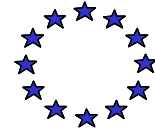**EUROPEAN COMMISSION**

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Promoting Mental and Emotional Health in the European Network of Health Promoting Schools

A training manual for teachers and others working with young people

PROMOTING MENTAL AND EMOTIONAL HEALTH

IN THE EUROPEAN NETWORK OF HEALTH PROMOTING SCHOOLS

A Training Manual for Teachers and Others Working with Young People

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READER

INTRODUCTION TO THE MANUAL

The Project within the ENHPS

This project is part of the European Network of Health Promoting Schools (ENHPS), which is a joint and co-operative activity between the World Health Organisation, the Commission for the European Communities and the Council of Europe (1993). The approach adopted by the ENHPS forms the firm framework for this project, which is organised by staff of the Health Education Unit at the University of Southampton with the support of the World Health Organisation Regional Office for Europe, and with the sponsorship of Johnson and Johnson.

The aim of this project

This manual is for use on training courses for teachers and others working with young people within the European Network of Health Promoting Schools .

The aim of the courses and the manual is to help participants take practical steps to improve the mental and emotional health of all who work in their schools.

The development of the project through partnership

The courses and the manual have been developed in close consultation with ENHPS co-ordinators, teachers and others involved in school health education in central and eastern Europe. Mental and emotional health have always been central to the ENHPS philosophy, and were identified by those working in central and eastern Europe as essential priorities in their task of developing healthy schools. The sheer amount and accelerating nature of the change that these countries have experienced in a very short time has meant that issues concerning mental health, relationships, communication between generations, the management of stress and the management of change are seen as especially key.

The activities and materials described in the manual were tried out in several countries, including Hungary, Poland, Czech, Slovakia, Slovenia and Estonia, and

modified as a result of the reactions of participants. Research on the needs and understandings of young people, based on the techniques described in section 3 of this manual, was carried out in these countries. The findings helped in making decisions about what should be included in training to promote mental and emotional health in schools.

As a result of this consultation, the **content** of the courses and this manual currently includes:

- building self esteem;
- determining goals - defining mental and emotional health;
- finding out where people are starting from - carrying out small scale research into young peoples' needs and understandings;
- listening and responding effectively;
- managing stress;
- communicating effectively and being assertive;
- managing change in schools.

Several of the activities contain leaders notes and other illustrations based directly on the responses of participants at the workshops in the countries in which they were tried.

The project is part of a series of training events which support the ENHPS

At the heart of the ENHPS is a network of people: staff in schools, national co-ordinators and many others within the countries who support the work. The ENHPS project contains several strands, including a series of interlinked training events and accompanying materials intended to increase the level of understanding and skills of the people involved.

These training events have included an approach to health education in its broadest sense, developed over a series of summer schools in Southampton, Montpelier and Edinburgh. These resulted in the manual 'Promoting the Health of Young People in Europe' (European Community 1993) which aimed to disseminate ideas and good practice about health education as a whole. This initiative included a sizeable input on the fostering of good relationships and effective communication in school health education, which participants appreciated and considered to have such key importance that they said they would like more training on this theme.

Meanwhile the Mental Health Division of the World Health Organisation had set up a task force which attempted to promote specific work on mental health in schools. A consultation held in Utrecht in 1991 resulted in the book 'Mental Health Promotion and Prevention in Schools' (Bosma and Hosman 1991) which called for more emphasis to be placed on training to support the school based projects uncovered by the exploratory work of the task force.

The time was therefore felt to be right for a special training initiative to promote mental and emotional health in schools, and this project is the result.

The idea of the 'Health Promoting School'

In the ENHPS approach, the promotion of mental and emotional health has always been central to the idea of the health promoting school. As the World Health Organisation famously reminds us, health is more than physical: it has mental and social dimensions too. In practice it is impossible to disentangle these three dimensions. We are unlikely to be physically healthy unless we feel good enough about ourselves to look after ourselves, and live in an environment that makes it easy to make 'healthy choices'. **So *we cannot hope to teach young people to be physically healthy without considering their emotional and social needs*.**

For example, if we wish young people not to smoke, then giving them information about the risk of smoking to their physical health will probably not change their behaviour, as the risks are too far into the future to outweigh their immediate need to be accepted by their friends. Young people need to be taught to resist pressure, which includes teaching them the skills to say 'no' and the self-esteem to still feel good about themselves if their friends ridicule them. Similarly, if teachers wish to make the whole school environment healthier, they must have the confidence and self esteem to speak out and the skills to negotiate successfully with those who hold more power than they. This project therefore explores such key skills, and hopes that every school, and indeed every teacher, will be interested in addressing them.

There is more to health education than the taught curriculum. *The ENHPS takes a 'whole school' approach,* which sees the curriculum as just one of the building blocks which go to make the 'healthy' school: equally important are the school environment, the ethos of the school, the relations within the school and its links with the outside community, including with parents. So mental and emotional health cannot be taught in lessons alone: it depends crucially on the quality of relationships within the school as a whole, between staff and pupils, and between the school and the community it serves. The physical environment has a major part to play: young people feel more respected and valued if they work in pleasant, safe, clean and attractive environments, while aggression and bullying are known to be reduced in schools which pay attention to the layout of the school, and take care to avoid the creation of 'danger zones' out of sight of staff where more vulnerable pupils are tormented by their more aggressive classmates. This project will therefore pay attention to the 'settings' in which mental and emotional health can best be fostered.

A key insight of the ENHPS is the recognition that *health is not just for pupils: staff themselves have needs*. This project is therefore centrally concerned with the mental and emotional health needs of teachers themselves, in the belief that if they feel relaxed, content and valued they will be more likely to approach their students with respect, sympathy and understanding. Particular attention is paid to the management of stress and managing change, as these are seen by teachers as key areas of need.

Health Education needs participatory methods

Throughout this project, and within the ENHPS, the emphasis is on participatory methods of teaching and learning at all levels, in schools and on the training courses that support the project.

Health education requires teaching and learning approaches which encourage participation (Commission of the European Communities, 1991). Telling people what to do is unlikely to be effective. Students need to be actively involved and to feel that what they are learning is relevant to their own experiences. In didactic teaching, information goes one way - from the teacher to the student. In participatory approaches or active learning the teacher is involved in a two way process of finding out people's needs, their attitudes and how they feel and of offering ways forward to help meet these needs. It means encouraging people to take responsibility for their own learning and development, so they feel empowered

to take control of their own lives and make their own decisions. This applies whoever the "students" are - children in schools or teachers taking part in workshops.

Especially when promoting mental health, we need to help people recognise that their opinions and feelings are valid, so that they develop a sense of their own worth. The way of working with students needs to reflect this. This manual therefore offers a range of active learning methods, important in health education in general and for promoting mental health and emotional well-being in particular.

Some notes on how to use the manual

The manual is not intended to be used on its own, but as a support for those who have attended the appropriate training course, where ways in which it can be put to use will be fully discussed. It may be helpful to have a few notes as a reminder.

- The manual is divided into *sections,* each on a different theme, with an indication of how long each might take if all the activities are worked through.

- Each section begins with a *reader* intended to be copied and distributed to all participants to read, before or after the activities, as the leader wishes.

- Each section also begins with a few words of *'rationale',* intended for only the leader to read, which attempt to explain the thinking behind the activities.

- Each section then contains a series of *activities* with accompanying handouts and pages to be copied on to boards or flipcharts, or made into overhead transparencies if the leader wishes. These are again intended for only the leader to read.

- Regarding *copyright*, pages which are handouts and readers may be photocopied for use on training courses associated with the project.

- It is intended that *leaders will make the material their own,* and adapt the activities according to their group's needs, and their own strengths and level of confidence. For leaders new to the task of training, it may be sensible to

stick to the activities suggested fairly closely at first, adapting them as they become more familiar.

- When choosing and adapting the activities, leaders need to bear in mind that the order of the activities has been carefully thought through. So leaders need to read the whole manual, including leader's notes and the parts on 'rationale' before deciding on activities. If the leader selects activities, and especially if he or she changes the order, be sure that they follow on logically and developmentally. ***The aim is for a coherent programme that develops activities systematically, gradually and 'safely',*** making sure participants are not asked to move too quickly, or reveal too much too soon before they feel they can trust the group.

- The whole set of activities described in this manual would take about six days if it were all run in one go. However**, *the sections are designed so they can be separated and taught as short courses on their own****.* In this manual they have been divided into two courses, which would take about three days each to run, but they could also be divided up in different ways.

- If the sections are taught as more than two courses, it is a good idea to ***always spend time at the beginning of the course getting to know one another***, remembering names, restating or even redefining the aims of the course, and getting clear what participants want. It is also vital to finish even a very short course off well, with reflection and evaluation. This applies, even if the 'course' is only half a day long!

Sample workshops as run with timings

In order to give an idea of the structure and timings of a workshop, below are details of two workshops, run by Kathy and Gay, in developing this manual.

WORKSHOP 1:CLARIFYING IDEAS AND STARTING POINTS
Estonia. Not residential.

Day one:		Day two:	
11.30am:	Introductions	10.00am:	Energiser 4: Knots
	1B: Clarifying		2C: Diamond nine: What is
	'domestic'details		an effective teacher?
	1C: Personal coat of arms	11.00am:	4A: What is effective
	1D: Name game		listening?
12.20pm:	1E: Aims of the workshop	11.40am	4B: How to respond to the
	1F: Wants		problems of young people
1.15pm:	Coffee	12.30pm:	4C: Rules of feedback
1.30pm:	2A: Quiz: Different views on		4D: Role play:
	mental and emotional health		Communication skills
	2B: Values continuum:	1.50pm:	Lunch
	Where do you stand?	2.30pm:	Energiser 2: Follow my
	2G: Maslow: What part can		leader
	schools play?		5A: Reflecting on methods
2.15pm:	Lunch		5B: Evaluation of the
3.45pm:	Energiser 1: Change seats		workshop
	if...	3.40pm:	5C:Saying goodbye:Positive
3.55pm:	3B: The Draw and Write		strokes
	technique		3E: Teachers' questionnaires
4.45pm:	3D: 'Lifelines'		completed
5.30pm:	Discussion on the ways in	4.00pm:	Finish
	which schools can build		
	emotional well-being		
6.00pm:	Finish		

WORKSHOP 2: MANAGING STRESS AND MANAGING CHANGE
Poland. Residential workshop

Day one (evening):

4.00pm:	6A: Envelopes
4.25pm:	6C: Reflections on the previous workshop
5.00pm:	6D: Petals: Wants
5.25pm:	Energiser 1: Rope bridge
5.35pm:	7A: Statues of stress
5.55pm:	7C: Lecturette on stress
6.05pm:	A round of "when I'm stressed I ...."
6.10pm:	Finish
6.30pm:	Dinner
7.30pm:	7D: Objects: Your sources of stress
8.30pm:	7O:Tapping yourself
8.40pm:	Finish

Day two (morning):

9.00am:	Energiser 2: Follow my leader
9.10am:	Reflections on yesterday, in pairs
9.30am:	6B: Map and string
9.55am:	7F: Whirlpool of stress:
10.45am:	Coffee
11.10am:	Forming groups 2: Bees
11.20am:	7G: Signs of stress
12.00pm:	7H: Pairs: yes and no
12.10pm:	7I: Drama triangle
12.40pm:	7J: Lecturette: I'm OK: You're OK
1.00pm:	Lunch

Day Two (afternoon):

2.30pm:	Energiser 4: Knots
2.40pm:	7L: Positive self talk
3.30pm:	7M: Role Plays: Standing up for yourself assertively (First role play)
4.00pm:	Tea
4.30pm:	Forming groups 2: Animals to find groups again. 7M: Remaining role plays
5.30pm:	7O: Hand massage
6.30pm:	Dinner
7.30pm:	7O: Relaxation exercise
8.15pm:	Finish

Day Three (morning):

9.05am:	8A: Find someone who
9.20am:	Forming groups 3: Jigsaw puzzles 7N: Revolving sheets: 5D
10.30am:	8B: Understanding the process of change
11.00am:	8F: People who may resist change
11.10am:	Coffee
11.30am:	8G:Carousel: How to influence key people
12.10pm:	5A: Reflecting on methods
12.40pm:	9B: Values continuum: Sharing views
12.50pm:	9C: Saying goodbye: Positive strokes
1.00pm:	Finish and lunch

References and further reading

Bosma, M.W.M and Hosman, C.M.H. (1991) Mental Health Promotion and Prevention in Schools, World Health Organisation, Copenhagen, Denmark.

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European Community (1993) Promoting the Health of Young People in Europe: a Training Manual for Teachers and Others Working with Young People, the Health Education Board for Scotland, Scotland.

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WORKSHOP 1

CLARIFYING IDEAS AND STARTING POINTS

SECTION 1

STARTING THE WORKSHOP: GETTING TO KNOW ONE ANOTHER

Aims:

- getting to know one another in ways that build our self esteem and help us to relate to others

- clarifying the purpose of the workshop

SECTION 1: STARTING THE WORKSHOP: GETTING TO KNOW ONE ANOTHER

READER

BUILDING SELF ESTEEM

All schools need to be concerned with self esteem

Abraham Maslow claims that good relationships and high self-esteem are fundamental to all types of learning. Maslow suggests that human needs exist at various levels, and that for most people the "lower" ones must be satisfied before they are able to consider the "higher" ones (Maslow, 1976). Once a person has their physical needs, such as food, water, security and shelter, met then their emotional needs can surface. The most basic emotional need is to feel loved and wanted. Not until this is satisfied can a person feel good about themselves and achieve self-esteem.

Intellectual needs have then to be built on this solid emotional foundation. These intellectual needs move through "self-actualization" (which includes achievement, self-fulfilment and creative expression) to the ultimate achievement of impartial understanding, when a person is able to look beyond the self and care about wider problems. Such impartial rational understanding is only likely to be achieved if more self-centred needs have already been satisfied.

Maslow's theory suggests that, even if a school sees itself as solely concerned with intellectual needs, such as the search for truth, morality, and rationality, it cannot afford to ignore the more basic emotional and physical needs of its students and staff. However it is to be hoped that schools will wish to take a more positive attitude and attempt to cultivate emotional and social abilities in their own right as well as for their influence on intellectual abilities.

The development of the self concept and self esteem

Our level of self esteem is based on our "self concept". This is literally made up of thousands of beliefs that we have about ourselves, some of which are positive and some negative, some central to our inner character and some less

important. Because the self concept is recognised as one of the foundation stones upon which mental and emotional health is based, it is important for us to understand how these beliefs about ourselves come into being.

The beliefs we have of ourselves are learned and not inherited. Learning about ourselves is a complex business which goes on most of the time and without our being consciously aware of it.

During the first year of life a child learns to discriminate the "me" from the "not me" and, through touch, smell and sight learns to recognise the boundaries between itself and the outside world. It is from this early awareness of body that our idea of "self" develops. Children also become conscious of feelings inside themselves - of hunger, fear, frustration and anger. The image of self which children build of themselves is reinforced and developed by what they see reflected back at them from a mirror. This mirror image tells them whether they are tall, short, black brown or white skinned, blue, brown or green eyed - and so on.

The role of "significant others"

According to Coopersmith (1976) to a great extent, self-esteem depends on how we have been treated in the past by other people and the experiences we have had. The earliest image of themselves which young children develop, is not merely a mirror image of the physical self, it is composed also of ideas about themselves which are reflected back from people who are close and important to them. To a child these people are large and powerful who make things happen and provide for his or her needs. The reflections the child receives from these important people, or "significant others" tell the child whether she or he is valued or not, whether she or he is good or bad, loved or not loved, liked or disliked , successful or a failure. It is through social interaction with people of importance that the child builds up this complex image which is called the "self concept".

Significant others are initially those persons with whom young people come into close personal contact - such as parents, older brothers and sisters and members of the extended family. As the child gets older his or her sphere of activity widens to include those outside the family, most notably the peer group and teachers.

Parents and family as significant others.

It is now widely accepted that the basic framework of personality and the self concept is built during the first five years or so of life when children are physically, socially and emotionally dependent upon the family. It is during this time that children receive feedback from parents and the close family, from whom they learn whether they are loved, valued, accepted, and whether they successfully live up to expectations. They also learn whether the world is a safe and secure place or if it is hostile and not to be trusted.

Bringing up children is not always an easy matter, but we do know from extensive research that there are at least three important ways in which parents can help protect and enhance their children's self-esteem (Satir, 1988):

> by providing warmth, affection and unconditional acceptance of them as persons in their own right.

> by showing a real interest in them through playing with them, reading to them and generally showing that they are loved and wanted. Criticism and punishment is much less damaging to children's self esteem than outright indifference.

> by setting limits to the behaviours which are acceptable, but also showing tolerance and a readiness to forgive. The severely authoritarian parent can inhibit and damage children's self perceptions.

Peer groups and self esteem

While the essential framework of the self concept is formed from the early feedback from parents and family the influence of the peer group has also a big impact upon the embellishments that occur to it later during adolescence. The peer group provides a major source of feedback related to self esteem, standards, mutual support and opportunities for the rehearsal of tasks in preparation for adulthood. In many ways the peer-group replaces the family as the major source of such feedback during adolescence.

