:

✓	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Similarities and differences between group members – activity to bring members together

Duration : 15’

Materials : paper

Development

- The teacher gives to each student a piece of paper on which a triangle or polygon is drawn and inside those shapes the words: group, hobby, animal, color, plant, team, lesson, ...
- The students write down their favorite group, hobby, animal, color, plant, team, lesson, ...
- After completing it, they move freely in the space showing their favorites and find other members who have the same favorites
- The teacher tells the plenary the beginning of the sentences:
 - ✓ "If I were a flower I would like to be
 - ✓ "If I were an animal I would like to be
- The teacher gives some time and ask everyone to express him/herself by completing the sentence with a: because

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Find someone who ...”

Activity for:

✓	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Similarities and differences between group members – activity to bring members together

Duration : 15’

Materials : paper

Development

- The teacher hand - out to each member a copy of a list of the following suggestions (student worksheets).
- The students move freely in the space in order to find someone for each sentence that fits one of the situations in the list. He/she writes their name.
- The one who completes first the worksheet is the winner

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Find someone who:

1. has the same eye color as me
2. was born in the same month as me
3. writes with the same hand as me
4. has a pet
5. plays sports
6. likes playing chess
7. wears the same color shirt as me
8. whose name has the same number of characters as mine
9. likes dancing
10. likes chocolate
11. likes traveling
12. likes the mountain
13. likes the sea
14. plays some musical instrument
15. reads extracurricular books

Bingo

Activity for:

✓	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : activity to bring members together

Duration :15'

Materials : photocopies of the worksheet (paper)

Development

- The teacher asks the participants to complete the following table (Student worksheets)
- The students move freely in the space.
- The students make questions to the others in order to find someone who actually does what he/she claimed.
- The one who completes first his/her worksheet is the winner
- The activity is completed with discussion

Some Notes for the teacher:

- ✓ It is allowed to write a name only once!
- ✓ It is allowed to write only one name in each cell!
- ✓ It is not allowed to write your own name!
- ✓ Call “Bingo” when the whole table is filled in!
- ✓ Don’t forget that we will check the answers!!!!

Variations of the activity:

Student worksheet:

Write down the names of the participants that fulfill one of the conditions below:

Is willing to sing in front of people _____	Likes trips in the nature _____	Is for the first time in Greece _____	Likes cookies _____	Likes watching cartoons _____	Likes traveling _____
Likes swimming _____	Has a driving license _____	Is for the first time in Trikala _____	Has brown eyes _____	Has 2 first names _____	Likes internet games _____
Has a pet _____	Is not afraid of spiders _____	Practice sports _____	Knows a song for children _____	Takes nice photos _____	Likes to write poems _____
Likes dancing _____	Is able to ride a bike _____	Plays a musical instrument _____	Can count from 1 to 20 in English _____	Plays chess _____	Reads literature _____
Likes climbing _____	Likes Maths _____	Likes diving _____	Likes the red color _____	Is philatelist _____	Goes to the cinema _____
Likes casual dressing _____	Likes to color his/her hair _____	Likes tattoo _____	Likes graffiti _____	Likes listening to music _____	Goes to football or basketball matches _____

Find Your Match

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives :

Duration : 15'

Materials : cards

Development

- The teacher gives cards with pairs of words (student worksheet)
- The students move freely in the space.
- Each member is looking for his/her match

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Pairs of words

salt – pepper	day – night	north – south	dark – light
rain – cloud	white – black	east – west	boat – ship
Tom – Jerry	mountain – sea	door – window	winter – summer
Romeo – Juliet	paper – pencil	lake – river	spring – autumn
Tzatziki – Hellas	tree – forest	tap – water	steam – ice
Sun – Moon	beginning – end	sky – earth	hot - cold

Rope exercise

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Create groups

Duration : 15'

Materials : twine

Development

- The teacher cuts twine in various sizes as many as the groups he/she wants to create.
- The teacher puts the pieces in a pile and each student pulls a piece
- The students move freely in the space.
- Each member is looking for his/her match
- The team is formed by the students who hold in their hands a string of the same length

Some Notes for the teacher:

- This is an easy way to create random groups of students!!!!

Variations of the activity:

Student worksheet:

Knot

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Cooperation and communication between members of groups

Duration : 15'

Materials :

Development

- The teacher makes groups of 8 students each.
- The members of each group make a circle with their arms outstretched and crossed at their wrists.
- The members hold each other (be careful not with both hands with the same person)
- They become a knot.
- They must try to make a circle without letting go of their hands

Some Notes for the teacher:

Variations of the activity:

A volunteer helps the group to get untangle.

Student worksheet:

Ice Breaker - The Knot

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Cooperation and communication between members of groups

Duration : 15'

Materials :

Development

- The members stand in a circle holding hands
- The facilitator cuts the circle and grabs the hand of someone leading in a zigzag
- The rest continue to be held by their hands.
- At one point, when they are tangled like a knot, the facilitator takes the hand of the first and the last.
- Students must untangle their knot in any way they can as long as they don't let go of their hands.

Some Notes for the teacher:

Variations of the activity

Student worksheet:

Birthday Line

Activity for:

	Warming up		Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Cooperation and communication between members of groups

Duration : 15'

Materials :

Development

- Without speaking, the members of the group make their birthday line (from youngest to oldest) with year, month, day and this with pantomime, imitation, grimaces, etc.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Mirror

Activity for:

	Warming up		Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem	✓	Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Cooperation and communication between members of groups

Duration :15'

Materials :

Development

- The facilitator makes pairs of the participants.
- The pairs stand facing each other.
- One makes movements that represent feelings, activity, everyday moment and the other imitates "like a mirror".

Some Notes for the teacher:

Variations of the activity:

Student worksheets:

The Broken Fax

Activity for:

	Warming up		Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : To pass the "message" through the whole group and arrive intact on the paper

Duration : 20'

Materials :

Development

- The facilitator draws 10-20 different things (a house, a flower, a car, ...)
- The facilitator divides the whole group into smaller groups (maximum 10 members)
- Each team sits on the floor (in chairs one behind the other) so that one is behind the other in a straight line.
- The facilitator shows to the last member of each group a drawing. This one tries to do the same on the other's back.
- This is repeated until the first member of each group. The first member draws what he/she thinks the student drew on his/her back.
- The facilitator with the whole group compare the original with the final design for each group.
- The team that conveys the message correctly, or the one that succeeds the most times, wins.

Some Notes for the teacher:

- no colorful drawings !!!!