There is evidence to support the view that young people with poor peer relationships or who are rejected by their peers are at risk from emotional and mental health problems later in life. Peer relationships and particularly close friends do provide valuable support during times of emotional and other stress by simply listening, sharing and offering a shoulder to cry on. Children with no such friend to turn to for such support and comfort often feel extremely lonely and even depressed.

Close friendships during pre-adolescence can also increase young peoples' self esteem through the sharing and reinforcing of their own thoughts and ideas. Children realize - probably for the first time - that they possess certain beliefs, qualities and experiences in common with others. A pre-adolescent without a close friend is deprived of the opportunity of such close communication and his or her self concept suffers as a result.

The role of teachers as significant others in building self esteem

As we have seen children and young people come to school already with many different perceptions of themselves and their abilities ; these can be thought of as invisible tags which accompany them everywhere. These tags, such as "bright", "dull", "lazy", "poor at making friends", "lovable", "slow to learn", etc., will influence children's responses to many situations. But although students arrive at school with their self-concepts already shaped by their early experiences, schools and teachers continue to influence the images students have of themselves (Borba, 1989).

There is little doubt that teachers, particularly of primary school age, become "significant others" for most of their pupils and can provide a great positive influence on their self concept and academic achievement. To be effective, teachers need to understand what individual children are capable of achieving so that their expectations of them are realistic. Similarly each pupil needs to know what they are capable of achieving in order to set realistic goals for themselves. Some of the pupils' perceptions of themselves are based on reality and cannot be changed so they must be faced and accepted as part of the process of developing and maturing as a person.

Teachers need to understand that they communicate their expectations to young people not only in a direct and straightforward way but also in indirect and less obvious ways such as by verbally making subtle comparison between pupils, by the number of times they make verbal contact with individual pupils and by praising or ignoring responses from them. The various gestures and body language which teachers make while in contact with pupils can also give great encouragement or can be dismissively devastating in its impact upon the emerging self esteem.

Schools need to make sure that all pupils feel respected and liked, and achieve some sort of success. The resultant high levels of self-esteem can partly "inoculate" students against later threats to their self-regard, including those that come from the peer group.   Students can be helped to realise that they cannot please all of the people all of the time, and empowered to "bounce back" after disappointments. They learn that it is possible to be true to their own values, no matter what pressure they may be under. This is the foundation for personal autonomy, free choice and responsible behaviour.

Above all young people need to know that they are valued for themselves and that "success" and "achievement", while closely associated with effort, are also related to a wide field of human activity. If young people feel valued by their teachers, however, they will more readily accept ways in which realistic improvements to their work and achievements can be made and this in turn encourages them to be more open and accurate in their own self-evaluations.

A person will also sense whether they are valued or not by the environment in which they have to work and play. This applies to everyone in a school: teachers, and other staff, as well as students. Staff often do not feel valued for a variety of reasons. These include poor working conditions, levels of pay, or feeling that they are not consulted in decision-making. It is less likely that someone who is suffering from low esteem will be in a position to empower others.

Unfortunately many schools still have far to go in learning ways of fostering good relationships. Too many students find that the experience of school undermines rather than builds their self-esteem. This is particularly likely to be the case for less able pupils or those with whom teachers do not readily identify, because they come from different cultural backgrounds to that of the

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teacher. Such pupils often see themselves as rejected by school, and as a result tend to construct an identity for themselves which is at odds with the values of the school, in order to preserve a sense of self-worth. It is no accident that many of those pupils who smoke or abuse drugs are underachievers: such behaviour can be partly seen as their way of 'getting back' at a school that they feel has rejected them by giving them no experience of success. Schools must be very careful not to themselves create the very problems they claim to be tackling through undermining the egos of students they do not find it easy to teach.

The importance of teachers' self esteem

Self esteem is not just an issue for students: teachers need to pay serious attention to fostering their own sense of self worth too.

Teaching is a worthwhile, but often difficult job. It is the task of the teacher to be professional, to rise above the personal and stay sufficiently detached from the hurly burly to remain objective, calm and in control. To do this the teacher needs to carry with them a sense of self worth that is not dependent on minute by minute re-enforcement from pupils or other staff, nor on instant rewards, which are not always forthcoming.

Teachers need a private self and a private life. Those who are too dependent on school for their sense of self can find themselves seriously disappointed when things do not go as they hope, when they are passed over for promotion, or most of all when they are moving towards the end of their careers and have to realise that they have not achieved all they wanted.

Without self esteem a teacher can find things going seriously wrong. Students are often not the most sensitive of people, and teachers need a fairly thick skin at times, allowing themselves to be the butt of a certain amount of humour, which may be silly rather than unkindly meant. The teacher who rises too easily to jibes and jokes can find that situations that could have been defused by a smile, a light remark, or simply by being ignored, can get out of hand. The students' humour can take on a more serious and unpleasant tone as they realise the effect it is having.

Teachers need therefore to take the time to value themselves, to look after themselves and their needs and not become martyrs to the profession. They need to foster their external sources of support, their families, their hobbies, their outside activities, and remember that there is life outside of the classroom.

Teachers often feel undervalued by the rest of society. Just as everyone went to school, so everyone tends to have opinions about education. The teacher's professional knowledge and skill lacks the mystic of that of other professions such as medicine and law, so that many of those outside the teaching profession take the view that 'anyone can teach'. Education is often the victim of political pressures, both at national and local levels, and teachers can find themselves constrained by forces which they consider to have no relevance to their task. Furthermore teachers are often blamed for society's ills, with all the misdemeanours of the young, from bad manners to hooliganism to drug taking, laid at their door.

In these circumstances it is vital that the teaching profession values itself, its unique skills and understandings, and the contribution it is making to society, and stands up for itself whenever it is under attack from those who have no concept of the demands and complexity of the task that teachers face every time they enter a classroom.

References and further reading

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SECTION 1: STARTING THE WORKSHOP: GETTING TO KNOW ONE ANOTHER

RATIONALE FOR ACTIVITIES IN SECTION 1

It is intended that the activities in this section will help you get your workshop off to a good start and promote the self esteem of the participants by involving them right from the outset and helping them feel comfortable. People need to feel at ease and safe if they are to participate fully. There are various elements involved in building such a safe climate right from the beginning of the workshop.

- **You need to spend time preparing the room or rooms in which you will work, so that they provide an environment in which people can talk easily, move around freely, form and reform groups, and make the room, as much as possible, 'their own' by putting up pieces of their work. (For those new to this type of work, the kind of things that need to be done are described in Activity 1A).**

- **At the very beginning of the workshop, spend time giving people clear information about practical matters - who are the workshop leaders, times for lunch, location of toilets etc. This should be kept as brief as possible. (Activity 1B).**

- **A person's name is very important to them: if we feel known we feel valued and involved. Make sure that you and everyone in the group spend time learning names and a little more about group members (Activities 1C and 1D).**

- **Encourage each person to speak in the whole group as soon as possible (Activities 1C and 1D).**

- **Explain the aims of the workshop so everyone is clear what it is about (Activity   1E).**

- **Find out participants' expectations and be clear about what you can offer (Activity 1F). It may be that some of their expectations cannot be met: if so it is important that this is recognised from the beginning. People are much happier to know this in advance, when they usually settle down and accept it, rather than keep waiting for something that never arrives, which may well make them dissatisfied.**

TIME FOR THIS SECTION: About 2 hours

ACTIVITY
1A

GETTING THE SPACE READY FOR THE WORKSHOP (before people arrive)

OBJECTIVES	RESOURCES

To prepare the room, or rooms in which the workshop will take place, so that participants can:
  talk easily,
  move around freely,
  form and reform groups,
  put their work on the walls.
	All the equipment needed:
	flip chart stand, with paper;
	other loose, large pieces of paper;
	smaller paper;
	large, thick pens, smaller pens;
	OHP and spare transparencies;
	glue, scissors, blu-tack, drawing pins,
	cellotape, chalk.
	
	All the handouts that will be needed,
	with enough copies for each participant
	
	Time: at least 30 minutes

METHODS

1. Ideally you will have checked well in advance that the room or rooms are suitable for your workshop. You need one room big enough for all to work comfortably as a whole group, and some smaller rooms for groupwork if you wish.

2. Get to the room(s) at least 30 minutes before the participants are due to arrive.

3. Arrange the chairs in a horse-shoe, so that participants can see everyone, and have a clear view of the boards and OHP.

4. Remove most tables from the room(s), unless the main room is big enough to have them round the edge, outside the circle of chairs, for participants to move to if they wish for groupwork. Leave one table for your equipment and handouts.

ACTIVITY

1A (continued)

<table>
<tr><td colspan="2" align="center">

GETTING THE SPACE READY FOR THE WORKSHOP
</td></tr>
<tr><td align="center">**OBJECTIVES**</td><td align="center">**RESOURCES**</td></tr>
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<tr><td colspan="2" align="center">**METHODS**</td></tr>
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(continued)

5.   Clear the walls as much a possible of all displays, pictures, notices etc. Make a note of where they were so you can return them at the end. Check OHP is in focus and any boards are clean.

6.   Lay out your equipment and handouts so that they are easily accessible to you, but not the participants (to avoid them reading the handouts in advance!) Stack the handouts in the order in which you will use them.
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ACTIVITY

1B

CLARIFYING 'DOMESTIC' DETAILS

OBJECTIVES	RESOURCES
To make sure that participants know about 'domestic details' so they can then relax and concentrate on the workshop.	**Time: 5 - 10 minutes maximum**

METHODS

1. **When participants have all arrived, and the time has come to start, welcome them, and say a little about who you are, where you are from and why you are leading the workshop. (It is probably best not to wait for latecomers, so that you do not waste the time of those who are there. It also helps establish a rule for starting on time.)**

2. **Tell them that you and they will have more time later to introduce one another in greater detail and discuss the aims of the workshop.**

3. **You, or the person in charge of organisation, should then make sure that all participants know:**
    • **times: for starting and finishing, coffee and tea breaks, and lunch;**
    • **practical arrangements: about where tea and coffee and lunch will be;**
    • **about any 'money' matters, such as who is paying for what, how they are to claim travel expenses etc;**
    • **if the course is residential, you may need to give details about bedrooms, keys, checkout times etc.**

4. **Allow time for brief questions about these matters. If anyone has a complex or lengthy problem, arrange to talk to them later.**

ACTIVITY

1C

INTRODUCTIONS:
PERSONAL COATS OF ARMS

OBJECTIVES	RESOURCES
To introduce participants to one another in a way that promotes self esteem. To establish and build good relationships in the group.	Handout 1C: ' Personal Coat of Arms', (or participants can copy from the board) Pens or pencils: one each Time: 45 minutes

METHODS

1. Give each participant a copy of handout 1C: 'Personal Coat of Arms.' Drawing the coat of arms on a flipchart or blackboard, explain the four quadrants:

    Quadrant 1: something you enjoy doing for leisure.
    Quadrant 2: something positive about your work.
    Quadrant 3: something you would like to achieve.
    Quadrant 4: something about your background.

2. Ask them to fill in each quadrant with a picture, symbol or words and, in the ribbon at the bottom of the coat of arms, to write a motto which they feel best describes them, or something they would like to be remembered by. Allow 10 minutes for this.

LEADER'S NOTES

Some participants may feel reluctant to draw. Make sure they know that this is not a test of their artistic ability - pin men will do.

ACTIVITY

1C (continued)

INTRODUCTIONS:
PERSONAL COATS OF ARMS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3. When they have finished drawing, invite them to share what they have drawn, by walking round and talking to as many people as possible, especially to those they do not know well. Allow 15 - 20 minutes for this.

4. Ask them to sit down with the last person they have talked to and introduce their 'partner', giving the person's name, one thing that they have learnt about them, and read out the person' s motto.

5. The coats of arms could then be displayed on a board or wall.

6. Discuss ways in which this activity could be used with students as a way of promoting self-esteem, either as a warm-up activity, or as part of a more extended project on 'ourselves'.

PERSONAL COAT OF ARMS

HANDOUT 1C
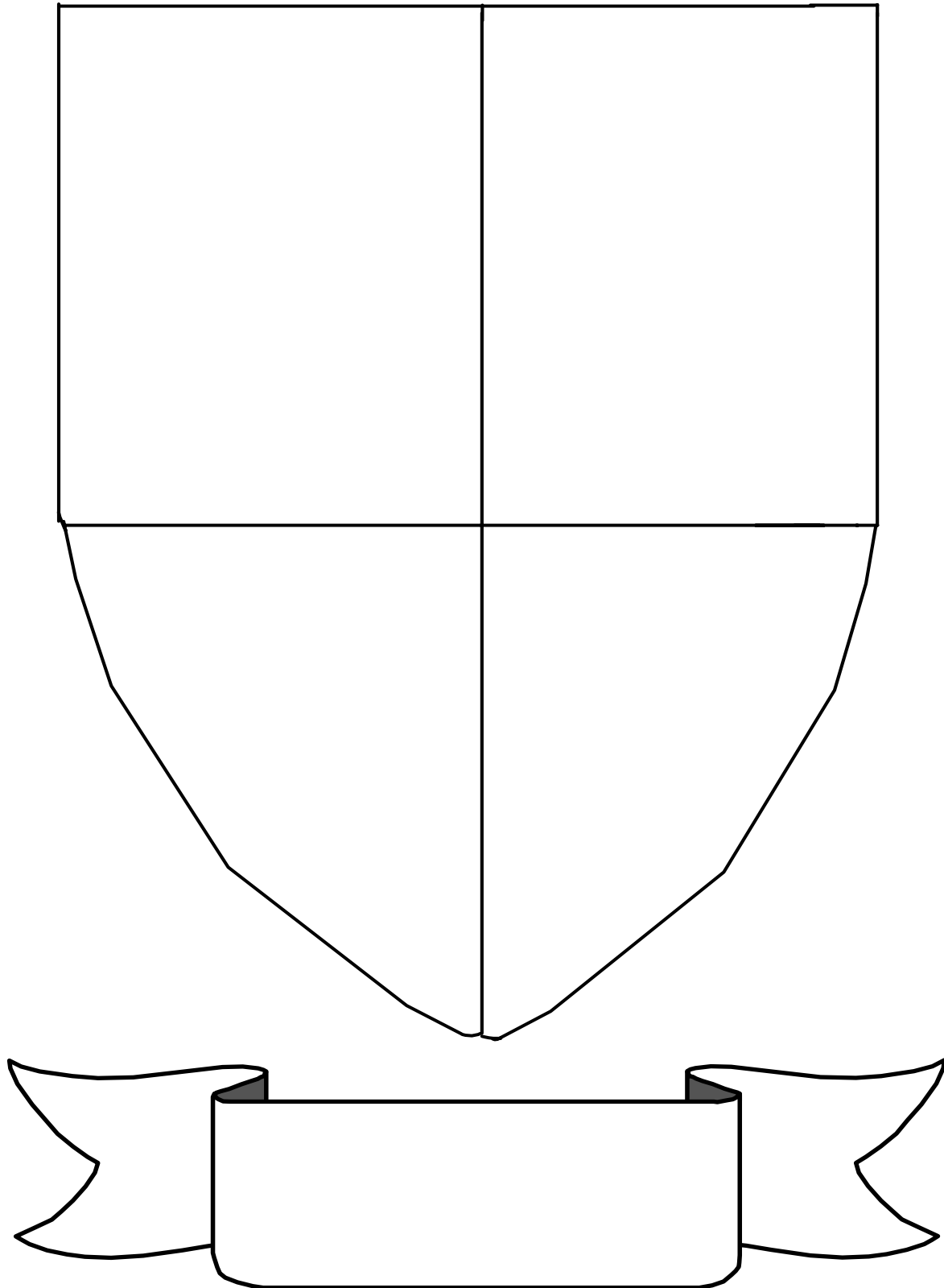
ACTIVITY

1D

INTRODUCTIONS:
NAME GAME

OBJECTIVES	RESOURCES
To learn one another's names.	**A cushion or other soft object to throw.**
To help participants relax and feel comfortable through having some fun.	**Time: 10 - 15 minutes**

METHODS

1.   **Ask participants to stand or sit in a circle.**

2.   **Explain the game. Each person throws the cushion, saying their own name and then the name of the person they are throwing it to. Demonstrate what you mean and encourage them to continue.**

3.   **Continue until everyone seems happy that they have learnt each person's name.**

4.   **Invite them to change chairs and continue with the game until they again are confident that they know all names.**

5.   **Ask participants whether they know of any other activities to help students learn one another's names.**

6.   **Ask the group to comment briefly on the importance of feeling 'known' in a group for a person's self esteem.**

LEADER'S NOTES

It is important to make sure that everyone has been included, and to help anyone who is stuck. The game is about cooperation and consideration not competition.

ACTIVITY

1E

LECTURETTE:
AIMS OF THE WORKSHOP

OBJECTIVES	RESOURCES
To give information about the aims of the workshop.	The aims of the workshop written on a board, flipchart or OHT 1E. Handout 1E: 'Aims of the workshop', or your own version: one each. Time: 10 - 15 minutes

METHODS

1.   Give a short lecture (5 minutes at the most) about the aims of the workshop, using a flipchart, a board or on an overhead transparency (see OHT 1E as an example of 'Aims').

2.   Invite questions.

LEADER'S NOTES

What your aims are will depend on what you are including in the workshop. OHT/Handout 1E (see next page) is an example of what your aims might be if you are running a two day workshop using sections 1, 2, 3, and 4. If you use other sections, such as the ones on stress and/or managing change, you will need to adapt the 'Aims' accordingly.

At the end of this activity, it may be useful to give each person a handout of the aims, so that they have them for reference when considering their particular 'wants'.

AIMS

PROJECT AIMS:

To help participants to take practical steps to improve the mental and emotional health of people in schools.

FIRST WORKSHOP: CLARIFYING IDEAS AND STARTING POINTS

Its aims include:

- **clarifying what we mean by mental and emotional health;**

- **exploring ways of finding out what affects students' and staff's mental and emotional health;**

- **identifying and practising some of the basic skills involved in communicating effectively and building relationships;**

- **identifying ways in which schools can promote mental and emotional health, and enhance self-esteem;**

- **experiencing a variety of active learning methods.**

OHT/HANDOUT 1E

ACTIVITY

1F

SMALL GROUP DISCUSSION:'WANTS'
(GETTING CLEAR WHAT PEOPLE WANT
AND WHAT THE WORKSHOP CAN OFFER)

OBJECTIVES	RESOURCES
To gain information about participants' wants. To explain what the workshop can and cannot deliver.	Large paper and large pens Smaller paper and pens Time: 45 minutes

METHODS

1.   Ask the group to bear in mind the aims of the workshop. Invite each person to write a few sentences on their own about what they particularly want from the workshop, both in terms of content and methods. What do they want and how do they want to work? Ask them to also consider what they don't want and to be as specific as possible.

2.   Ask the participants to move into groups of four to six, and give each group a sheet of flipchart paper and pen.

3.   Ask them to each talk about what they have written and record their answers on flipchart paper, under the headings WANTS and DON'T WANTS. Allow 15 minutes for this task. (See leader's notes 1F for an example to help you).

LEADER'S NOTES

As leader, this is an opportunity to share what <u>you</u> want and don't want to happen on the workshop. This helps participants to see where you stand and also to correct any misunderstandings about your role or the purpose of the workshop.

ACTIVITY

1F (continued)

<table>
<tr><td colspan="2" align="center">

'WANTS'
**(GETTING CLEAR WHAT PEOPLE WANT
AND WHAT YOU CAN OFFER)**
</td></tr>
<tr><td align="center">**OBJECTIVES**</td><td align="center">**RESOURCES**</td></tr>
<tr><td>see previous page</td><td>see previous page</td></tr>
<tr><td colspan="2" align="center">**METHODS**</td></tr>
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4.   Ask each small group to choose someone to speak for them, who will spend a few minutes showing their flipchart sheet and explaining their wants to the whole group.

5.   When all the groups are finished you can point out:
- common themes
- wants which are unlikely to be met and
- wants which might form the basis of 'groundrules' for working together.

6.   Invite the group to discuss the activity, asking questions such as:
- how useful did you find this activity?
- how could you use it in schools?
- how often do we ask students what they want to cover in lessons?
</td></tr>
</table>

LEADER'S NOTES
1F

Example of 'wants and don't wants', from workshops in Poland, Estonia
and Slovenia.

WANTS	DON'T WANTS
Different ways of working.	Only theory.
How to motivate people for innovations.	To be hurried.
How to increase self-esteem of pupils and teachers.	To be passive.
How to improve communication.	
Methods for relaxation.	
How to build better relationships.	
How to prevent aggression among children.	

SECTION 2

DEFINING OUR GOALS: WHAT IS MENTAL AND EMOTIONAL HEALTH?

Aims:

• **clarifying what we mean by mental and emotional health**

• **identifying and practising some of the skills involved in being an effective group member**

• **identifying ways in which schools can promote mental and emotional health, and enhance self-esteem**

SECTION 2: WHAT IS MENTAL AND EMOTIONAL HEALTH?

READER

DEFINING MENTAL AND EMOTIONAL HEALTH

The absence of mental health problems

One simple definition of mental and emotional health is that it is the absence of mental and emotional health problems.

Most of us have mental and emotional health problems at some time in our lives. We are all subject to the kind of stresses, strains, loneliness, grief and uncertainty that can lead us to feel depressed, withdrawn or to feel mentally confused. Some people are so disabled by their problems that they and others see themselves as 'ill'. Mental illness is a large and growing area of concern all over Europe. The World Health Organisation includes the reduction of "the prevalence of major diseases and disabilities such as psychiatric disorders, alcoholism and drug abuse" as target 4 in its goal of 'Health for All'.

Obviously the kinds of mental illness that can cause a person to cease functioning effectively, and even to become a danger to themselves, need urgent attention. However experiencing mental and emotional health problems is not necessarily a sign of mental ill health. Furthermore we should not assume that mentally healthy people are always happy. It is often highly appropriate to feel sad, angry, persecuted, or to not know what to think about something. Getting in touch with these feelings, understanding them, acting on them, resolving them and moving on is very much part of the process of maturation. Far less 'healthy' is the tendency to deny or bury bad feelings, which then have a way of returning later and affecting a person's emotional well being in ways that are then hard for them to understand.

So, if the teacher wants to help students with their mental health problems it is not usually appropriate to simply urge children to 'cheer up and forget about them'. He or she needs to have certain skills to help young people uncover and begin to understand and deal with their problems. These include the skills of listening and responding to what the student is saying, treating them with respect and taking the problem seriously.

Can schools improve mental and emotional health?

There has been much debate about whether mental illness and mental health problems stem from the environment or are hereditary, but the broad consensus is that both have a part to play. There is also much fatalism about the part that early childhood plays in determining the level of mental and emotional well being that a person can achieve in adult life, and some experts go so far as to claim that there is little that can be done to change the basic attitudes we acquire in our very early years.

The writers of this paper take a more optimistic and active view. Whatever the origins of mental health problems, there is most certainly plenty of scope for those who surround the troubled person to attempt to help them with destructive beliefs, patterns of behaviour and negative feelings. A person's quality of mental and emotional well being is not fixed irrevocably at birth, or shortly afterwards. Although early childhood experience is undoubtedly of great important, later experience can do much to help a person who had a difficult start to come to terms with their early life, to understand the feelings and beliefs it has left them with, and move forward towards greater fulfillment. The school is one of the many agents that can help in this process.

Mental health is a balance of emotions, beliefs and skills

Mental and emotional health is multi-faceted. In the same way that mental illness can affect the emotions (depression and anxiety) or the intellect (psychosis) so mental well being involves the development of both emotional and intellectual capacities. Indeed it is often difficult to separate the two. The ability to think clearly about a problem and to come to a rational solution can help very much in the effort to feel better about it. Replacing negative attitudes about yourself with 'positive self talk' is important in feeling better about yourself.

It may help to remember however that rationality is not easy to acquire, nor is it the only solution. Feelings run deep and long, especially those about ourselves. The self concept is built very early from our initial experiences in the home, and replacing a negative self image with a positive one is not achieved overnight by a bit of positive talking. A person may need to have many concrete, positive experiences of feeling loved and valued before they begin to be able to value themselves. They will need time and help to understand why they feel as they do, if they are not to simply repeat the patterns they have adopted as mental habits.

People also need skills to be able to put into practice the emotions and beliefs they have, the experience of acting in certain ways helps build positive feelings and beliefs. There is much that the school can do to devise programmes that include the skills of what is sometimes called 'psycho-social competence'. They include: listening, responding, empathising, standing up for oneself and managing change.

Fitting in with society?

Another simple definition of mental and emotional health is that it includes the capacity to fit into the society, or into the social group in which the person finds themselves.

There is clearly some truth in this, especially if we consider the opposite extreme, where a person is completely cut off from their surroundings and cannot communicate with other people. A socially isolated student is rightly a concern to teachers, and efforts need to be made to find out why that student is alone, to find them a group into which they might fit, and perhaps to teach them the social skills that will help them fit in more easily with others.

However society is not always 'right'. We have only to remember the ways in which some political dissidents have been put into mental hospital for disagreeing with tyrannical regimes to see that standing out against authority is sometimes a sign of great courage, even at the risk of being seen as mentally ill. Historically 'the crowd' has more often been brutal and ignorant than tolerant and farsighted, and those who have stood against the majority view have often been seen later as heroes rather than the oddballs they appeared to be at the time.

At the more immediate level of the school it is important to remember that the 'peer group' can be crushing as well as supportive. Adolescents are not known for their tolerance of individuality, eccentricity or even simple difference, and the student who stands out in some way, perhaps because they do not share the same interests and values as the majority, because they do not wish to follow the herd, or simply because they are physically or racially different can have a very hard time of it. It is often the role of the teacher to defend the rights of the minority, or even the individual student against those of the group, and to shape the social environment of the school so that every student feels safe and cared for.

Positive emotional and intellectual well being

We need positive as well as negative definitions of mental and emotional health. The capacity to achieve, to love, to feel joyful, energetic and full of life, are all qualities that schools might hope to foster in both pupils and staff. So the promotion of mental and emotional health is not just for those students who have obvious 'problems'. It is for all, including average and indeed exceptional students, whose mental well being can be enhanced by a sensitive and positive approach, which makes the whole school a place where everyone, students and staff alike are valued and respected, and where those who visit experience the warmth and vitality of a truly caring environment.

References and further reading

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SECTION 2: DEFINING OUR GOALS: WHAT IS MENTAL AND EMOTIONAL HEALTH?

RATIONALE FOR ACTIVITIES IN SECTION 2

It is important that participants decide for themselves what their goals are and what they understand by mental and emotional health, if they are to really feel that they 'own' the goals of the project. This section contains activities which attempt to help them do that. It is likely, and quite acceptable, that each participant will leave the workshop with slightly different goals and definitions, according to their own personality and experience, and according to what they see as the needs of their own situation.

At the same time participants have not got time, nor are they likely to want to 're-invent the wheel'. Activity 2A, the quiz, attempts to place before them right from the start some of the key issues and controversies which surround mental and emotional health in schools on which they need to make up their minds.

It is important that participants realise that there is no one 'right answer' on these matters. Toleration and respect for the opinions of others is a fundamental building block for good relationships. It is also particularly important that those who intend to help others promote heath are relaxed about the range of opinions they will discover to exist within any group. Activity 2B, the values continuum, shows participants literally 'where they stand' in relation to other people, and attempts to help them put their own point of view in perspective in terms of the group as a whole and listen carefully to the views of others. They will also discover that people who apparently disagree may nevertheless share the same values but interpret them differently. At the same time people who appear to agree may turn out to have very different reasons for their point of view.

Having considered the range of issues and controversies, participants are encouraged to formulate their own definitions in Activity 2D.

Although differences must be respected, any group must also have ways of reaching agreement if they are to make any joint progress towards a common goal. Activities 2C and its alternative 2E involve the group ranking a

'diamond nine' and attempting to reach a consensus on priorities. This may help participants to enable their colleagues to reach agreement when they return to their schools, so that this, and indeed any, project, may start to move forward on the basis of shared understandings.

Activity 2F asks two groups to come together to reach a new consensus while a few participants act as observers of the process and then feed back their reflections. This may give participants some insights into how people, including themselves, behave in groups, and the behaviours which help or hinder achieving consensus.

Many relationship problems go beyond the clashes of individuals: the most difficult problems involve groups with different values and beliefs forming stereotypical opinions of one another and refusing to work together, and at worst engaging in hostilities. Activity 2F may give participants a mild and controlled taste of those problems, and help them reflect on the behaviours which defuse or inflame conflict. We have found this activity to be a very powerful way of moving the group into deeper ways of working, and gaining new trust and intimacy with one another. For this to happen, enough time needs to be allowed for all the group thoroughly to reflect on what happened and talk through any interpersonal difficulties they may have experienced. Leaders are advised not to rush this activity.

Finally, in Activity 2G, Maslow's hierarchy of needs is introduced to draw ideas together and to stimulate discussion on the role which schools can play in meeting the mental and emotional needs of both staff and students.

TIME FOR THIS SECTION: About 3½ hours

ACTIVITY

2A

QUIZ: DIFFERENT VIEWS ON MENTAL AND EMOTIONAL HEALTH

OBJECTIVES	RESOURCES
To encourage participants to recognise and accept differences of opinion on 'mental and emotional health'.	Handout 2A - 'Different Views Quiz' Pens Time: 30 minutes

METHODS

1.   Give out the quiz, asking participants to complete it on their own, as quickly as they can.

2.   Ask them to move into pairs, to compare and discuss their answers to the first four questions (1-4). Encourage them to really listen to one another, to see whether they agree over anything, even if they have given different replies.

3.   Invite them to find someone else to discuss the next four questions (5-8). Then either ask them to find someone different again for the final four questions (9 - 12) or you could go on at this point to Activity 2B.

(continued on next page)

LEADER'S NOTES

This is a fairly safe method for groups who are unused to active learning methods. If you want a more active approach, when you get to step 3 do not ask participants to discuss the final four statements in a pair. Instead follow step 4 (the discussion) for statements 1 - 8 and then go on to Activity 2B which uses statements 9 -12 to find out where participants stand on a 'values continuum'.

ACTIVITY

2A (continued)

QUIZ: DIFFERENT VIEWS ON MENTAL AND EMOTIONAL HEALTH

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   **Discuss their answers in the whole group, asking them:**
      • **which questions gave rise to different answers in the pairs?**
      • **what were the main reasons for disagreement?**
      • **did you change any of your answers after discussion?**
      • **has this activity helped you to clarify what you mean by mental health?**

QUIZ: DIFFERENT VIEWS!

How far do you agree with the following statements? Please put a cross on the answer which reflects your opinion.

	YES!	yes	?	no	NO!
1. If I had to choose I would rather be mentally healthy than physically fit					
2. An emotionally disturbed person can never be really healthy					
3. Schools have a responsibility to look after the emotional health of teachers as well as pupils					
4. A mentally healthy child fits in easily with other children					
5. Schools often make pupils unhappy					
6. A healthy child stands up for what they believe in even if it makes them unpopular					
7. Teachers should listen more and talk less					
8. It is important that children learn to respect adults and do what they are told					
9. A mentally healthy child knows how to think clearly and solve their own problems					
10. Parents and the home have such a strong influence on childrens' mental health that there is not much a school can do to change things later					
11. Schools have a responsibility to help pupils understand and talk about their feelings					
12. Teachers are very significant people in a child's life					

HANDOUT 2A

ACTIVITY

2B

VALUES CONTINUUM: WHERE DO YOU STAND?

OBJECTIVES	RESOURCES
To explore views on mental and emotional health. To help participants express their opinions and literally 'see where they stand' on issues in relation to other people. To help participants accept that others may have different views to their own.	Handout 2A - 'Different Views Quiz.' A clear space, the length or width of the room. Two large pieces of paper, with 'YES!' on one and 'NO!' on the other, stuck up at opposite ends of the room. Time: 30 minutes

METHODS

1. Ask participants to imagine that the two ends of the room with 'YES!' and 'NO!' represent two ends of an imaginary line that runs across the room. Where they place themselves on this line will show where they stand on an issue.

2. Choose up to four questions from the quiz (handout 2A), each of which you think will create a range of responses from group members. If you combined this activity with activity 2A you will be using the last four questions from the quiz.

3. For each statement you read out, ask participants to go to the place on the imaginary line which best represents their response.

4. Ask them to discuss with somebody near them why they are standing at that point. Encourage them to really listen to one another, as two people may be standing on the same point for different reasons.

ACTIVITY

2B (continued)

VALUES CONTINUUM: WHERE DO YOU STAND?

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

5.   Ask them to pair with someone at a different point on the line, to again discuss the reasons for their choice. You could then ask if anyone at different points on the line is willing to voice his or her opinions to the whole group.

6.   Repeat steps 3 to 6 with the next statement.

7.   Finally ask them to go back to their seats and invite them to discuss in the whole group:
   • what have we learned of our views on mental and emotional health?
   • could we find any points of agreement, even when we were at different places?
   • could we use this activity with our students, with different content areas? If so, in what circumstances?

ACTIVITY

2C

DIAMOND NINE (version 1): IMPORTANT MEANINGS OF BEING MENTALLY AND EMOTIONALLY HEALTHY

OBJECTIVES	RESOURCES
To help participants prioritise what they think it means to be mentally and emotionally healthy. To help the group to reach a consensus on what it means to be mentally and emotionally healthy.	Handout 2C, 'Diamond Nine', copied onto card or paper and cut up into small diamonds: one set each. Time: 45 minutes.

METHODS

1.   Give each person a set of the nine small diamonds from handout 2C. Eight contain statements about what it means to be mentally and emotionally healthy, and one is blank.

2.   Ask each person to arrange the statements in order of their importance, in the shape of a diamond, with the most important at the top and the least important at the bottom. Ask them to add one further statement of their own on the blank one, and put it where they wish.

LEADER'S NOTES

This version of the diamond nine uses statements already written (by a group from Slovenia), and is therefore quick and easy to use. It also encourages participants to consider their own priorities before joining with others to form a group.

If you want the group to generate their own statements and then turn those into a diamond, use activities 2D and 2E.

ACTIVITY

2C (continued)

DIAMOND NINE (version 1): IMPORTANT MEANINGS OF BEING MENTALLY AND EMOTIONALLY HEALTHY

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3.   Then ask them to join one other person to compare their diamond patterns and try to reach an agreement or consensus.