Variations of the activity:

Student worksheets:



Proverbs – sayings that express you

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
✓	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Deeper acquaintance and interaction within the group

Duration : 20' – 60'

Materials : paper

Development

- The facilitator asks members to think about their lives.
- On a piece of paper each member writes two sayings, proverbs or poems suitable to describe his/her life.
- There is a reading - presentation of the writings
- The activity is completed with a related discussion

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Communication Origami

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : This is a quick and easy activity that shows how the same instructions are interpreted differently by different people and highlights the importance of clear communication.

Duration :15'

Materials :

Development

- Give one sheet of letter size/A4 paper to each participant.
- Tell the group that you will start giving them all instructions on how to fold the paper to create an origami shape.
- Tell the group that while you give them the instructions, they must keep their eyes closed and cannot ask any questions
- Start giving the group several instructions to fold and rip their paper several times. Then ask them to unfold their paper and compare how it looks like.

Some Notes for the teacher:

- Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?
- Ask the group if you think the results would have been better if they had kept their eyes open or had been allowed to ask questions
- Communicating clearly is not easy, we all interpret the information we get differently. That's why it's very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

Variations of the activity:

Student worksheet:

Paper Shapes

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : This is a quick and easy activity that shows how the same instructions are interpreted differently by different people and highlights the importance of clear communication.

Duration :15’

Materials :

Development

1. Hand-out one A4 size paper to each participant
2. Tell participants that they will play a quick game to prove a couple of facts about communication and that you will be giving them a series of instructions about what to do with their paper and that they have to follow the same instructions with yours simultaneously.
3. Ask everyone to hold his/her paper and close his/her eyes
4. Give the following instructions, pausing after each instructions to give everyone a chance to catch up
 - ✓ “Fold your sheet of paper in half”
 - ✓ “Tear off the upper left hand corner”
 - ✓ “Fold it in half once more and tear off the upper right hand corner of the sheet”
 - ✓ “Fold it in half again and tear off the lower left hand corner of the sheet of paper”
5. Ask participants to open now their eyes and inspect what they came up with.

Some Notes for the teacher:

- Hold your shape up for everyone to see and make the point how different their shapes are from your shape even though you gave very simple and clear instructions
- Observe how everyone’s shape is different, point out to the variety of the shapes, even though you gave the same instructions to everyone.
- Ask the group ‘how come none of the participants’ paper resemble yours?’
- Point out the importance of two way communication in the workplace which is highlighted by this simple exercise, since it was a one way communication and they didn’t ask any questions

Variations of the activity:

Student worksheet:

The guessing game

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : This simple activity is a fun way to introduce and show the difference between closed and open questions

Duration :15'

Materials :

Development

- Split your class into two equal groups/teams
- One person from each team will leave the room for a minute and will think of a business object (any common business object that can be found in any office like a stapler, printer, ..etc.)
- When each person returns to his team, it's the team's task to ask him/her closed ended questions only to try to find out what the object is. If needed, explain that closed ended questions are those that can be answered by yes or no
- Once any team finds the object, this means that they won this round. And they can go for another round.
- After two or three rounds, end the game and make the following point:

Some Notes for the teacher:

- Tell the group that obviously it took a long time and effort for us to find out the object in each round, but if we had no time and had only one question to ask to find out the object, what would that question be?
- The question would be “What is the object?” which is an open ended question.
- Open ended questions are an excellent way to save time and energy and helps you get to the information you need fast, however closed questions can also be very useful in some instances to confirm your understanding or to help you control the conversation with an overly talkative person/customer.

Variations of the activity:

Student worksheet:

Back to back communication

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Effective communication - explain, listening, drawing -

Duration :15'

Materials :

Development

- Split the whole group into teams of two.
- Have each pair adjust their chairs and sit back to back.
- Issue a copy of the diagram in the figure below to one of each pair of participants.
- The person holding the diagram is tasked to explain the shape to his/her partner and the listener must not see the diagram but draw it based on his partner's description and directions.
- After 10 minutes stop the activity and ask each pair to compare the outcome and how close is the listener's drawing to the original diagram.

Some Notes for the teacher:

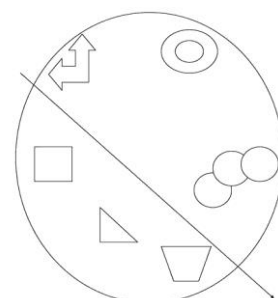
- Debrief also by asking how difficult it was for the drawers because they were not allowed to ask questions.
- Ask participants about what they learned about communication from this simple activity?
- Ask participants how can this be helpful during their everyday communications on the job?

Variations of the activity:

- You can run the activity more than once and on the first time do not allow the listeners to ask any question but on the second time do allow questions and clarification to be asked by the listener. Then compare the outcome on both cases and stress the importance of asking questions to confirm understanding and ensure the accuracy of communication
- You can also switch roles where each pair gets a chance to be a listener and a chance to describe the diagram

Student worksheets:

From <https://papersowl.com/blog/communication-skills-activities-for-students>



Tell me about the Time

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : This activity aims at helping students perform in front of an audience without fear or anxiety.

Duration : 15'

Materials :

Development

- The group choose their leader
- The leader thinks of a random and bizarre sentence and tells it to a chosen person. For example: "Tell me about the time you wore a slice of cheese on your head and lived near our city's theatre." The second person needs to start telling this story in 5 seconds and stop only when the leader decides.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Silent Take

Activity for:

	Warming up		Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Ojectives : A nonverbal activity performed in class, where people usually already know each other

Duration : 15'

Materials :

Development

- Students get into pairs.
- Give half the students a scene to reenact.
- The pairs don't use the words while the other half of students need to guess what they were doing, describing it in words.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Just Listen

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : A listening game to train comprehension

Duration :15'

Materials :

Development

- Students get into pairs.
- One student only listens to the other without talking and interrupting, letting him/her talk about anything he/she wants.
- In the end, the listener should retell the whole story shortly and answer/give advice on the topic.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Who Am I?

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : Speaking with the whole class

Duration : 15'

Materials : sticky notes

Development

- The teacher prepares sticky notes with any noun on it, preferably the name of a famous person or food.
- The teacher sticks them on students' foreheads without let them see what is written.
- One of students steps forward and starts asking questions accepting a yes or no answers until they guess who/what they are.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Debate

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : communication skills group activity

Duration : 30'

Materials :

Development

- Split the class in half and present them a point to discuss.
- One group should agree with the idea, and the other disagrees.
- Give them some time to prepare in groups
- Have a debate on the issue.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Blindfold Game

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : builds trust, listening and instructional skills

Duration : 30'

Materials : Blindfolds, Private room or recreational area, Various “obstacles” such as boxes, chairs or books

Development

- Construct an obstacle course with your various items.
- Divide your players into teams of two.
- Blindfold one member and have him/her stand at the “start” of the obstacle course.
- The second member must then guide the blindfolded member through the course by calling out directions.