4.   Each pair should then join with two other pairs to make groups of six. They should share their results and then attempt to agree on the highest and lowest priority. Do not ask them to reach agreement on all nine statements or they could be there all day!

5.   Ask for a spokesperson from each group to explain to the whole group:
- their highest priority
- their lowest priority
- what kind of statements they wrote on their blank diamonds
- whether the group found it easy or difficult to agree.

DIAMOND NINE:
BEING MENTALLY AND EMOTIONALLY HEALTHY MEANS....

These statements were written during a workshop in Slovenia.

Being able to
solve problems

Having good
relationships

Stability

Being open to
others' opinions

Harmony

Expressing
emotions

?

Communicating
well

Being loved by
and loving others
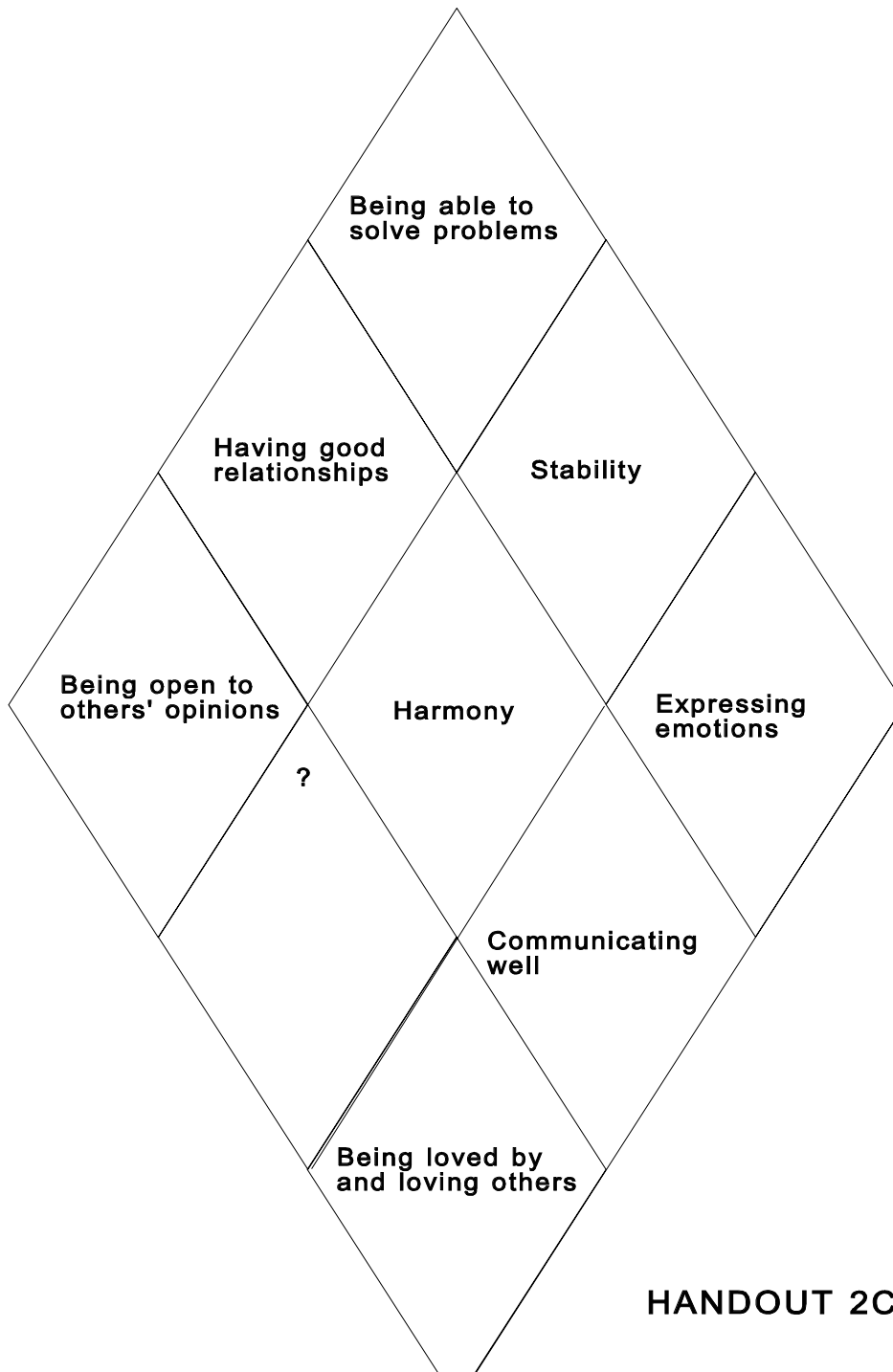
HANDOUT 2C

ACTIVITY

2D

GENERATING STATEMENTS: WHAT IS MENTAL AND EMOTIONAL HEALTH?	
OBJECTIVES	**RESOURCES**
To help participants clarify further what they understand by mental and emotional health. To generate a range of ideas from the group.	Large slips of paper, large pens, blu-tack or pins A board on which to pin the pieces of paper Time: 20 minutes
METHODS	

1.   Ask participants to work in pairs to complete the statement 'MENTAL/ EMOTIONAL HEALTH IS. ..... Give each pair a big felt tip pen and several large strips of paper. They should write a different response on each, in letters large enough to be read at a distance.

2.   Ask each pair in turn to blu-tack or pin one of their strips of paper to a board or wall. From these, you should then build up a pattern, putting those that are similar near one another. If appropriate, ask people to explain in more detail what they mean by their statement.

3.   When you have received one from each pair, ask if any have other statements which are different to those which have been offered. Add these to the display.

4.   In the whole group, discuss:
   •   is there a difference between mental and emotional health?
   •   what are the differences in people's perceptions?
   •   how easy or difficult was it to write a statement?
   •   how might we use this activity with our students?

LEADER'S NOTES
2D

Example of statements generated on a workshop in Poland

MENTAL/EMOTIONAL HEALTH IS:

"Openness to different emotions."

"Feeling 'I'm OK and I can do everything'."

"Balance between different things
for me - from me
giving - taking."

"Conviction: 'I know what I know and I'm sure that it's
useful for.....'."

"Balance between own needs and social expectations."

"Has ability to enjoy life."

"Being creative."

"Readiness to cope with different obstacles."

"Feeling of competence and freedom."

ACTIVITY

2E

DIAMOND NINE (version 2): IMPORTANT MEANINGS OF BEING MENTALLY AND EMOTIONALLY HEALTHY Error! Bookmark not defined.	
OBJECTIVES	**RESOURCES**
To help participants prioritise what they think it means to be mentally and emotionally healthy.	Statements on what it means to be mentally and emotionally healthy, generated in Activity 2D.
To help the group reach a consensus on what it means to be mentally and emotionally healthy.	Large diamond shapes, cut from flipchart sheets, each cut into nine diamonds (see handout 2C): one set for each small group.
	Time: 45 minutes.

METHODS

1. With participants' help, decide on nine statements from those generated in Activity 2D. You may need to combine some of the statements and/or change the wording.

2. Ask participants to work in an even number of groups, with at least four people in each.

3. Give each group nine blank diamonds. Ask a person in each group to write the nine statements you have all agreed on, one on each diamond.

(continued on next page)

LEADER'S NOTES

This version of the diamond nine uses statements generated by this group in the previous activity, 2D, which helps participants feel involved and 'own' the process. It is a little more demanding on the leader than the alternative version, 2C, as it means that you have to be spontaneous, and have no prepared handouts.

The activity can be developed further in Activity 2F, or can stand on its own.

ACTIVITY

2E (continued)

DIAMOND NINE (version 2): IMPORTANT MEANINGS OF BEING MENTALLY AND EMOTIONALLY HEALTHY

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Ask the groups to arrange the statements in order of importance in the shape of a large diamond, with the statement they think is most important at the top and the one that is least important to them at the bottom.

5.   Either ask each group to choose someone to feedback to the whole group:

  • their highest priority;
  • their lowest priority,
  • whether the group found it difficult or easy to agree,
  • what helped or hindered the process of trying to reach agreement,
  • how they might use this activity with their students.

  or go on to Activity 2F (in which the smaller groups come together, and try to reach consensus, with observers looking at the group process).

ACTIVITY

2F

<table>
<tr><td colspan="2" align="center">

HOW DO GROUPS REACH DECISIONS? REACHING A CONSENSUS
</td></tr>
<tr><td align="center">**OBJECTIVES**</td><td align="center">**RESOURCES**</td></tr>
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To help participants experience and reflect on what happens when two groups that have already made decisions come together and try to reach a new consensus.

To increase awareness of behaviour in groups, and the importance of group dynamics to mental and emotional health.
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Handouts 2F, 'Observer sheets': one set per group.

The results of Activity 2E, i.e. the diamond nines on which the groups have agreed.

Time: 45 minutes.
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METHODS

1.   When the small groups have reached consensus on their diamond nines (step 4, Activity 2E), ask them to join together, so that two small groups make one large one.

2.   Ask for three volunteers from each of the new, larger groups to act as observers of what happens next. Give each of the observers from each group a different observer sheet, handout 2F. Take them to one side and run through with them what it is you want them to do (see the instructions on the handouts).   When all are clear about their task, ask them to return to their group, and observe what happens next. Ask them to position themselves slightly away from the group.

LEADER'S NOTES

In order to help people really reflect on what they have learnt from this activity, and to manage the feedback effectively, it is best to have a leader to work with each large group for step four onwards.

ACTIVITY

2F (continued)

HOW DO GROUPS REACH DECISIONS? REACHING A CONSENSUS	
OBJECTIVES	**RESOURCES**
see previous page	see previous page

METHODS
(continued)

3.   Ask the larger groups to try to reach a new consensus on the order of the diamond nine. Allow about 20 minutes for this. If it is clearly going to take much longer than this, invite the groups to stop the task anyway.

4.   When the groups have finished, ask each person, except the observers, to comment briefly on how they felt during the activity, the part they played in the group process, and how the group operated.

5.   Then invite the observers to give their feedback. Ask them to be as positive, specific and sensitive as possible.

6.   Invite the whole group to discuss:
- what helped or hindered the group in reaching a consensus?
- how could this activity be used with students?

OBSERVER SHEET: NON-VERBAL COMMUNICATION

Things to look for:

1.   **How is the group arranged? Are some people in a "stronger" position than others? Does this change?**

2.   **Body position. How are people sitting? Are they leaning forward/stretched out/ arms crossed/ hands behind head/ backs turned?**

3.   **Movement. How much to people move around or fidget?**

4.   **Eye contact. Who looks at whom? Who avoids looking at others?**

5.   **Getting attention. How do people get attention other than by speaking?**

6.   **Showing support. How do people show support to others, besides using words?**

7.   **Task-orientation. Does anyone seem more concerned with getting on with the task on their own, rather than with communicating in any way with others in the group?**

HANDOUT 2F

OBSERVER SHEET:
THE PATTERN OF COMMUNICATION

Things to look for:

1.   **Who talks:**

         a little?

         a lot?

         not at all?

2.   **Who talks to whom? Do people pair up?**

3.   **Do people seem to listen to one another?**

4.   **Are there any changes in the extent to which people talk e.g. talkative people becoming quiet or quiet people becoming more involved?**

5.   **How are silent people treated? Are they ignored? Does anyone try to involve them?**

HANDOUT 2F

OBSERVER SHEET:
HOW THE GROUP MAKES A DECISION

Things to look for:

1.   **Who offers solutions? Is one person or a small group dominant?**

2.   **Do some people make contributions or offer solutions which are ignored?**

3.   **Are decisions made by consulting everyone?**

4.   **Does a minority overrule others?**

5.   **If a decision is made, does it seem to divide the group? Are there winners and losers? How do they treat one another?**

HANDOUT 2F

ACTIVITY

2G

MASLOW: WHAT PART CAN SCHOOLS PLAY?	
OBJECTIVES	**RESOURCES**
To introduce Abraham Maslow's hierarchy of needs.	OHT/Handout 2G:'Maslow's Model of Needs'
To discuss the ways in which schools can help to meet mental and emotional needs.	Time: 30 minutes

METHODS
1.   Explain that American psychologist Abraham Maslow decided on a map of needs, based on his study of a range of 'successful' people or self-actualizers. Show OHT 2G, and talk through the various levels of need, explaining that usually people need to have their lower needs met before they can attend to the higher ones: Physiological needs: e.g. food, sleep, water and warmth; Safety and security needs: e.g. freedom from fear and violence, shelter, order and stability; Love and belonging needs: e.g. feeling part of a family, in friendship, social approval; Self-esteem needs: e.g. being valued by others, self-respect, independence; Self-actualising needs: e.g. acceptance of self and others, realizing your unique capabilities, skills and creative expression; Meta needs: those which go beyond the personal, e.g. the pursuit of justice, faith and peace. (continued on next page)

LEADER'S NOTES
Maslow's theory suggests that, even if a school sees itself as solely concerned with intellectual needs, such as the search for truth, morality, and rationality, it cannot afford to ignore the more basic emotional and physical needs of its students.

ACTIVITY

2G (continued)

MASLOW: WHAT PART CAN SCHOOLS PLAY?(continued)

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

2.   Ask participants to work in groups of four and to think about whether Maslow's theory makes any sense to them and has meaning for them. Would they amend it in any way?

3.   Considering the needs which Maslow identified, ask half the groups of four to discuss the part which schools could play in meeting the needs of students. Ask the remaining groups to discuss the part which schools could play in meeting the needs of staff. Thinking of their own school at present, which needs do they think are well met and which tend to be ignored?

4.   Bring everyone back together. Ask someone in each group to feedback the main points of their discussion.

MASLOW'S MODEL OF NEEDS

Growth needs

Meta

Self Actualisation

Self esteem

Basic or primary needs

Love and belonging

Safety: e.g. security, shelter

Physiological or bodily: e.g. food, water
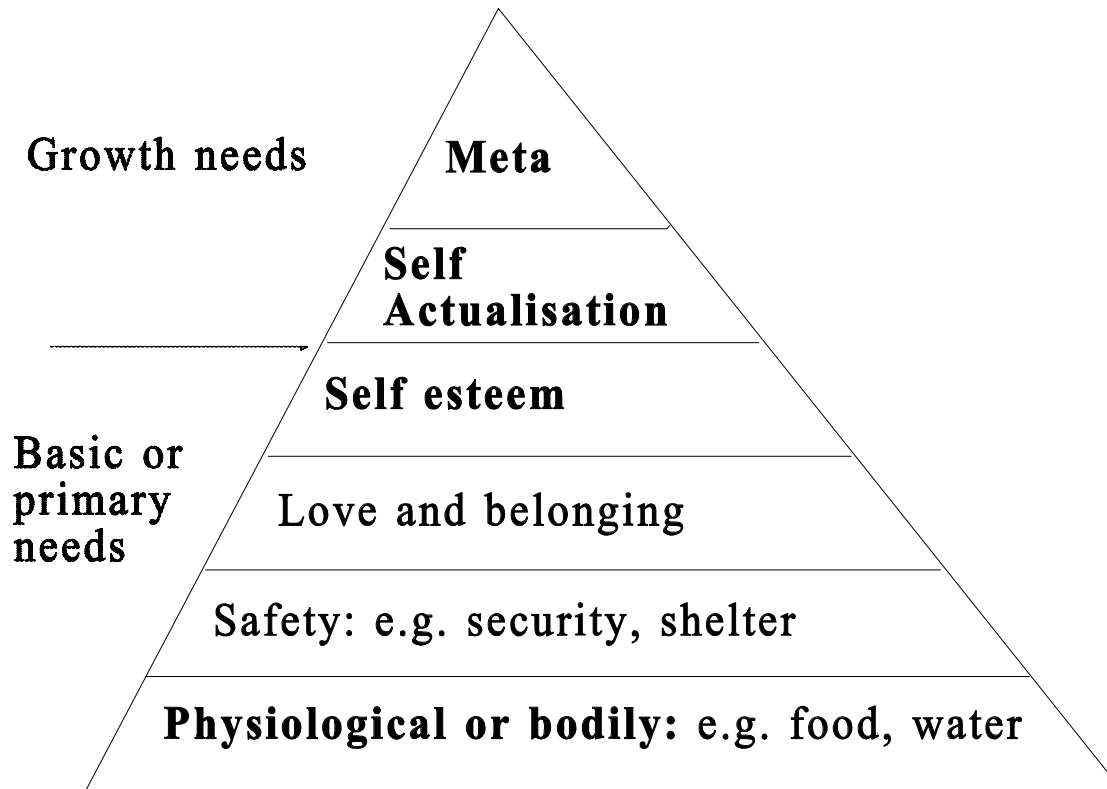
OHT/HANDOUT 2G

SECTION 3

FINDING OUT WHERE PEOPLE ARE STARTING FROM

Aims:

- exploring ways of finding out what affects students' and staff's emotional and mental health

- exploring ways of discovering their attitudes, feelings and behaviour related to mental and emotional health

READER

FINDING OUT WHERE PEOPLE ARE STARTING FROM

People are not 'empty vessels'

Some teachers assume that students know nothing about the subjects they are trying to teach them, and treat them as if their minds were 'empty vessels' waiting to be filled or 'blank sheets' waiting to be written on. Teachers sometimes assume that there is only one way to understand a subject, and that if students do not see it in the same way that they do, they are wrong, irrational or stupid. It is also tempting for teachers to treat the students in their class as if they were 'all the same', with the same knowledge, beliefs and attitudes, and give them all the same materials and experiences.

However psychologists would tell us that all these assumptions do not reflect how people learn and change in reality. Many teachers realise this, but do not know how to go about finding out where young people are, or how to bridge the gap they are aware exists between their world and that of the students. This section of the manual attempts to provide schools with some practical ideas on finding out where their students are starting from.

Our minds always try to make sense of experience in a coherent way

Psychology tells us that the world 'out there', and especially the social world, is not simply a pre-given collection of facts and 'real' objects which we all perceive in the same way. 'Reality' is to a large extent a construct of peoples' minds. What someone

makes of an event depends greatly on their previous experience (Ausubel et al, 1978). Therefore the same event might be seen very differently by, and have quite different impacts on, the various people who experience it.

All of us have minds that are already pre-organised. We approach an experience by trying to fit it into whatever mental categories, ideas and theories we already possess (Gagne, 1984). Even a new born baby begins life with some basic instincts that enables him or her to judge all objects and experiences in simple terms like 'edible/ not edible'; as further experiences come his or her way that do not fit this simple dichotomy, the baby's mind gradually evolves more sophisticated categories. According to Piaget, (Piaget, 1971) this process of assimilation (attempting to fit experience into our previous categories) and accommodation (creating new categories in the mind when these no longer fit our experience) provides the basis for our lifetime of learning.

People are most likely to learn from a 'nearly new' experience, which is just a little more complex than any they have met before, so that they can both make sense of it and adapt a little, mentally. If an experience is too unlike what someone knows already they tend to be unable to recognise it at all, or are frightened or overwhelmed by it; if it is too like what they know already they tend to be bored by it.

The importance of developmental 'stages'

A factor that profoundly affects the way a person sees the world is the stage of development they are at. Children just do not think like adults on many issues (Piaget and Inhelder, 1958). As they develop, their thinking goes through distinct and predictable stages. The conquest of egocentrism is a major theme in our development, and one that few of us ever completely master! (Loevinger, 1976). The baby begins life seeing themselves as the centre of the world and the measure of all things; gradually he or she learns that objects and people have a separate reality, and carry on existing as physical facts even when the baby is not looking at them. It takes much longer for the child to recognise that other people have feelings and rights equal to their own. Similarly the child's understanding of the outer world is initially based

solely on the visible, the concrete and the here and now: it is not until a person reaches their early teens that they become capable of abstract thought, and many people take much longer than that to reach this stage, if indeed they ever do.

Stage is not the same as age, and any school class will contain students who are at very different stages. For the individual, development is not smooth and linear: it has peaks and troughs and backward loops, so that a student will not make steady progress, and may even appear to have grasped an issue at one time only to lose this grasp again later.

It is not only our intellectual patterns of thought that are affected by the stage we have reached in life. Our feelings, values, and attitudes also develop over time. Abraham Maslow points out that we have different 'needs' which we have to satisfy at different stages of our lives. In some significant ways, children and young people will have different priorities to adults. Teenagers in particular can sometimes feel like a different 'tribe' to those adults who work with or live with them. They have the child's need for 'love and belonging' but often transfer much of this need to their friends and away from their parents and teachers. They tend to place overwhelming emphasis on fitting in with codes of behaviour and appearance approved by the peer group, often to an extent which adults find incomprehensible (Wall, 1977). Compared with their teachers and parents, teenagers are more likely to live for today, go for the immediate thrill, enjoy risk and excitement and see 'having a good time' as a greater priority than serious work. When these characteristics of adolescents are driving adults to distraction, it may be of comfort to reflect that they are a necessary part of the maturation process. They are essential to help the young person tackle the key 'task of adolescence': this task is the forming of their own separate identity, cutting loose from their background and becoming an independent adult (Erikson, 1968).

The importance of culture and the social group

The cultural background or social group from which a person comes also has a profound impact on the way they see the world and their values and attitudes. Again this may bring a clash between students and their teachers if they do not share the same assumptions. In

these clashes, teachers sometimes conclude that they
must be right and the students wrong or misguided.
However it may be worth reflecting that teachers in
most countries tend to be drawn from a rather narrow
range of social and cultural backgrounds. Teachers
usually come from homes where people did well at
school, value education and culture highly, are not
particularly materialistic, plan for the future, lead
fairly orderly and socially respectable lives, tend to
respect hierarchy and authority, and believe that
working hard and systematically helps people 'get on'
in life. The backgrounds from which some of their
students come may not share all these characteristics,
and the values of certain cultural and ethnic groups
may prove quite difficult for some teachers to
understand.

Rapidly changing societies

In societies that are changing rapidly the difference between the social conditions in which the teachers grew up and those now existing for today's young people may make the gap between them even greater. For example, in many societies, young people are now more surrounded by material goods, have a much wider range of entertainments, and live in a climate of much greater frankness about sexuality than did their parents and teachers. This may result in them having significantly different values and attitudes to those of the adults with whom they come into contact.

Students are especially likely to have their own ideas on mental and emotional health

If these propositions are true for education as a whole, they are especially applicable to mental and emotional health, where ethics, social values, self worth, personality and relationships are central. It follows that a teacher who wants to help young people to develop their mental and emotional health has to make special efforts to discover their points of view on a range of issues. These may include finding out what young people value, what makes them happy and what sad, what worries them, how they cope when they have difficulties, how they make decisions, how they make, keep and end relationships, what they feel about school, and so on.

How teachers can find out where their pupils are starting from

Finding out where young people are is not something that can be done quickly and easily. Students will 'not know what they don't know' and cannot always explain their views clearly; teachers may not understand the inner logic to their views and may find them difficult to understand or sympathise with; some students may be shy or withdrawn and not make their presence felt. The issues involved may be difficult,

complex or sensitive and therefore hard to talk about.

To build their understanding, teachers need most of all to talk with students or, more appropriately, listen to them, encourage them to speak freely and attempt to empathise with what they are saying. The importance of this cannot be stressed enough.

However, even talk has its limitations. Some young people may find it difficult to talk, especially to teachers; students may only be prepared to tell teachers what they think they want to hear; some issues are too sensitive or embarrassing to discuss; it is hard to give every student a chance to talk in the busy school day; and some ideas are difficult or even impossible to express in words, especially when you are young.

Some schools use questionnaires to find out what their students do, believe, feel and want (Balding, 1994). These have the advantage of anonymity, and can be given to many students at once. However they have limited effectiveness, especially in probing sensitive areas such as mental and emotional health. Their format can seem intimidating to students and can be reminiscent of an exam. The questions are constructed by teachers and usually preset, and as a result they may not be answered honestly. Even if they are, they may not get to the real issues or understandings of students as questionnaires cannot easily reveal the 'alternative rationalities' that students possess. In addition, they demand a high level of literacy from pupils and cannot be used with those too young, or without the literacy skills, to complete them.

'Projective' methods

To support their routine work of listening to students, and instead of using questionnaires, teachers might like to consider using some 'projective' methods (Oppenheim, 1966).   These methods have proved to be very useful in finding out young peoples' beliefs and understandings, which they attempt to do in an indirect

way, without it being obvious to the student what the person who set the task is after. They essentially involve asking students to respond spontaneously, with writing or drawing, to an open-ended invitation. This can be completed in a whole range of ways, and has no 'right answer'. The teacher needs to use a non-directive approach so that as far as possible the pupils feel able to say what they think and not what they think is acceptable to the teacher.

Typical activities include cartoons (which may show people talking with empty speech bubbles to complete perhaps containing an 'unfinished sentence') the 'draw and write' technique, the 'photo-brainstorm' method and 'lifelines'.

As with questionnaires, these methods have the advantage of speed and efficiency as teachers can administer them to several young people at a time. However they have many advantages over questionnaires. They can help young people express complex thoughts on sensitive and difficult issues. It may be especially helpful to invite the young people to report what they think 'someone else of your age' might think or do so they do not have to incriminate or embarrass themselves. The methods can tell the teacher more about what their students think than the students may be conscious of themselves, and certainly more than they are prepared to admit. If well designed, they have the advantage of not 'putting ideas into peoples' heads'. Those that do not involve any or much writing are useful with younger students or those with literacy problems. They also help the teacher see how students put their ideas together, and give insights into their different types of rationality.

Analysing the findings

It is important that the teacher knows from the outset exactly what they are trying to find out. Once the responses are completed the teacher needs to analyze them, which can be a lengthy process involving quite a bit of interpretation. Drawings can be particularly

challenging to interpret. The categories have to emerge
through detailed analysis of the data, they are not
pre-given.

The methods have many uses. With a whole class, the
teacher can look at the responses of the group as a
whole, to gain insight into their attitudes. She can
look at the different responses of different groups
within the class, at boys and girls, or at children
from different backgrounds for example. A whole school
might look at the differences between age groups.

An account of the 'draw and write' method and examples
of research which applies it to a whole range of health
issues, including relationships, is given in Williams
et al, 1989 a) and b).

Limitations of the projective method

These methods are not foolproof. Sometimes, if asked to draw, students will just draw what they can draw easily, or like drawing. Despite teachers best efforts students may restrict themselves to what they feel will meet with approval. To minimise this, it is very important that the teacher makes it clear to the students that they can express what they wish without fear of comeback, and the teacher will respect their anonymity, at least as far as the other students are concerned. Some teachers may prefer to keep the responses anonymous even from themselves, or even use 'outside' researchers to give the invitations. They may feel that only through such safeguards will students respond freely enough for the activity to be worthwhile.

Impact on the school ethos

Undertaking such work helps raise teachers awareness of their students' assumptions, beliefs and theories. Almost invariably teachers are surprised and impressed by the depth and complexity of their students knowledge and thinking (Williams et al, 1989 a) and b)). As a result they often come to have greater levels of the 'genuineness, respect and empathy' for their students, which Carl Rogers claims are fundamental requirements for good relationships and good mental health in schools.

Such work also helps remind teachers that their classes contain pupils from varied backgrounds and at different stages of development, who will make very different sense of the same material, and react to it in a wide range of ways. It therefore helps them to treat the students as individuals, and value each separate member of the class in ways that may help build the self esteem of each student.

Planning and evaluating teaching

Understanding their students' points of view is enormously helpful in enabling teachers to find a 'way in' to link the understanding they would like the students to achieve with the one they have now. Once teachers know where their students are starting from, they can take this into account when planning their teaching, and more closely fit their teaching to the student in a way that enables the student to stay engaged and motivated. They can prepare appropriate learning events, suitable for the age and level, emotional and social state of the pupils. They can then structure these events in a coherent, logical and 'spiral' manner, to take students through experiences in a structured and systematic way (Bruner, 1966).

Finding out where students are is not a 'one off' process which triggers an educational programme and is then no longer needed. Schools need to monitor constantly what real effects their teaching is having on the pupils, and adapt and replan accordingly. If they do, they may well find that their teaching does not always have the intended impact, that students change at different rates and in different ways, and that other factors come in to influence the process. Finding out where students are starting from could well become a way of life for schools, who can use it to monitor and evaluate their teaching according to the only touchstone that matters: what the students learn and how their attitudes, feelings and behaviour change and develop.

Finding out where teachers are coming from

The behaviour and attitudes of teachers is clearly one of the most essential determinants of the success or failure of an initiative, and gathering information about these is an enormous help in planning for change. Many of the methods already mentioned have their uses, but on the whole teachers are likely to respond best to rather more formal methods, such as questionnaires or self completion inventories, or to verbal discussion with them as individuals or groups.

Staff who wish to bring about change may find it worthwhile to undertake a survey of staff attitudes, discover what is being done and where, across the curriculum and in the school as a whole, and hold meetings to discuss the findings and plan ways forward. If carried out skilfully and sensitively such activities are valuable consultation exercises, which help staff feel that they 'own' the initiative, and are much more likely to try to make it work. It may be much better to find out where they are starting from and plan a small change which moves some staff a little way, than to plan a large and 'foreign' intervention which is theoretically better but which fails through lack of overall support.

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RATIONALE FOR ACTIVITIES IN SECTION 3

The activities in section 3 take participants through practical exercises designed to help them explore various pencil and paper methods to 'find out where people are starting from'. These activities also help participants find out more about their own assumptions about other people, and explore some of their own beliefs and feelings. They are complementary to the activities in section 4, which concentrate on developing participants' listening skills and ability to respond to people's problems.

Teachers have already many theories about what young people believe and feel. **Activity 3A** is a 'photo-brainstorm' which invites participants to respond to a photograph of a young person and decide what might make this young person feel good or bad about themselves. It is intended to help participants empathise with young people and explore their assumptions about them. This activity can be used with young people too, to find out what they think and feel. It may be more suitable for adults and teenagers than those that involve drawing, which some older people tend not to like.

Empathy alone is not enough: teachers need to make sure that they have given young people a chance to tell them what they think. **Activity 3B** invites participants to compare the initial assumptions about young people, which they explored in Activity 3A, with the findings from 'draw and write' research in which young people have said what makes them feel good and bad. It also attempts to introduce teachers to this research method and encourage them to carry it out for themselves. It is a method which is usually highly productive with children. This activity tells participants a little of

what it can achieve and helps them think through how
they might analyze their findings.

Activity 3C introduces the 'bubble dialogue' technique,
in which participants are given cartoons showing young
people talking, with speech bubbles over their heads
containing unfinished sentences to complete. This
method is usually very popular and useful with young
people of all ages, provided they have the basic
literacy skills. Again, teachers are encouraged to
think about carrying out such research for themselves,
and given a start by being asked to design a few
'bubbles' of their own.

The 'bubbles' reappear in section 4 of the manual,
where the problems that young people have expressed
through this method are used as the basis for work on
developing listening skills. This may help teachers
see how these various types of work can be linked
together.

Activity 3D invites participants to draw a 'lifeline'
depicting ups and downs in their own pattern of self
esteem through their lifetime, and asking them to
suggest the factors that influenced this pattern. This
activity can be very powerful at drawing the group
together and encouraging people to explore and
understand more about their own feelings. It allows
participants to share some quite deep insights about
themselves with at least one other person in the group.
 It is not the kind of activity to begin a workshop,
but at this stage of the workshop participants are
usually ready to trust one another enough to risk this
kind of discussion. Telling them that they do not have
to reveal anything they do not wish, and allowing them
to work in pairs they choose themselves usually makes
participants feel safer.

Exploring the pattern of their own self-esteem leads to
a consideration of how particpants can raise these
issues with colleugues. It is important that those who
are attempting to change schools are fully aware of
where their fellow teachers are coming from, including

their attitudes and behaviour concerning mental and emotional health. **Activity 3E** helps participants reflect on a range of methods they might use, to look in detail at a sample questionnaire and to consider how they might adapt such a tool for use in their schools.

TIME FOR THIS SECTION: About 3 hours

ACTIVITY

3A

PHOTO-BRAINSTORM
WHAT AFFECTS YOUNG PEOPLE'S MENTAL AND EMOTIONAL HEALTH?

OBJECTIVES	RESOURCES
To help participants empathise with young people. To identify a range of factors which might affect young people's mental and emotional health.	Large sheets of paper, large pens, glue or blu-tack Photographs of fairly typical boys and girls aged between 9 and 14 (perhaps cut from magazines) **Time: 30 minutes**

METHODS

1. Ask participants to work in groups of four. Give each group a large sheet of paper, a large pen and a photograph of a boy or girl. Ask them to stick or blu-tack the photograph in the centre of the paper.

2. Ask half of the groups to write on the sheet what they think that the boy or girl would say in answer to:
    'What kind of things make me feel good about myself?'

    Ask the rest of the groups to write on the sheet what they think that the boy or girl would say in answer to: *'What kind of things make me feel not so good about myself, worried or frightened?'* Ask them to write down everything that comes into their heads. Tell them they have 15 minutes for this.

LEADER'S NOTES

Make sure that between them the groups have a variety of photos of young people of different ages and both sexes.

ACTIVITY

3A (continued)

PHOTO-BRAINSTORM
WHAT AFFECTS YOUNG PEOPLE'S MENTAL AND EMOTIONAL HEALTH?

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3.   Display the sheets, and discuss with the whole group:
- what are the similarities and differences between the responses of the different ages and the two sexes?
- could the words be grouped in any way, e.g. those to do with other people, those to do with events, those to do with school, those to do with home etc?
- how easy or difficult was it to put yourself in a young person's place? How confident are you that this is really what a young person would have said?

ACTIVITY

3B

DRAW AND WRITE TECHNIQUE	
OBJECTIVES	**RESOURCES**
To give participants information about the 'draw and write' technique. To help participants reflect on their assumptions about what young people think and feel.	Results of Activity 3A, i.e. the photobrainstorm Handout 3B.1: 'The Draw and Write Technique' and Handout 3B.2: 'Results of Small Scale Research Study Using the Draw and Write Technique' OHTs 3B - 'Example of Childrens' Work Using the Draw and Write Technique' **Time: 30 minutes.**

METHODS

1. Tell the group that, in developing this manual some small scale research was carried out in different European countries, using the 'Draw and Write' technique.

2. Give out Handout 3B.1, 'The Draw and Write Technique', and go through it with participants so that they understand what it involves.

3. Put up OHTs 3B, 'Example of Children's' Work Using the Draw and Write Technique', and invite any comments.

4. Invite participants to reform into the groups in which they worked for Activity 3A. Give out Handout 3B.2, 'Results of Small Scale Research Study Using the Draw and Write Technique.'