Some Notes for the teacher:

- This game encourages cooperation, successful teamwork and trust, which is crucial for effective communication.
- When there is a lack of trust, it builds suspicion and prevents buy-in.

Variations of the activity:

Student worksheet:

From <https://www.userlike.com/en/blog/communication-gamesBlindfold Game>

Recap on what has been said

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : This is an activity that encourages participants to communicate how they feel about a subject.

Duration : 30'

Materials :

Development

- People get into pairs
- One member talks about his or her opinions.
- His/her partner listens without speaking, and then, without rebuttal, recaps on what has been said.

Some Notes for the teacher:

This activity strengthens your team members' listening skills. Listening is an incredibly important part of good communication, and it's a skill that people often ignore in team activities. This activity also shows them how to listen with an open mind.

Variations of the activity:

Student worksheet:

From <https://www.mindtools.com/pages/article/team-building-communication.htm> Exercise 4: Just Listen*

Summarize

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem	✓	Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : recap on what my partner has said

Duration : 25' – 30'

Materials : index cards, private room

Development

- Have your team members sit down in pairs. An even number of team members, ideally.
- Give each pair eight index cards. Each card should list one topic.
- One partner will blindly choose a card and then speak for three minutes on how he/she feels about the topic.
- As he/she talks, the other person cannot speak – his/her goal is to listen.
- After three minutes, the listener has one minute to recap on what his/her partner has said. He/she cannot debate, agree or disagree – only summarize.
- Next, the roles switch, and the process starts again.

Some Notes for the teacher:

- The topics should be interesting, but not too controversial. You don't want the listeners dislike the speakers just because they disagree with their viewpoint.
- Talk with your team members about how they felt about this exercise. Discuss these questions:
 - ✓ How did speakers feel about their partners' ability to listen with an open mind? Did their partners' body language communicate how they felt about what was being said?
 - ✓ How did listeners feel about not being able to speak about their own views on the topic? How well were they able to keep an open mind? How well did they listen?
 - ✓ How well did the listening partners summarize the speakers' opinions? Did they get better as the exercise progressed?
 - ✓ How can they use the lessons from this exercise at work?

Variations of the activity:

Student worksheets:

Resources and Activities for team building and communication skills:

<http://www.schooltools.info/communication-skills>

<https://www.education.com/lesson-plans/social-emotional-learning/>

<https://study.com/academy/topic/types-of-communication-lesson-plans.html>

<https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities>

The blind and the mute

Activity for:

	Warming up	✓	Communication	Limits - claim
✓	Self knowledge	✓	Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
✓	Develop confidence		Develop creativity	Activation
	Team dynamics		Conflict management	Relaxation – Close activities

Objectives : This activity facilitates group bonding.

Duration : 50'

Materials : A blindfold for each pair

Development

- The facilitator suggests dividing the group into pairs.
- One will cover his/her eyes with a scarf and play the role of a blind man.
- The other will have the role of the mute one, so he/she won't talk.
- The mute will lead the blind man on a walk.
- After 10' the facilitator will notify about the change of roles.
- The couples switch roles and continue.
- After 10', the facilitator notify the end of the walk.
- The experience of the participants is discussed.

Some Notes for the teacher:

Discussion questions:

- How did you experience each role?
- In the role of a blind man, did you trust your guide? What was it that made you confident or on the contrary what made it difficult for you? Did you use any word? Did you ask your guide for something?
- Were you able to find a non-verbal way of communicating with your partner in the role of the munchkin? Did you follow the blind man's pace?

Variations of the activity:

The blind man's tango

- One person has his/her eyes closed. The other leads him/her to a room (where tango music plays) for a dance.

Half the team

- We ask half of them to close their eyes.
- The rest will choose someone as their partner and without revealing who he/she is will lead them.

Student worksheet:

At all costs

Activity for:

	Warming up	Communication	✓	Limits - claim
	Self knowledge	Non verbal communication		Process changes
	Self esteem	Expression of desires		Focus on yourself
	Develop confidence	Develop creativity		Activation
✓	Team dynamics	Conflict management		Relaxation – Close activities

Objectives : This activity facilitates group bonding.

Duration : 45'

Materials :

Development

- The participants stand up and form a tight circle, very tightly knit.
- Grab each other and put your shoulders together.
- One will remain outside the circle and try "at all costs" to find a way to enter the circle.
- After 2' he/she will indicate the next one regardless of the result of his/her attempt.
- This lasts until everyone tries to enter.
- The activity closes with a discussion.

Some Notes for the teacher:

Questions for discussion:

- ✓ How did you feel about being out of the loop?
- ✓ How did you feel about succeeding or failing?
- ✓ What was it like for you to have someone try to get into your circle?

Variations of the activity:

Student worksheet:

Paintings change

Activity for:

	Warming up	Communication	✓	Limits - claim
	Self knowledge	Non verbal communication		Process changes
	Self esteem	Expression of desires		Focus on yourself
	Develop confidence	Develop creativity		Activation
✓	Team dynamics	Conflict management		Relaxation – Close activities

Objectives : This activity facilitates group bonding.

Duration : 60'

Materials : Papers as many as the members of the group, coloured markers, bell

Development

- The facilitator suggests that every participant takes a piece of paper and markers, sits in a circle, close to each other.
- Everyone draws on his/her paper what he/she wants for 2'.
- When the bell rings, everyone will give his/her paper to the person on his/her right and continue drawing for 1 minute on the paper he/she gets from the person on his/her left.
- This continues, changing every 1', until the piece of paper reaches the person who drew it first.
- He/she will redraw for 2' his own paper and the drawing will be completed.
- Everyone presents his/her drawing and talks about it.

Some Notes for the teacher:

- During the painting, the participants do not talk to each other.
- Questions for discussion:
 - ✓ Do you recognize your own painting?
 - ✓ What do you think of the interventions and changes are made?
 - ✓ The result;

Variations of the activity:

- ✓ Music is played during the activity. Changing the positions of the paintings is done by changing the music.
- ✓ **They draw on the same paper.**
They draw around a large, long, narrow piece of paper 3x1.5m. Everyone starts from a certain point in front of them and at the signal of the facilitator they move one place to the right. They will go through their starting position two or three times and end there.

Student worksheet:

Trickery Line Exercise

Activity for:

	Warming up	✓	Communication	Limits - claim
	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence		Develop creativity	Activation
	Team dynamics	✓	Conflict management	Relaxation – Close activities

Objectives : For students to assess and learn about their own conflict styles and recognize opportunities for collaboration

Duration : 20'

Materials : Tape to create a line on the floor

Development

- Mark a line down the middle of the floor.
- Tell participants to find a partner and face each other on opposite sides of the line.
- Instruct them that the object of the game is to get their partner to come over to the other side of the line. If they can do this, they win a chocolate
- Give them 1-2 minutes to do so.
- Question to ask the students: In your negotiations, how much value are you leaving on the table? Is it your desire to keep that competitive edge, and as a result, blind you to more profitable outcomes?

Some Notes for the teacher:

Usually there are 3 approaches to the task given to the students:

- **Persuasion:** Most people will attempt to persuade their partner to come over to their side of the line. They try to offer compelling arguments as to why they deserve the money. Sometimes, one partner will persuade the other to postpone gratification and come over to the other side on the promise that if the game is played again it will be their turn to collect the \$1000.
- **Trickery:** In some cases, people will promise to split the money while secretly intending to renege. An unscrupulous few will trick their partners, reaching out to shake their hand as a sign of good faith and then suddenly pull their unsuspecting partner across the line.
- **Force:** Some players will try to use intimidation or brute force to drag their partner across the masking tape line.

There are generally four outcomes, although students may be creative and find other ways:

- **Neither partner wins anything**, since both failed to get the other to step across the line (approach used: persuasion, trickery).
- **The partners split the \$1000** if one agrees to cross the line to the other side (persuasion, trickery).
- **One partner wins**, the other partner receives nothing (trickery, force).
- **Both parties win.** All the parties have to do is switch sides. The problem though is that people don't usually think of doing that.

When you tell them that the winner gets \$1000, people figure that in each pair only one can emerge a winner.

It doesn't occur to them that both could win. There's nothing in the directions that forbids it. The directions are clear: If you get your partner to come to your side of the line, you win \$1000. That's it. But people hear the word "win" and they're already thinking about the other side of that coin. Defeat. It's what puts the "zero" in zero sum game. What happens is people compete. That competitiveness forecloses any other results but lose/lose, win/lose or a 50/50 split. People waste time figuring out how to divide the pie instead of inventing ways to expand it.

Debrief:

There are often a number of different ways to respond to a particular challenge. As demonstrated in this activity, we often default to competitive behaviour when faced with seemingly win/lose situations. In doing so, we miss opportunities to get creative and find novel solutions.

Helping those in conflict step out of a win/lose mind-set is difficult. It often requires that mediators listen very carefully to what's being said, ask open-ended and clarifying questions, and to create an environment that allows for creative brainstorming.

If any of the students realized the creative response to this particular activity, ask them how it came to them and whether they were influenced by any nearby actions of others. Ask those who chose alternative responses to explore why they adopted a competitive, trickery, or other approach. Encourage the students to explore their underlying motivations for their particular response, and how they may consciously adopt more collaborative responses to future conflicts.

Variations of the activity:

Student worksheet:

Conflict Styles Test

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics	✓	Conflict management		Relaxation – Close activities

Objectives : For students to think about their own approaches to conflict, understand that responses might vary according to context, and to begin laying the groundwork in thinking about how approaches might be modified in order to be more productive.

Duration : 15'

Materials : Student Handout – Conflict Styles Test; white board or flip chart and markers

Development

Give the students 5-10 minutes to complete the “Conflict Styles Test” (student worksheet) handout after walking them through the instructions on the sheet.

After all students have completed the test and have identified an animal that represents their predominant conflict style, read through the characteristics of each animal/conflict style, and ask for student to raise their hands for the style that best represents them, according to the results.

Discuss the following questions, using the board or flip chart to take notes on what the students say:

What are some advantages and disadvantages to being a shark, or “competitor?” What kinds of conflicts have you experienced or observed that have involved competition?

What are some advantages and disadvantages to being an owl, or “collaborator?” What kinds of conflicts have you experienced or observed that have involved collaboration? (Hint: this is what a peer mediator will be - a collaborator!)

What are some advantages and disadvantages to being a fox, or “compromiser?” What kinds of conflicts have you experienced or observed that have involved compromising? What is the difference between compromising and collaborating?

What are some advantages and disadvantages to being a teddy bear, or “accommodator?” What kinds of conflicts have you experienced or observed that have involved accommodating?

What are some advantages and disadvantages to being a turtle, or “avoider?” What kinds of conflicts have you experienced or observed that have involved avoiding?

Some Notes for the teacher:

Let students know that it is common to have lots of different conflict styles, depending on the nature of the conflict itself and the person with whom you are in conflict with. Being aware of the style that each student brings to the table as a mediator, and being able to strive towards collaboration (as the owl would), is an important step to becoming a great peer mediator.

Variations of the activity:

Student worksheet:

Conflict Styles Test

Directions

Answer the following questions using the ratings below.
 Place the answer in the appropriate space provided below.
 Example: If you answer (2) to Question #15, put 2 in the 15 space.

How do you respond to conflict?

(3)=My reaction most of the time. (2)=My reaction some of the time. (1)=My reaction rarely.

1. I yell, scream, or threaten to fight.
2. I try to deal with the other person's point of view as well as my own.
3. I look for a middle ground.
4. I admit that I am wrong even if I don't believe I'm wrong.
5. I avoid the other person.
6. I firmly pursue my goals/agenda.
7. I try to work it out.
8. I try to reach a Compromise.
9. I give in.
10. I change the subject.
11. I whine or complain until I get my way.
12. I try to get all concerns out in the open.
13. I give in a little and encourage the other person to do the same.
14. I pretend to agree.
15. I try to turn the conflict into a joke.

	I	II	III	IV	V
1	2	3	4	5	
6	7	8	9	10	
11	12	13	14	15	
Total	Total	Total	Total	Total	Total

CONFLICT STYLES ASSESMENT KEY

I=Controlling/Competing

“Hard bargaining” or “might makes right.” Pursuing personal concerns at another’s expense. Competing can mean “standing up for your rights” defending a position which you believe is correct, or simply trying to win or control the situation to your benefit.



The **competing** shark tries to win at the expense of others. He will stand up for his rights.

II=Collaborating

“Negotiating” or “two heads are better than one.” Working with someone by exploring your disagreement, generating alternatives, and finding a solution which then satisfies both parties.



The **collaborating** owl uses problem-solving skills to find a common solution-- an agreement that both parties can agree on. It’s a win-win solution.

III=Compromising

“Splitting the difference .” Seeking a middle ground by “splitting the difference.” The solution partially satisfies both parties.



The **compromising** fox seeks a middle of the road solution. It is the 50/50 split.