LEADER'S NOTES

You will need to familiarise yourself with the information about the 'Draw and Write' technique on the handouts, so

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that you can explain it to the group.

ACTIVITY

3B (continued)

DRAW AND WRITE TECHNIQUE

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

5.   Invite groups to reflect on the differences and similarities between what they thought a young person would say when asked what makes them feel good and not so good when they did Activity 3A, and what the young people said in the 'draw and write'.

6.   As a whole group, discuss:
- how good are we at empathising with young people?
- how might we use the 'draw and write' technique to find out what the young people with whom we work think?

THE DRAW AND WRITE TECHNIQUE

This classroom technique was originally devised as part of the Health Education Authority Primary Project at the University of Southampton. It consists of drawing and writing activities and can be adapted for use with children aged 4 and over. It is an effective way of discovering children's perceptions, both in order to help you plan programmes and projects, and to help in monitoring any changes in their perceptions as work progresses.

HOW TO ORGANISE THE DRAW AND WRITE ACTIVITY

What you need   One A3 sheet of plain paper per young person. Pencils and crayons.

Younger children are likely to need help with writing. If possible, have several teachers or 'scribes' available to help.

What you do

1. It is important that you make it clear to young people:

    - that this is in no way a test
    - that it doesn't matter if they aren't very good at drawing, writing or spelling.
    - that they should not share ideas. They are doing something secret, and if they need to ask you for help, they should whisper to you so that no one else hears.

    If they have crayons, suggest that they don't colour in the pictures until the end.

HANDOUT 3B1

2. Give each person a sheet of paper and a pencil. Ask them to draw a line across the middle.

3. They should listen to this story: *You are walking home one day when you meet someone the same age as you who is feeling good about themself and their life.*

    In the middle of the top half of the paper, ask them to draw a quick picture of this person feeling good about themself. Tell them to make sure that everyone will know from their picture that the person is feeling good. Make sure that they leave room around the person for more drawings.

4. Once they have done that, continue the story: *This person tells you all the things that make them feel good about themselves.*

    Round the person, they should:

    - draw all the things which make this person feel good.
    - write at the side of each thing what it is.

    Tell them, if they want help with their writing, to put up their hand and someone will come and help them write down what they want to say.

    Don't put too much emphasis on spelling, as this may detract from or prolong the activity.

5. Continue with the story: *You leave the person who is feeling good and carry on walking home. You go round a corner and meet someone who is your age feeling not so good about themselves. They look fed*

up. Perhaps they are frightened or worried.

In the middle of the bottom half of their paper, ask them to draw that person, showing that they are feeling not so good, worried or frightened.

3B1(continued)

Then complete the story: ***They tell you all the things which are making them feel not so good about themselves.***
Ask them to draw all the things which are making the person feel not so good round their picture, and then to write at the side of each thing what it is.

6. They should turn their paper over and write whether they are a boy or girl and their age, **but NOT their name.** Collect the papers in.

7. Ask the children for answers to the question: **"Who or what can help someone who doesn't feel good about themself and their life?"**

Write all their responses on the blackboard.

HOW TO ANALYZE THE RESULTS

The young people themselves could help in the analysis, in order to involve them as much as possible.

You will need to separate their work into age groups. For each age group, give each person's paper a number. Using the following checklist, put the person's code next to any categories which they have mentioned.

Remember that this list is only a start. Add additional categories that emerge from your pupils' papers.

If any category has a large number of different

responses, you may wish to break the categories down still further. For example **RELATIONSHIPS - FAMILY** might be divided further into mention of mother, father, grandparents, brothers and sisters, rows, being punished, losing a parent.

At the end of this exercise, you should have a better insight into what affects children's emotional well-being.

3B1(continued)

POSSIBLE CODING CATEGORIES – FEELING GOOD

Age Group...............Total number of girls............   Total number of boys...........   Gender unknown.............

Main categories	Sub categories	Examples	Number of girls	Number of boys	Gender unknown	Total
1. ACHIEVEMENTS	1.1 At school 1.2 In sport 1.3 Other	*Good grades, marks.*				
2. RELATIONSHIPS	2.1 Friends 2.2 A special boy/girlfriend 2.3 Family 2.4 Feeling cared for, loved, valued 2.5 Loving and caring for others 2.6 Other	*Making new friends.*				

3. APPEARANCE						
Main categories	**Sub categories**	**Examples**	**Number of girls**	**Number of boys**	**Gender unknown**	**Total**
4. POSSESSIONS	4.1 Money 4.2 Other possessions	*Bicycle, books, pets.*				
5. LEISURE PURSUITS	5.1 Hobbies 5.2 Playing games 5.3 Going somewhere 5.4 Music 5.5 Other	*Football, riding bike. Beach, cinema, trips.*				
6. SPECIAL OCCASIONS		*Birthdays, Christmas.*				
7. FOOD AND DRINK						
8. TAKING DRUGS		*Cigarettes, Alcohol, Other drugs.*				
9. THE WEATHER		*Sunshine.*				
10. OTHER		*Home, environment,*				

		spiritual beliefs.				

POSSIBLE CODING CATEGORIES - FEELING NOT SO GOOD

Age Group............... Total number of girls............   Total number of boys...........   Gender unknown.............

Main categories	Sub categories	Examples	Number of girls	Number of boys	Gender unknown	Total
1. UNDER ACHIEVEMENTS	1.1 At school 1.2 In sport 1.3 Other	*Bad grades, marks.*				
2. RELATIONSHIPS	2.1 Friends 2.2 A special boy/girlfriend 2.3 Family 2.4 Feeling unloved, being picked on, called names, excluded, bullied 2.5 Being physically	*Breaking friends, having no friends. Breaking up.* *Uncaring, no family, family splitting up, being punished or abused.*				

	abused 2.6 Other					
		Beaten up, *hit,* *fighting.*				

Main categories	Sub categories	Examples	Number of girls	Number of boys	Gender unknown	Total
3. APPEARANCE		*Not looking good, too fat.*				
4. LACK OF POSSESSIONS	4.1 Money 4.2 Other possessions	*Not getting what you want, things broken.*				
5. MAJOR LOSS	5.1 Death 5.2 Separation 5.3 Loss of home 5.4 Other	*Parents divorced.*				
6. FEELING BAD		*Bored, upset, scared, no confidence.*				
7. UNWELL	7.1 Illnesses 7.2 Accidents					
8. TAKING DRUGS		*Cigarettes, Alcohol,*				

		Other drugs.				
9. THE WEATHER		*Rain*				
10. OTHER						

EXAMPLES OF YOUNG PEOPLE'S WORK
USING THE DRAW AND WRITE TECHNIQUE

FEELING GOOD: SLOVENIA

Ž) M let
FEMALE

HAPPILY INLOVE
SREČA V LJUBEZNI

HAPPY FAMIL
IMA SREČNO DRUŽI

BEING SUCCESSFUL AT SCHOOL
USPEHI V ŠOLI
oll (5)

BINGO
LOTTO
MA DOVOLJ DEN

FRIENDS
PRIJA

HE/SHE LIKES
ŽIVALI
RAD IMA
ANIMALS

NO WAR
NI VOJNE
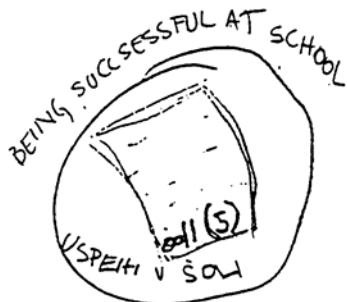
OHT 3B

EXAMPLES OF YOUNG PEOPLE'S WORK USING THE DRAW AND WRITE TECHNIQUE

FEELING GOOD: POLAND
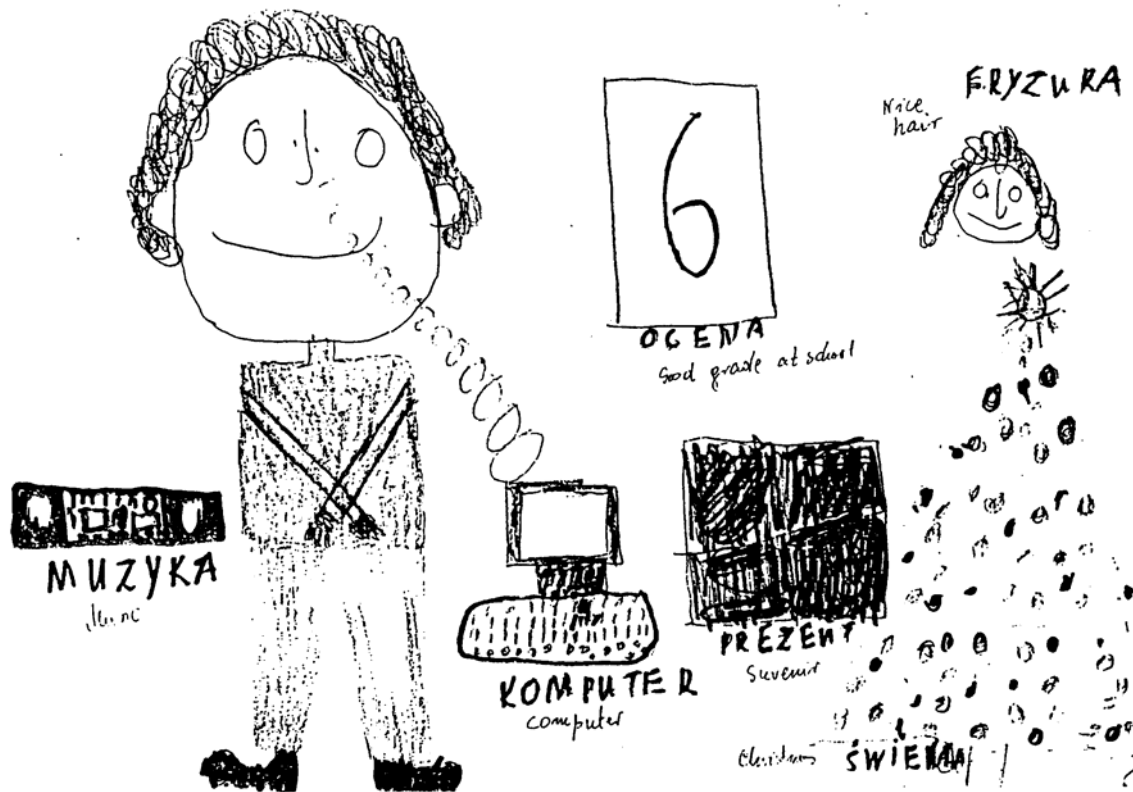
OHT 3B

EXAMPLES OF YOUNG PEOPLE'S WORK USING THE DRAW AND WRITE TECHNIQUE

FEELING NOT SO GOOD: ENGLAND
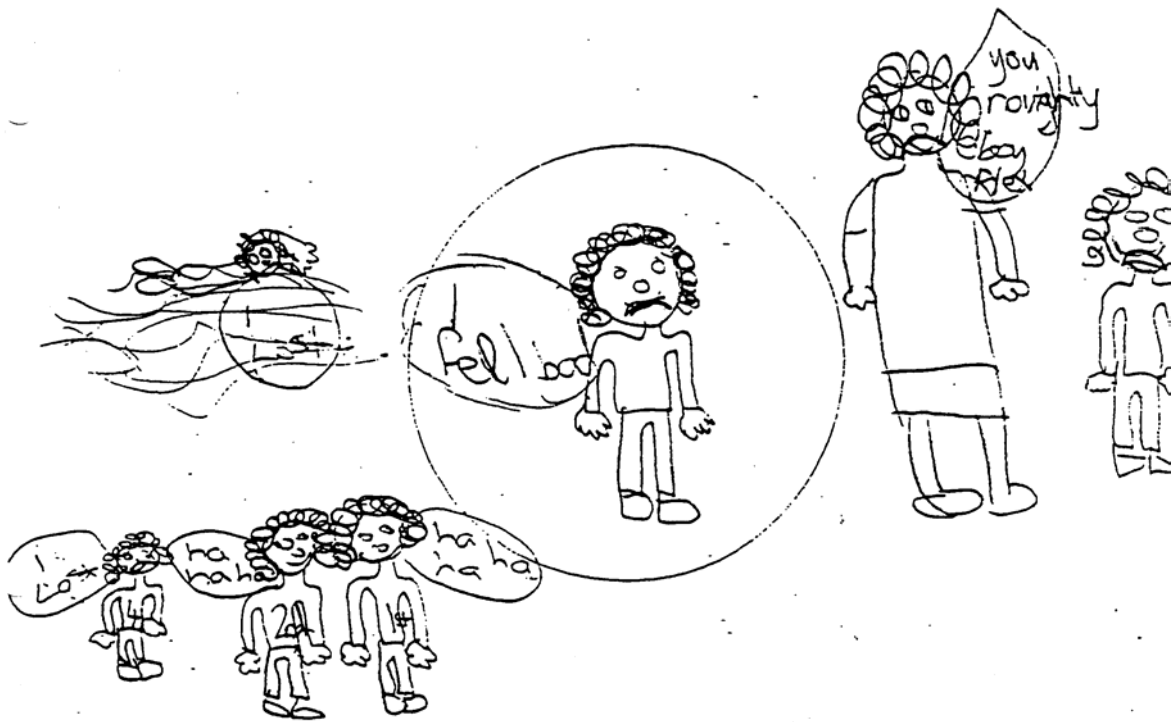
OHT 3B

EXAMPLES OF YOUNG PEOPLE'S WORK USING THE DRAW AND WRITE TECHNIQUE

FEELING NOT SO GOOD: POLAND
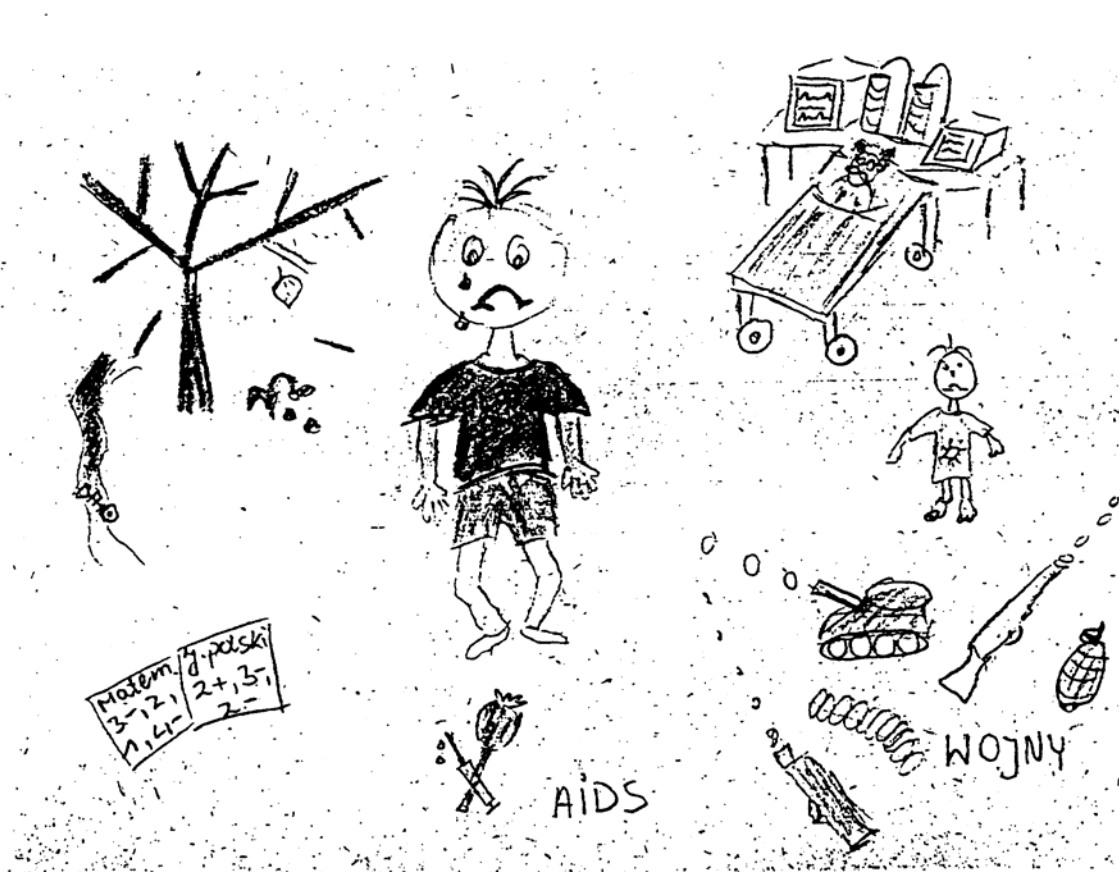
OHT 3B

RESULTS OF SMALL SCALE RESEARCH STUDY USING THE DRAW AND WRITE TECHNIQUE IN UK SCHOOLS

THE MOST POPULAR RESPONSES FROM 9 AND 10 YEAR OLDS

What makes a person feel good	*What makes a person feel not so good*
* having/getting possessions or presents, e.g. computer, bike, scooter, pets, car,	* being beaten up/hit/fighting
* birthdays	* being called names, laughed at, not being liked
* having/winning lots of money	* not having a certain possession or it being broken/stolen
* winning at a sport	* cuts and bruises/accident
* going on holiday/trips, to the beach	* having no money
* the sun	* the rain
* having a boy/girlfriend and being in love	* a relative dying or being run over
* playing games	* a pet dying or being lost
* having a good report	* getting told off
	* being 'broken-hearted'

THE MOST POPULAR RESPONSES FROM 13 YEAR OLDS

What makes a person feel good	*What makes a person feel not so good*
* listening to music	* being bullied/beaten up
* looking good (hair, clothes and shoes)	* not looking good
* getting good grades at school	* no money
* a good/stable family	* getting low grades at school
* cigarettes, drink and drugs	* when someone dies
* winning at sport	* being too fat
* having friends	* rain
* having a boy/girlfriend	
* having money	
* the sun	

HANDOUT 3B.2 (continued)

ACTIVITY

3C

THE BUBBLE DIALOGUE TECHNIQUE	
OBJECTIVES	**RESOURCES**
To give participants information about the 'bubbles' technique. To help participants to design their own 'bubble' as a method for investigating young peoples' beliefs and feelings.	Handout 3C – 'The Bubble Dialogue Technique'. OHTs 3C – 'Examples of children's work' Large sheets of paper. Large felt tip pens. **Time: 30 minutes**
METHODS	

1. Tell the group that another investigative method, used during this project, is the 'bubble dialogue' or sentence completion technique.