IV=Accommodating

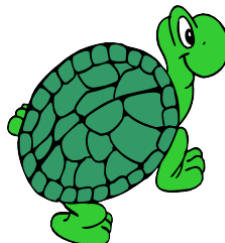
“Soft bargaining” or “killing your enemy with kindness .” Yielding to another person’s point of view; paying attention to their concerns and neglecting your own.



The **accommodating** teddy bear smoothes the problem out by paying attention to the other person’s needs and not their own.

V=Avoiding

“Leaving well enough alone .” Not addressing the conflict by either withdrawing from the situation or postponing the issues.
PPT Slides 16-28
Close Video ‘Bridges’



The **avoiding** turtle will withdraw from the situation either by leaving or postponing the issue.

Two young men engages in a quarrel

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics	✓	Conflict management		Relaxation – Close activities

Objectives : Deal with conflict.

Duration :15'

Materials : paper

Development

- The facilitator gives the worksheet to the participants.
- The participants have some minutes to observe the sketch on the worksheet.
- They are asked to describe what they see and what is happening.
- Then they are asked to express their thoughts about the future of this scene.
- A discussion follows about the conflicts.

Some Notes for the teacher:

- The picture shows what take place in real life.
- The meaning of the star – shaped floor could be the community, such as the planet or our school.

Variations of the activity:

Student worksheet:



Types of solutions

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics	✓	Conflict management		Relaxation – Close activities

Objectives : The conflicts can be solved in different ways.

Duration : 30'

Materials : paper

Development

- The facilitator explains to the students the types of resolution of a conflict.
- The facilitator divide the large group into smaller groups, in this case six.
- The facilitator has six cards (six situations) and gives one card to each group.
- The participants have to think of the situation which is discribed on the card.
- They have also to prepare themselves for a role playing choosing the win-lose or lose-lose type of resolution.
- They present the role-play situation in front of the plenary.
- They are asked to think again the situation and prepare themselves for a second role play choosing this time the win-win type of resolution.
- They present the new role-play situation in front the plenary.
- A discussion follows about the conflicts and how the participants felt during the role-play.

Some Notes for the teacher:

- The facilitator explains to the students that there can be three different types of resolution to a conflict: win-win win – lose lose – lose
 - win - win : resolution which allow partners to benefit
 - win – lose : resolution in which only one party benefits at the expense of the other
 - lose – lose : resolution in which neither party benefits.

Variations of the activity:

Student worksheet:

Six situations (cards)

1. A boy and a girl are quarrelling over a ball. An adult intervenes and give them three options:
 - makes them play together with the ball
 - gives them equal time to use it
 - takes the ball away, since the children cannot agree
2. A student makes fun of another student who comes from a foreign country and speaks with a strong accent.
3. The child wants to play, but his/her parent think he/she should study.
4. The child wants money for cinema / concert / party / picnic, but the parents have other expenses to take care of.
5. Boys and girls want to use the playground for different purposes.
6. Boys disturb girls while they are playing.

A structured approach to conflict resolution

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics	✓	Conflict management		Relaxation – Close activities

Objectives : learn a technique of conflict resolution.

Duration : 30'

Materials : paper

Development

- The worksheet “Resolution of conflicts in six stages” is distributed to one half of the participants, who study it in silence.
- The other half of the participants select a report on a conflict from a newspaper or magazine. They may also draw on personal experience or first -hand knowledge.
- The participants form groups of four consisting of two participants who have read the resolution of problem (worksheet) and two who have define possible conflicts.
- The students choose one conflict situation and test the ideas of conflict resolution. The two of the students are adversaries, the other two act as mediators, using the student worksheet to find a solution.
- Follow- up plenary session

Some Notes for the teacher:

- Questions for the plenary session
 - ✓ Which conflict did you try to solve?
 - ✓ How did you try to solve it?
 - ✓ (How) did the model of conflict resolution help you?

Variations of the activity:

- All the groups of the participants focus on the same case study and compare their resolutions.
- Once participants are familiar with the procedure, the same procedure can be applied to conflicts they actually occurring in class.

Student worksheet:

Resolution of conflicts in six stages

<p>1. Identify needs. "What do you need (what exactly do you want?)"</p>	<p>Each person involved in the conflict should answer this question without accusing or blaming the other.</p>
<p>2. Define the problem. "What do you believe to be the problem in this case?"</p>	<p>The whole class can help to find an answer which meets the needs of those concerned. The adversaries must be able to accept the definition.</p>
<p>3. Seek a number of solutions. "Who can think of a possible way of solving the problem?"</p>	<p>All members of the class can contribute answers. These should be written down, without comment, judgment, or evaluation. The aim at this stage is to produce as many solutions as possible.</p>
<p>4. Evaluate solutions. "Would you be pleased with this solution?"</p>	<p>Each party in the conflict reviews the alternatives, explaining which are, or are not, acceptable.</p>
<p>5. Decide which solution is best. "Do you both accept this solution? Has the problem been solved?"</p>	<p>It must be clear that both parties accept the solution. Their efforts to find a solution should be appreciated.</p>
<p>6. See how the solution is applied. "Let us talk once more about this situation and make sure that the problem really has been solved."</p>	<p>A plan should be set up to evaluate the solution. Depending on the nature of the conflict and the age of the adversaries, an evaluation may be carried out minutes or hours or a day later.</p>

The movie

Activity for:

	Warming up	Communication		Limits - claim
	Self knowledge	Non verbal communication		Process changes
	Self esteem	Expression of desires		Focus on yourself
	Develop confidence	Develop creativity		Activation
	Team dynamics	Conflict management	✓	Relaxation – Close activities

Objectives : This activity allows both a recapitulation of the meeting and a symbolic closure of it.

Duration : 5'

Materials :

Development

- The participants stand in a circle holding the hands of those who are standing next to them.
- They close their eyes and recall what it was like and what feelings they felt when they arrived at the meeting that day.
- They re-envision using their imagination, the meeting from the beginning of the course to the end, like a movie...
- When they are done, they let the curtain fall and open their eyes.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

My path in the team

Activity for:

	Warming up	Communication		Limits - claim
	Self knowledge	Non verbal communication		Process changes
	Self esteem	Expression of desires		Focus on yourself
	Develop confidence	Develop creativity		Activation
	Team dynamics	Conflict management	✓	Relaxation – Close activities

Objectives : This activity allows both a recapitulation of the meeting and a symbolic closure of it.