2. Show OHT 3C.1: 'two young people.' Explain that when the method is used, students are told that this is a picture of two people their own age. One person in the picture is not feeling good about himself or his life and the other is answering him. Students are asked to complete the sentences in the bubbles, filling in what they think the people might say. They are told that they can write on the rest of the paper if they need more room.

3. Put OHT 3C.2 on top of OHT 3C.1, to give an example of a real student's response. Explain that they will be given more examples of young people's replies in a later activity. (Activity 4B).

ACTIVITY

3C (continued)

THE BUBBLE DIALOGUE TECHNIQUE

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4. Ask them to work in three groups, which will focus on different aged children: one on 9 to 10 years, one on 11 to 12 years, and the last on children aged 13 to 14. If possible, they should join a group which represents the age group of children with whom they often work.

5. If any group is larger than five, split it into two smaller groups.

6. Give each person a copy of Handout 3C, and draw their attention to the different sentences to be completed on sheets 1 and 2.

7. Give each group a large sheet of paper, headed with the age range they are considering. Ask each group to think about what they might want to find out from children in that age range, concerning mental and emotional health. In order to get this information, ask them to write open-ended 'bubbles' for completion. Finally they should write these on the large sheet of paper.

8. Rotate the papers round the groups. Once everyone has seen them all, discuss in the whole group:
    - anything in common on the sheets
    - how they think students might respond to the bubbles
    - how easy or difficult groups found the task.

THE BUBBLE DIALOGUE TECHNIQUE

I'm not feeling good about myself and my life because...

I know how you feel. I was just like you once, but now I can tell you...

OHT 3C
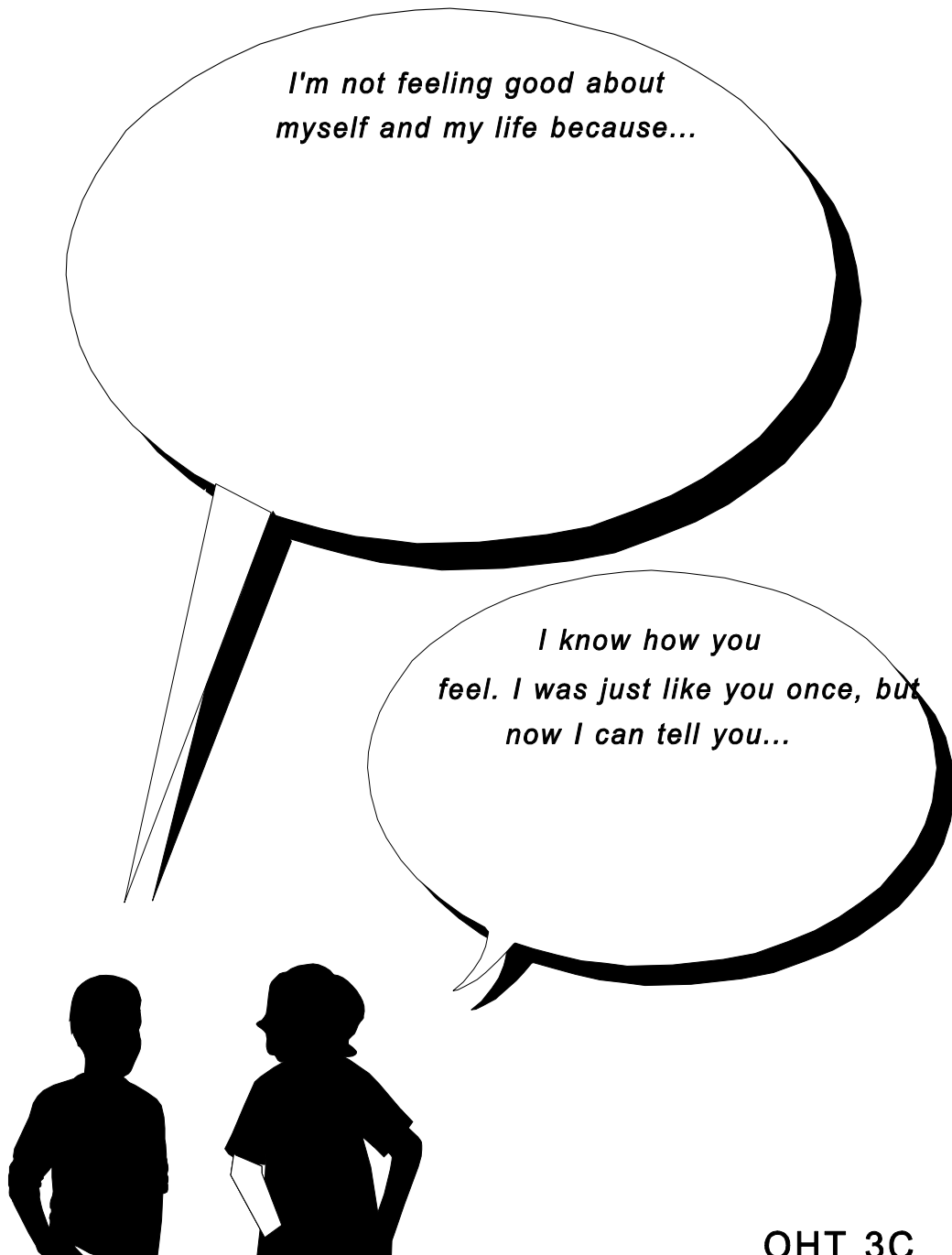
I get bullied at school, my family is
divided, and I have no friends, I
have no where to turn.

**Example
of
response**

You need to talk to someone,
let your feelings be known.

THE BUBBLE DIALOGUE TECHNIQUE: INSTRUCTIONS FOR USING THIS WITH STUDENTS

The bubble dialogue technique, or sentence completion, is useful tool for discovering students' perceptions of their mental health.

What you need: A copy of sheet 1 and 2 for each person, plus paper and pens

What you do:
1.   Give each person Sheet 1. Explain that this is a picture of two people of their own age Terry and Emma (or any names which you think would be appropriate...making sure that both genders are represented). Terry is not feeling good about himself or his life and wants to talk to Emma about it. What do they think he might be saying? Ask them to fill in the bubble, writing on the back of the sheet, if they need more room.

2.   What might Emma say in return? Again complete the sentence in the bubble.

3.   Hand out Sheet 2. Ask them to think this time about how **they** feel and react at certain times. Again complete the sentences in the bubbles.

4.   Ask them to fill in the box on Sheet 1, saying whether they are a girl/boy and their age. Collect in the sheets.

5.   In the whole group, lead a discussion about some of the reasons why a person of their age might not be feeling good about themselves or their life. What suggestions do they have to help with this? You may want to organise this in small groups. Give each group a problem which has been identified and ask them to write a letter of advice in reply. Ask each group to read out the results and invite comment. Possible questions to ask would be:
     •   How easy or difficult was it to think of a solution?
     •   Have we identified the main things which bother young people of their age..or are there others?

How to analyze the results:

You will need to separate their work into age groups. For each age group, give each person's paper a number or code.

For Sheet 1, you could use the same checklist as given for the

Draw and Write Technique. For Sheet 2, the following checklist
may be useful. In each case put the person's code next to any
categories which they have mentioned. Remember that these lists
are only a start. Add additional categories that emerge from your
pupils' papers.

HANDOUT 3C

SHEET ONE

THE BUBBLE DIALOGUE TECHNIQUE

Girl/Boy	Age in Years

I'm not feeling good about myself and my life because...

I know how you feel. I was just like you once, but now I can tell you...

SHEET TWO

When I have a difficult
decision to make I.........

When things
aren't going well I.....

When people
are horrible to me I.....

When I do
something well I.....

When I'm lonely I...

You

When someone
is really nice to me I.....

When things around
me are changing I.....

What I would
most like to change about
myself & my life....

What I really
like about myself & my
life....

POSSIBLE CODING CATEGORIES FOR RESPONSES ON SHEET 2

Age Group................   **Total number of girls............**   **Total number of boys...........   Gender unknown..............**

Bubble	Number of girls	Number of boys	Gender unknown	Total

WHEN I HAVE A DIFFICULT DECISION TO MAKE I.....
 	
1.   Ask someone   1.1 Mum
                1.2 friends
                1.3 teacher
                1.4 unspecified
                1.5 specific. Please list.......
 	
2.   Think it over/think of alternatives
 	
3.   Let other people decide
 	
4.   Delay making a decision
 	
5. Other. Please list............				

WHEN PEOPLE ARE HORRIBLE TO ME I...... 1. Am horrible back 2. Ignore them 3. Feel upset 4. Talk to someone or a pet 5. Other. Please list.........				

WHEN I'M LONELY I.......
 	
1.   Do something, e.g. games, go for a
      walk
 	
2.   Go to a safe place, e.g. bedroom
 	
3.   Talk to/find someone   3.1 Mum
                      3.2 friends
                      3.3 teacher
                      3.4 unspecified
                      3.5 else specified.
                   Please list......
4.   Feel......
 	
5. Other. Please list.........				

WHEN THINGS AROUND ME ARE CHANGING I....				

1. Try to change with it 2. Feel...... 3. Resist / escape from / deny change 4. Other. Please list.........				
WHAT I REALLY LIKE ABOUT MYSELF IS.... 1. My appearance 2. My family 3. My friends 4. Particular achievements/skills 5. My personality (or aspects of it) 6. My religion/spiritual beliefs 7. Other. Please list..........				

WHAT I WOULD LIKE TO CHANGE ABOUT MYSELF AND MY LIFE...... 1. Nothing 2. Be better at something 3. My physical appearance (or some aspect) 5. My personality 6. Where I live 7. Other. Please list..........				
WHEN SOMEONE IS NICE TO ME I........ 1. Am nice back 2. Thank them 3. Feel good 4. Feel suspicious 5. Other. Please list.........				

WHEN I DO SOMETHING WELL I..... 1. Feel proud, happy, pleased, good 2. Tell someone 3. Other. Please list......			

WHEN THINGS AREN'T GOING WELL I......
 	
1.   Talk to someone   1.1 Mum
                  1.2 friends
                  1.3 teacher
                  1.4 pets
                  1.5 unspecified
                  1.6 someone else.
                  Please list......
 	
2.   Want to be alone
2.1 Go to a safe place (e.g. own bedroom)
 	
3.   Do something   3.1 Listen to music
                  3.2 Draw
                  3.3 Take drugs
                  3.4 Do something
                  unspecified
                  3.5 Do something else
                  specified. Please			

list.......				
4. Express emotions (e.g. crying, stamping, hitting something) 5. Other. Please list............				

ACTIVITY

3D

LIFELINES:
MY SELF-ESTEEM

OBJECTIVES	RESOURCES
To encourage participants to identify factors which have affected their self-esteem. To offer an opportunity for self-reflection.	A large sheet of paper for each participant and large felt tip pens Flipchart paper A sample 'lifeline' on a board or OHT (see the leader's notes for an example) Four small cards, each with one of the following factors on it: *family* *school* *peers and friends* *unexpected events.* **Time: 45 minutes**

METHODS

1. On a board or OHT, draw an example of a 'lifeline.' (The leader's notes may give you some ideas, but it is most effective if you share your own lifeline, giving a few details about what has increased or lowered your self esteem). Make it clear that this is just an example and theirs may be nothing like this one.

2. Give out a sheet of flip chart paper to each person, and invite them to draw their own 'lifelines.' Tell them that they do not have to reveal anything they do not wish. They have about 15 minutes for the task.

ACTIVITY

3D (continued)

LIFELINES

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3. When they have finished, invite them to share their 'lifeline' in pairs.

4. Keeping the pairs together, form four groups. Give each group a large sheet of paper, a large felt tip pen and a small card with one of the following: family, school, peers/friends, and unexpected events.

5. Bearing in mind their own life-lines, ask each group to think about how the factor on their card affected their self-esteem. They should record their answers on the sheet of paper.

6. Bring the whole group back together, and ask someone from each group to talk briefly about what they have recorded.

7. Finally, ask the group to suggest ways in which the 'lifeline' exercise might be used in schools with students or staff to promote reflection.

SAMPLE LIFELINE

Self esteem (vertical axis)

My age in years (horizontal axis: 0, 10, 20, 30, 40)

- Passed exam
- Started a new school
- Went to university
- Married
- First job
- At home with children
- Back to work confidence grew

HANDOUT 3D
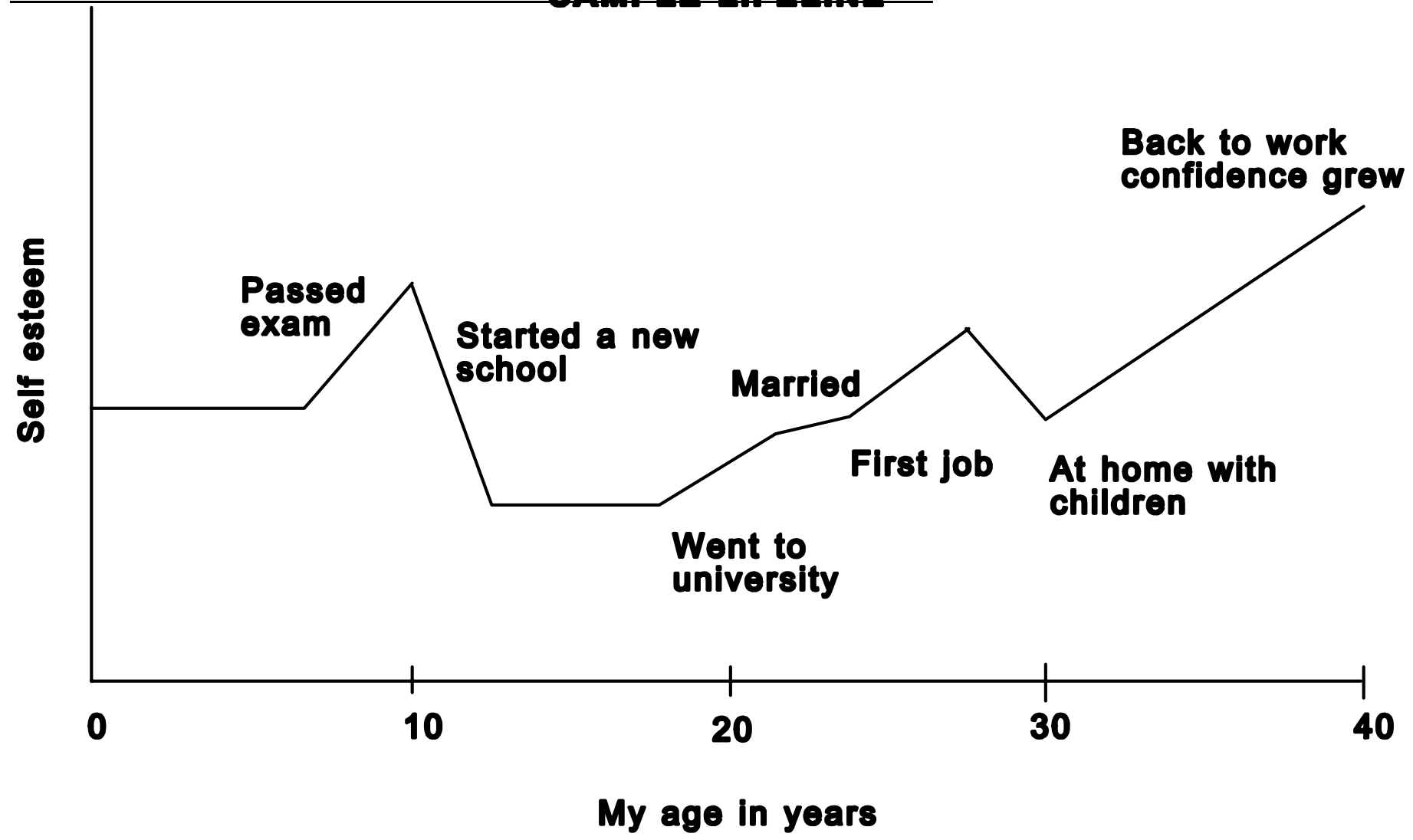
ACTIVITY

3E

FINDING OUT WHAT TEACHERS THINK ABOUT MENTAL AND EMOTIONAL HEALTH IN SCHOOLS

OBJECTIVES	RESOURCES
To explore a variety of ways of finding out teachers' views on promoting mental and emotional health in schools.	Handout 3E:'Questionnaire for Teachers.' Large paper and pens. **Time: 45 minutes**

METHODS

1.   Explain that it is important to also find out from teachers what they think affects the emotional and mental health of people in schools, including teaching and non-teaching staff, as well as students. Ask for ideas on how to get this information from staff. What research techniques could they use? List their ideas on a flipchart or board.