Duration : 60'

Materials : Papers, coloured markers

Development

- The facilitator suggests that the participants draw a line that symbolize their path in the group from the beginning till the end of this meeting.
- They add drawings, symbols or words showing the important moments they lived during it.
- They are asked also to imagine where this path may lead now that the meeting is finished and the group will spread and to draw it.
- Their works are displayed in plain view.
- Afterwards, everyone presents his/her own work and a discussion take place.
-

Some Notes for the teacher:

Variations of the activity:

- ✓ All participants work together on a collective plan of the group course

Student worksheet:

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The tree of the thoughts and the feelings

Activity for:

	Warming up	✓	Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires	✓	Focus on yourself
	Develop confidence		Develop creativity	✓	Activation
✓	Team dynamics		Conflict management		Relaxation – Close activities

Duration : 25'-30'

Materials : papers, pens, computer, printer, Word Art Generator

Objective : close meeting and give feedback each other about their thoughts and feelings

Development

- The students are divided into groups consisting of five members each
- They discuss their thoughts, feelings and overall about the meeting
- They are handed out papers and they are asked to note down their thoughts and feelings in a couple of words
- Afterwards, they stuck the papers in the branches of a Christmas tree which is drawn on the board beforehand
- Via an application called Word Art, their thoughts and feelings are transformed into a virtual Christmas tree, which is printed and handed over to each one of the students

Some Notes for the teacher:

- groups could be consisted of more or less members than five

Variations of the activity:

- ✓ Instead of the Christmas tree it could be used any desired word cloud

Student worksheet:

THE BADGE EXCHANGE

Activity for:

✓	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
✓	Team dynamics		Conflict management		Relaxation – Close activities

Objectives : Facilitate the memorization of names and a better knowledge among the members.

Duration : 20'

Material : Cards, pens

Development

- The coordinator distributes the cards to the respective members.
- On each card, each student writes on one side his name and on the other, two aspects about himself: one thing he likes and another thing he doesn't like.
- After some time, the badges are collected and each one receives a badge that should not be theirs.
- Members must walk around the room looking for the member who has their badge to receive it back.
- At this moment, both should take the opportunity to have a small informal conversation, where they try to get to know the other member better.
- Afterwards, the pairs should introduce themselves to the large group, with each student introducing themselves to the people they were talking to.

Some Notes for the teacher:

Variations of the activity:

- ✓ Instead of students introducing themselves, they can introduce the other colleague

Student worksheet:

EXPECTATIONS - CLOTHESLINE

Activity for:

✓	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem	✓	Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
✓	Team dynamics		Conflict management		Relaxation – Close activities

Objective : understand the expectations of the group in relation to the meeting and the activities that will be developed.

Duration : 10 minutes

Material : pens and paper

Development

Now that the students know each other better, they should mix in groups and write the words about the week's expectations in the other language with the help of the other classmates. That is, the garments must contain the two words in English, Portuguese and Greek. Then each student must hang their "piece of clothing" on the clothesline of expectations.

Some Notes for the teacher:

At the end of the meeting, the teacher can check if expectations corresponded to what was developed.

Variations of the activity:

Student worksheet:

WHO LIKE ME LIKES...?

Activity for:

✓	Warming up		Communication		Limits - claim
	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
✓	Team dynamics	✓	Interpersonal relationships		Relaxation – Close activities

Duration : 15 minutes

Material : number of chairs less than the number of participants.

Objective : Exercise relaxation and well-being; work on interpersonal relationships.

Development

Each student is seated on a chair placed in a circle. One of the participants is invited to go to the center of the circle and a chair is removed. The student who is in the center must ask a question related to himself and what he likes or doesn't like, such as: "Who like me likes to eat chocolates?".

Whoever identifies with the colleague has to change places. There will be someone who will not be able to sit down and it will be that person who will ask a new question, and so on.

Some Notes for the teacher:

This activity serves the purpose of making students feel integrated in the group through the expression of their personal tastes.

Variations of the activity:

Student worksheet:

SURPRISE BOX DYNAMICS

Activity for:

✓	Warming up	✓	Communication		Limits - claim
	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
✓	Team dynamics	✓	Interpersonal relationships	✓	Relaxation – Close activities

Duration : 15’.

Objectives : icebreaker; strengthen ties between students.

Material : box; music and device to play it, papers with activities and ample space.

Development

The animator asks everyone to stand in a circle. Holding the box, he explains that inside the box there is a task to fulfill. At the sound of the music, the box is passed onto all and when the music stops, the student must take out a paper and do the task assigned to him.

Here are some suggestions for the surprise box in this variant of group dynamics:

- Give someone a hug.
- Imitate a penguin.
- Say thanks to someone in the group.
- Compliment someone in the group.
- Tell someone: “I like you very much”.
- Complete the sentence: “I do very well...”
- Do your favorite dance step.
- Give someone a hug.
- Imitate your favorite animal.
- Sing a chorus of a song.
- If you had to marry someone famous, who would it be?
- Dance to any song the group chooses.
- From this group, say who do you would take to a desert island.
- If you could become invisible, what would you like to observe?
- Shake someone's hand.
- Tickle someone in this group.
- Associate a color to someone in the group.
- Choose someone to dance with you one of your favorite songs.
- Invite everyone to dance the Macarena.

Some Notes for the teacher:

Variations of the activity:

The teacher can replace the sentences and put new tasks related to the contents developed in their discipline or put sentences to complete.

Student worksheets:

STATUES

Activity for:

	Warming up	✓	Communication		Limits - claim
	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence	✓	Develop creativity		Activation
✓	Team dynamics	✓	Interpersonal relationships		Relaxation – Close activities

Objectives : stimulate body expression and creativity; recognize the forms of expression associated with each of the emotions.

Duration : 30’.

Material : papers with the description of emotions;

Development

The large group is split in two. Each group selects two “sculptors” who will randomly draw a specific emotion from a box, after reading the proposed emotion, they select the “clay”, that is, one or more elements of their group to “sculpt” the emotion that was indicated (example: fear, anger, happiness...”).

When “sculpting” you model the “clay”, placing your colleagues in the positions and with the expressions you understand to translate your message. After the work is completed, your group must, by attempting, try to get the emotion right. The action unfolds with the alternation of groups in the role of “sculptor”. Next, the “sculptor” changes whenever the group resumes the action. It is played until all have performed this function or until there is a matter for discussion.

Emotions: Admiration: great respect and consideration towards someone or something.

Joy: a state of great satisfaction and contentment.

Anxiety: impatience and great concern about something that has not yet happened. Calm: great feeling of tranquility and peace.

Confusion: disorder of thoughts.

Astonishment: Strong impression caused by something unexpected and sudden.

Envy: Desire to possess what another has, usually accompanied by hatred for the possessor. Anger: feeling of great irritation that often deprives the individual of reasoning.

Surprise: Rejoice over an unexpected situation.

Boredom: A vague state or feeling of displeasure and even a certain repugnance. = ANNOYMENT

Sadness: feelings of low self-esteem, loneliness, depression, etc. Usually, it is triggered as a frustration to something in which a lot of positive expectation has been created, generating a negative feeling.

Fear: Emotional state resulting from awareness of danger or threat, real, hypothetical or imagined.

Some Notes for the teacher:

Variations of the activity:

Student worksheets:

DYNAMIC RETROSPECTIVE POSTER - Closing dynamics

Activity for:

	Warming up	✓	Communication		Limits - claim
	Self knowledge		Non verbal communication	✓	Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence	✓	Develop creativity		Activation
✓	Team dynamics	✓	Interpersonal relationships		Relaxation – Close activities

Objectives : Each member express the positive and negative aspects of the lived experience; Facilitate the farewell among members of a common space; Promote individual manifestations in a group project

Duration : 45'

Materials : cardstock, pencils, markers

Development

To begin, the coordinator will ask all participants individually to reflect on some questions. For example: - Did I like the week or not? - What did I like best? - What did I like least? - What did I learn? - Have mine expectations been met? - What have I learned from colleagues? - What would you do differently? - What do I take with me from this week? It is important to allow time for everyone to reflect on them. Once the members have answered the questions, they must move on to the second phase.

In subgroups of four to six people, they will be asked to create one poster per team. For this, the facilitator must provide a card, pencil, markers, etc. The proposal is that the answers given to the questions asked in the first stage are reflected in the poster. The design of the poster is free and each team does what they want. At the end, each group presents their poster to the large group.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

SURPRISE BOX

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objective : Facilitate the farewell among the members of a common space.

Duration : 20 minutes

Material : Prepared candy box, wrapped several times with the phrase nailed between the wrappers.

Development

The coordination delivers a gift to one of the participants, chosen at random as a farewell to the group. It explains that he must open the present inside which there is a message that he must read aloud to everyone. Opening the first package he finds the phrase: "This gift is not yours. Give it to the most elegant person in the group today."

This second person, when opening the next package, finds the sentence: "This gift is not yours. Give it to the person in the group with whom you most identify."

The third person opens the next envelope and finds the phrase: "this gift is not yours yet. For him to be his, sing a song that reminds him of his adolescence "The participant sings, stimulated and helped by the group and opens the last envelope, reaching the box of chocolates, where it is written: "this gift is now yours, share it with your colleagues".

The coordination guides that this participant should open the box, take out a candy and say a word about how this day is going for him (how he is feeling) and pass it on to the participant next to him who will do the same thing until the whole group has I get a candy and tell you how it's going. The coordination makes its final assessment and farewell.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Marshmallow Challenge Activity or Marshmallow Dynamics

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge		Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objectives : Group communication, collaboration, innovation, and problem solving strategy with the goal of building the tallest structure for the marshmallow.

Duration : 18'

Materials : 20 spaghetti sticks; masking tape; 1m of string and 1 marshmallow

Development

Divide the group into teams of four people who receive some resources to build a tower. The group members can only use these resources and the marshmallow must be on top of the tower. The winning team will be the one who can erect the largest tower in the stipulated time of 18 min, and, the tower must remain upright during the review by the evaluators. Conclusions:

- 100% focus and concentration on the problem to be solved is required.
- The need for collaboration and teamwork.
- The power of effective communication.
- The importance of defining processes and adjusting them where necessary.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

World cafe

Activity for:

	Warming up	✓	Communication	✓	Limits - claim
	Self knowledge		Non verbal communication	✓	Process changes
	Self esteem	✓	Expression of desires	✓	Focus on yourself
✓	Develop confidence	✓	Develop creativity		Activation
✓	Team dynamics	✓	Interpersonal relationships		Relaxation – Close activities

Objectives : gathering collective intelligence on experiences or ideas around an issue;
generating news ideas
collaboration and network buiding

Duration : 50 minutes

Materials :

Development

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event’s unique invitation, design, and question choice, but the following five components comprise the basic model:

- 1) **Setting**: Create a “special” environment, most often modeled after a café, i.e. small round tables covered with a checkered or white linen tablecloth, butcher block paper, colored pens, a vase of flowers, and optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five.
- 2) **Welcome and Introduction**: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.
- 3) **Small-Group Rounds**: The process begins with the first of three or more twenty-minute rounds of conversation for small groups of four (five maximum) people seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.
- 4) **Questions**: each round is prefaced with a **question** specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction.
- 5) **Harvest**: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recording in the front of all.

Some Notes for the teacher:

It is good at generating ideas, sharing knowledge, stimulate innovative thinking, and exploring action in real life situations.

The World Cafe process can deliver new thinking, meaningful conversations, an inclusive and relaxed atmosphere and deeper relationships and mutual ownership of outcomes in an existing group.

Works best with a mix of people bringing different ideas and experiences.

Gives citizens a lot of control over the process

Useful for researching an issue or building collective intelligence

Creates a sense of community and mutual respect

Variations of the activity:

Student worksheet:

Presentation

Activity for:

✓	Warming up	✓	Communication	Limits - claim
✓	Self knowledge		Non verbal communication	Process changes
	Self esteem		Expression of desires	Focus on yourself
	Develop confidence	✓	Develop creativity	Activation
✓	Team dynamics		Interpersonal relationships	Relaxation – Close activities

Objectives : mutual knowledge, memorization of names and group integration.

Duration : 5'

Materials : soft music. Texts (to form identical pairs)

Development

Each one will say their own name adding an adjective that has the same initial as their name. Ex: Smiling Susana; Funny Freddy; Powerful Paulo...

The next person repeats the partner's name with the adjective and introduces his/her adding an adjective to his/her name and so on.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

Lion King's dynamics

Activity for:

✓	Warming up		Communication		Limits - claim
✓	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
✓	Develop confidence	✓	Develop creativity		Activation
✓	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objectives : icebreaker; strengthen ties between students; teamwork.

Duration : 15'

Materials : chairs

Development

Students sit on chairs scattered and randomly facing different sides of the room. One chair is left empty. A student will be chosen to be the “Lion King” who, as is known, “rules the jungle”, that is, he will try to sit in the empty/free chair. Students must move through the chairs, not allowing the “lion” to sit.

For 1 minute, students are allowed to strategize while the “lion” remains outside the room. The “lion” is not allowed to run while trying to sit down. You should walk at a normal pace. When you manage to sit down, you change the “lion”, that is, another student is chosen to play this role.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

SHARKS

Activity for:

	Warming up	✓	Communication		Limits - claim
✓	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
✓	Develop confidence	✓	Develop creativity		Activation
✓	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objectives : increase individual and collective competence in problem solving and promote a sense of self-efficacy, through a culture of inter-group collaboration and inter-help..

Duration : 20'

Materials : chairs

Development

Count the number of participants (1 animator included: he/she will be the captain) and place an equal number of chairs in a large space in the room (not aligned, but close to each other). Then tell the following story:

Count the number of participants (1 animator included: he/she will be the captain) and place an equal number of chairs in a large space in the room (not aligned, but close to each other). Then tell the following story: "A group of people decide to take a trip. They choose to go by ship to a paradise island. However, on one of the days the ship starts to sink and the captain asks all the crew to go quickly to the lifeboats. Turns out that sea is infested with sharks and no one can put a foot or arm in the water."

Explain to the crew that they have a big problem to solve!

- They must be able to place all the lifeboats in single file, knowing what:

The floor of the room is the sea full of sharks (and the rule is that no one can put any part of their body on the floor);

Each chair is a lifeboat.

When the animator counts to three..., everyone has to climb into their boat and help each other to accomplish the objective.

The captain does not help to solve the problem. He collaborates, remembering that no one can get out of the boats, and he needs this problem to be quickly resolved, because he has to find out if all the crew are safe and sound

The last proposal was to place themselves in alphabetical order along the boats, saying their name aloud, for the captain to confirm their presence. (The crew, while putting the boats in order, have to find the solution of having more than one in the chair, while they are pulling the other chairs into the line. In the end, only one can remain crew member per boat).

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

PRAISE

Activity for:

	Warming up		Communication		Limits - claim
✓	Self knowledge		Non verbal communication	✓	Process changes
✓	Self esteem		Expression of desires		Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objectives : To question the importance of expressing positive feelings and how it can influence one's posture. Make us think if it is something we do on a daily basis and why we do it or not.

Duration : 15'

Materials : leaves; pens; tape

Development

The whole group stands in a circle. Sheets/cards in A4 format and tape are distributed to you, so that the respective sheets are glued to the back of all the elements.

Then, they are instructed to interact and write good things on each other's back as they circulate. The importance of choosing words or phrases that, in conscience, will please their colleagues should be reinforced. Not all elements have to write “good things” on everyone's back, but it's critical that everyone has things written on their backs before completing the activity.

Some Notes for the teacher:

All the members of the group return to the circle and, taking their paper from their backs, read what they wrote about themselves.

They comment on whether they liked to identify good things about their colleagues and what they felt when they were able to express it.

What did you most enjoy writing about and what did you most enjoy discovering on your sheet?

Variations of the activity:

Student worksheet:

Express yourself

Activity for:

	Warming up		Communication		Limits - claim
✓	Self knowledge	✓	Non verbal communication	✓	Process changes
	Self esteem		Expression of desires		Focus on yourself
	Develop confidence	✓	Develop creativity		Activation
✓	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objectives : to recognize the forms of expression associated with each of the emotions;

Duration : 20'

Materials : papers with the description of emotions;

Development

Each student must represent, through mime, the emotion attributed to him/her. The rest of the group must guess which emotion is represented by the colleague.

Some Notes for the teacher:

Admiration: great respect and consideration towards someone.

Worship: intense appreciation for a person or deity, to the point of veneration.

Joy: a state of great satisfaction and contentment.

Relief: feeling of having released a great burden, whether emotional or physical.

Anxiety: impatience and great concern about something that has not yet happened.

Calm: great feeling of tranquility and peace.

Confusion: disorder of thoughts.

Desire: wanting something with great intensity.

Empathic Pain: Compassionate with the suffering of the other.

Astonishment: getting scared after witnessing something unexpected.

Excitement: state of intense agitation.

Envy: annoyance over someone else's happiness.

Interest: feeling that something is worthy of attention.

Disgust: repulsion for something you find unpleasant.

Anger: feeling of great irritation that often deprives the individual of reasoning.

Romance: emotion directed at someone you are in love with.

Satisfaction: contentment you feel when what you want happens.

Surprise: Rejoice over an unexpected situation.

Boredom: disgust at something that seems to have no end; whether it's a working day or nothing to do.

Sadness: lack of joy caused by some heartbreak.

Fear: sense of danger that can generate paralysis or flight.

Variations of the activity:

Student worksheet:

I am someone who...

Activity for:

	Warming up		Communication		Limits - claim
✓	Self knowledge		Non verbal communication	✓	Process changes
	Self esteem	✓	Expression of desires	✓	Focus on yourself
	Develop confidence		Develop creativity		Activation
	Team dynamics		Interpersonal relationships		Relaxation – Close activities

Objectives : to promote self-knowledge, namely in terms of the way they express and manage emotions; enable a personal reflection on emotions

Duration : 30'

Materials : A blank sheet of paper; a sheet with examples of situations; and a pen for each participant.

Development

A sheet is distributed to each member of the group with the beginning of several statements related to emotional expression and management. Each one should complement the statements according to their characteristics: "I am someone who...". In the end, anyone who wants can share and explain why.

Some Notes for the teacher:

Variations of the activity:

Student worksheet:

I am someone who...

Laughs when _____

Cry when _____

Loves _____

Annoyed with _____

When you get upset _____

Is embarrassed when _____

It is not difficult to _____

It makes you sad when _____

When you're sad _____

Is happy when _____

Afraid of _____

Want to _____

Sitting together

Activity for:

	Warming up		Communication		Limits - claim
	Self knowledge	✓	Non verbal communication		Process changes
	Self esteem		Expression of desires		Focus on yourself
✓	Develop confidence		Develop creativity		Activation
✓	Team dynamics		Interpersonal relationships	✓	Relaxation – Close activities

Objectives : to work on the definition of strategies together, trust and group conquest. Believing in the support that the “other” can provide;

Duration : 5’

Materials :

Development

Everyone forms a circle. At the advisor's signal, everyone must turn to the right, then form a single line in a circle. At the advisor's signal, everyone should take a few steps to the left side (into the circle) until the distance between each participant becomes small. At the advisor's signal, everyone should sit on the lap of the person immediately behind, **WITHOUT FALLING DOWN**. Once this is done, everyone should raise their hands and clap their hands (which proves that they are not holding on to each other, but actually supported).

Some Notes for the teacher:

Variations of the activity:

Student worksheet:



“This ‘part’ of work is the result of the collaboration of the three schools of the "Be Cool stay at School" project which was implemented between 2019 and 2022. These schools are: the Geniko Lykeio of Valtino Trikala, the Escola Secundaria de Sao Perdo da Cova, Gondomar and the Greek Lyceum of Munich - Constantin Caratheodory. We aspire to be a guide for our schools and perhaps for other schools also to continue to serve the goals of our cooperation.”

Be Cool Stay at School