2.   Ask them to work in small groups and give each group one or two of the techniques identified. Ask them to list the advantages and disadvantages of each of their given techniques. Invite someone from each small group to feedback the results of their work.

3.   Give out Handout 3E, as an example of a questionnaire used in this project. Ask them to answer it either now or in their spare time, before the next day.

4.   In groups, ask them to review it as a tool they might use in their schools. How would they need to change it? Discuss this in the whole group.

LEADER'S NOTES

Research techniques might include informal discussions, discussions at meetings, interviews, a suggestions box, or a survey.

If participants fill in the questionnaire in their spare
time, remember to return to it the next day.

HANDOUT 3E

QUESTIONNAIRE FOR TEACHERS ON EMOTIONAL AND MENTAL HEALTH

To help us develop our training materials, we are keen to find
out what teachers think about mental and emotional health. It
would help us a great deal if you would answer a few questions.
The answers are entirely confidential and we will not know who
you are or tell anyone what you said.

If you need more space to answer a question, please write on the
    other side or use more paper.

1.   What is the **age range** of the children you teach?

2.   Do you teach a particular **subject** and, if so, what is it?

3.   What do you think are the main things that **worry and
      concern the children** you teach?

4.   Do you think that your **society is going through changes**
      which might affect the mental and emotional health of your
      pupils? If so, could you say what these changes are and how
      they affect the pupils?

(continued)

5.   What do you think are the main things that **worry and concern the teachers** you work with?

6.   How **important** is it that **schools develop the following skills in pupils**? Please give a score between 1 for not important at all to 5 for very important.

Skills	1	2	3	4	5
Making good decisions					
Dealing with their emotions					
Following rules					
Developing relationships					
Being creative					
Feeling positive about themselves					
Thinking for themselves					

Have you any comments or additions? If so, please write them here.

(continued)

7. How **well** do you think schools develop these skills in pupils? Please give a score between 1 for not at all to 5 for very well.

Skills	1	2	3	4	5
Making good decisions					
Dealing with their emotions					
Following rules					
Developing relationships					
Being creative					
Feeling positive about themselves					
Thinking for themselves					

Have you any comments or additions? If so, please write them here.

8. How much **training** have you had on mental and emotional health and how to develop it in pupils? Please circle one answer:

none at all   a little   quite a bit   a lot

If you had some training, could you say a little about it, such as when and what you learned?

Thank you for your time

SECTION 4

LISTENING AND RESPONDING EFFECTIVELY

Aim:

- identifying and practising some of the **basic skills** involved **in listening and responding** effectively

SECTION 4: LISTENING AND RESPONDING EFFECTIVELY

READER

LISTENING AND RESPONDING EFFECTIVELY

Respect, genuineness and empathy are the basic communication skills

Good relationships are fundamentally about really valuing the other person, and being able to show them that you do. Carl Rogers (Rogers 1983) suggests that this can be broken down into 'respect, understanding (which he calls 'empathy') and genuineness'. Respect means that you think the other person is important, worthwhile, valuable, and unique. Understanding means that you are able to put yourself in someone else's shoes and realise that their actions and beliefs make sense to them even if they seem strange to you. Genuineness means that you can be trusted to be what you appear, to keep your word, and be open with people.

It is essential that all of those concerned with the education of young people attempt to foster these qualities in themselves as well as in their pupils. As Rogers says:

> *"The higher the levels of understanding, genuineness and respect that the teacher gives to the students, the more the students will learn."*

The same applies of course to staff: the more they feel understood, the more effort they are likely to put into their work and supporting the life of the school.

Communication skills can be learned

Aspey and Roebuck's (Aspey and Roebuck, 1977) research supports Roger's view. They suggest that educators benefit personally and professionally from developing relationship skills themselves. They looked at the quality of teaching in a number of schools and showed how vital it is that teachers have good relationship skills, and that, in particular, teachers are able to express respect, understanding and genuineness. Their research showed that, without special training, most of the teachers in their study were not skilled at communicating, and acted in a way that tended to hold most students back rather than help them learn. (It must be said that the teachers were no worse than the general population.)

The good news is that the teachers could be trained to improve their skills, and that when they were, the effects on the pupils' learning and behaviour were dramatic:

> *"It was found that educators could be trained in large numbers in specific interpersonal communication skills, and that such training did result in positive and significant changes in student attendance, achievement and self concept.   .....What it all came down to was training people to show the kids that they really liked them. By learning the skills they needed to attend and respond positively to their students the teachers could promote more productive activity (i.e. better attendance, greater effort and achievement, less messing about on the part of students), and found their own work more rewarding."*

The need to teach listening skills in schools

One of the most important communication skills is the ability to really listen, actively and with real

concentration, to someone else. Being listened to by someone who is giving you their full and obvious attention is in itself a very pleasant experience, and is often enormously helpful as a way of sorting out problems. A person may not need advice, he or she may just need to have a listener to encourage them to speak: hearing ourselves articulating our thoughts is often enough to make us feel better about a difficulty, or see a way through a problem. But the listening must be non-judgemental: we only really talk freely when we feel that what we say is accepted, and are not worried that the listener is seeing us as, for example, silly or wicked. Having the undivided, unconditional attention of another person is excellent for our self esteem: it makes us feel interesting, worthwhile, and understood.

Active listening is not as easy as it appears. Very often we are not so much listening to someone else as waiting for them to stop talking so we can speak ourselves. We may not really hear what they are saying, but prefer to hear what we would like them to be saying. Even if we think we are listening, we may not be showing it: we may be looking around us, looking at our watch, fidgeting or making it clear in other ways that we would rather be doing something else. Very often, when we are keen to help a person who is talking about problems or difficulties, we find it hard to let them speak for long enough to begin to find their own solutions. In our eagerness to be 'helpful' we offer premature advice, which may not be appropriate, and which may disempower a person who simply wanted to talk, or be helped to come to their own conclusions.

Schools are often places where many talk but few listen. Research shows that in most lessons teachers talk a great deal and students very little. Student talk in class tends to be dominated by a few: some pupils may go through their school careers saying almost nothing to a teacher. Few schools have any organised ways of encouraging students to talk about

personal matters, either in class or privately. Teachers spend most of their time evaluating students' work and therefore find it very hard to avoid being judgemental and prescriptive in their reactions to what students tell them: for most it is an ingrained habit.

Of course some teachers have always been skilled at helping students talk, and know that the student who stays behind after class 'to help clear up' may have something on their mind which they want to talk about in privacy. What is needed is for schools to take a more systematic approach, and ensure that all pupils have someone to whom they can talk easily. The lead that some schools are showing in employing counsellors to talk to students in confidence about their problems is well worth following. It would be even more helpful if all schools could find ways to help pupils explore their feelings, needs and problems as a routine and common part of school life. Encouraging all teachers to learn listening skills and use them to really listen to students, and to one another, would do a great deal to improve the mental and emotional health of everyone in the school community.

Boys may have a particular problem, as research has shown that boys (and men!) often prefer to talk about things and actions rather than feelings. They tend to talk to compete, make jokes and 'score points' off one another. They may have something to learn from girls, who tend to talk to share feelings and exhibit sympathy with one another. Of course, girls can be competitive in other ways, for example by excluding others from their close knit groups, so both sexes can benefit from teaching about communication skills.

Similarly, in some schools, staff gatherings may be occasions where there is not much productive, positive talk. Quite often staff rooms are places where the disillusioned grumble, about the head, the pupils, or the amount of work they feel they are asked to do and the conditions they have to work under. Meanwhile the more active, positive members of staff may be getting

on with preparing and marking work, but in isolation from one another. Staff meetings may be exercises in the head making a speech about the latest plan or problem while staff day dream, or wait for the head to finish talking so they can take up the well rehearsed positions they always take on any issue. Of course this is an extreme example, but many schools contain elements of this kind of behaviour. It could well be that staff too need to learn to really listen and communicate with one another.

The skills of active listening

Active listening involves the listener in giving the speaker close attention, and demonstrating that they are doing so, perhaps through eye contact, and through 'sympathetic' body language, such as smiling when the other person smiles, frowning when they frown, and leaning towards them when they disclose a confidence. It may well involve short verbal encouragements, such as 'go on' or 'really', but it is best to avoid lengthy interruptions if we want to encourage the other person to really 'open up'.

As well as listening, there are other active ways to help a person by talking. Offering prescriptive 'if I were you I would...' is usually not appropriate: it may make the person who is suggesting feel effective but it rarely helps the person with a problem. Some of the following actions may be more helpful:

- **Reflecting back**: this involves telling the speaker what you think you are hearing. It may simply be to repeat what they said, or comment on how they say it (for example, 'You sound very angry every time you mention your mother'). It may be appropriate to put together two separate things they said (for example 'You said you really want to find a new group of friends and now you're saying you want to broaden your interests: is there any possible link there do you think?')

Repeating and summarising: from time to time, simply repeating the end of a person's sentence is helpful as it shows you are really listening and helps you focus too. Occasionally summing up as accurately as you can what the speaker said is also a useful technique to help them think more clearly.

• **Clarifying**: it can be useful to ask the speaker to explain something that you think it might be helpful to explore (for example 'Could you tell me more about what you mean when you say you think that teacher doesn't like you?'). Other than that, it is advisable to be sparing in your use of questions. You might ask yourself why you are asking a question. Is it to satisfy your own needs and curiosity, or is it to help the person talking to go in the direction which feels right for them?

'The listening school'?

Schools need to take the lead on teaching listening skills and not rely solely on the students themselves and their homes to provide this kind of support. Students may not be good at listening to one another: children and teenagers can be very egocentric and the talking may be dominated by a few confident young people. In some homes conversation, particularly of the supportive and non-judgemental kind, may not be the norm, and some students may literally have no-one in whom they can confide. For these students, 'a listening school' may literally be a lifeline.

Schools need to consult staff too in making plans for change. The ability to really listen to what each person is saying, take it seriously and value the contribution may be the vital first step in achieving consensus and willingness to change.

References and further reading

Aspey, D. and Roebuck, F. (1977) Kids Don't Learn From People They Don't Like, Human Resource Development Press, Massachusetts, USA.

Hill, L. (1992) Listening and Responding Training Manual, Cancerlink, London, UK.

Nelson Jones, R. (1993) Human Relationship Skills, Cassell, Norwich, UK.

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SECTION 4: LISTENING AND RESPONDING EFFECTIVELY

RATIONALE FOR ACTIVITIES IN SECTION 4

The activities in section 4 are intended to help participants improve their listening skills and apply them to the task of helping people with their problems.

Activity 4A is a basic listening skills exercise involving participants in 'good and bad listening'. It is designed to help participants reflect on how it feels to be listened to and how we feel when we are not listened to. The intention is that by first practising listening skills participants will not leap into 'giving advice' when faced with a person with a problem, but will attempt to draw out that person to talk about their problem fully themselves, which may go most of the way to finding a solution.

Activity 4B invites participants to begin to think

about how they might help young people with their problems. It takes some responses that young people have made to the 'bubble dialogue' presented in section 3 and invites participants to brainstorm a variety of responses. It is followed by a series of role plays in **Activity 4D,** in which participants are invited to act out how they might respond to a variety of people with problems, including a student, a parent and another teacher.

Some participants may not be keen on role play, but it is difficult to improve communication skills without practising them, so it is important that they do take part. People often complain they 'don't know what to say' in a role play, so the activities in this section are structured to draw participants in gradually. The discussion of strategies in Activity 4B gives participants a solid background of ideas on which to draw when they are asked to play a role in Activity 4D. This may help them feel more confident.

Role plays which attempt to develop skills benefit from having an 'observer' to give feedback to those concerned, and so one of the 'roles' in Activity 4D is that of observer. Giving feedback to someone else on their performance is something which all involved in school education do constantly, but not always in ways that the person on the receiving end finds helpful. It is important that the person whose performance is being discussed finds the experience constructive and helpful, and develops their own powers of self reflection in the process. **Activity 4C** introduces some 'rules of feedback' which observers are then invited to use after the role plays: it is hoped they will find these useful both in this immediate context and when giving feedback in other situations, such as to students.

TIME FOR THIS SECTION: About 2 hours

ACTIVITY

4A

LISTENING IN PAIRS:
WHAT IS EFFECTIVE LISTENING?

OBJECTIVES	RESOURCES
To help participants appreciate the ingredients and skills of effective listening.	Handout 4A, 'Listening Skills Instruction Sheets A and B', cut in two. **Time: 25 minutes**

METHODS

1. Ask participants to work in pairs and then to label each person in the pair A or B. Explain that they are to talk about "something I do for fun which really interests me."

2. Take all the A's aside as a group and give them the half of handout 4A called 'Instructions for the Listening Skills Exercise - Person A.' Tell them to follow these instructions when listening to their partners. However, they are not to let their partners know what the instructions are. Ask B's to start talking to A's.

3. After 3/4 minutes, invite the pairs to come back to the whole group and ask B's how it felt to be listened to (their reactions should be positive and, at the worst, neutral.)

4. Get them into pairs again and take all the B's aside to give them the half of handout 4A called 'Instructions for the Listening Skills Exercise - Person B.' Invite A's to talk to B's.

ACTIVITY

4A (continued)

LISTENING IN PAIRS:
WHAT IS EFFECTIVE LISTENING?

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

5. After a further 3/4 minutes bring the pairs back together as a group. Ask the A's to describe their experience and feelings of being listened to by B's (their reactions are likely to be amused or rather negative).

6. In order to make sure that the A's are not left feeling unvalued, allow a further 2 minutes for them to continue talking. This time B's are to listen actively.

7. Brainstorm on to flipchart paper:-
- how do we feel when we're listened to?
    - how do we feel when we're not listened to?
- what do we do to show someone that we are listening to him/her attentively?
- what sort of behaviours make us feel that the other person is not really listening to us?

INSTRUCTIONS FOR THE LISTENING SKILLS EXERCISE

PERSON A

Please listen as well as you can. While the other person is talking, pay them your full attention. This will probably involve looking at them, leaning towards them, and not fidgeting or looking around. Show that you are listening in whatever way is natural to you, perhaps by making 'interested noises' like 'uh-huh' or 'go on' or 'really', but make no lengthy interruption.

INSTRUCTIONS FOR THE LISTENING SKILLS EXERCISE

PERSON B

You are not going to "listen" very well at all! While the other person is talking, do some or all of the following: look around the room, try to overhear what other pairs are saying, hum softly, tie your shoelace, look in your bag, shuffle your papers. When the other person has talked for about two minutes, interrupt them, tell them that what they are describing reminds you of what you like doing for fun, and tell them about

it again.

<div align="right">**HANDOUT 4A**</div>

<div align="center">

**ACTIVITY
4B**

</div>

GROUP BRAINSTORM: HOW TO RESPOND TO 'REAL LIFE' PROBLEMS OF YOUNG PEOPLE

OBJECTIVES	RESOURCES
To identify some of the skills involved in communicating with young people.	A slip of paper, each with a different problem, cut from Handout 4B.1: 'Some Real Life Problems of Young People' Handout 4B.2: 'Helping Young People Talk' Large pieces of paper and large pens **Time: 30 minutes**

METHODS

1.   Ask participants to work in fours. Give each person a slip of paper cut from Handout 4B.1 with a different 'problem'. Explain that these were written by children in the UK, using the 'Bubbles technique', described in Activity 3C.

2.   After sharing the problems, each small group should choose **one**, which they could come across in working with pupils.

3.   Ask them to spend a couple of minutes discussing how this problem might affect a young person and what might bring her or him to talk to a teacher about it. Ask them to list on flipchart paper all the possible ways in which a teacher could respond. Allow ten minutes for this.

> 4.   Give out the Handout 4B.2 on 'Helping Young People
>   Talk'. Invite them to compare what they have been
>   saying with the guidelines for effective
>   communication, and amend their responses in any way
>   they wish.
>
> 5.   Ask each group to underline the three responses which
> they think would be the most effective, and then to
> feedback their chosen responses to the whole group.

SOME 'REAL LIFE' PROBLEMS OF YOUNG PEOPLE

(All these came from research with young people in
the UK, when they were asked to fill in a 'bubble
dialogue' of two young people talking about their
problems)

‗ ....

*"My mum and dad are going to get divorced and I have to choose which one I
want to live with"*

‗ ....

*"My parents make my life hell and don't let me do what I want. We always
argue"*

‗ ....

*"I'm missing my home town and I'm having difficulties in making new friends. I
wish I was popular and good looking like some people"*

_ ....

"I feel so hopeless. There doesn't seem to be any purpose to it. I'm ugly and fat and nobody likes me"

"I had a fight with my best friend and they have been calling me names and ganging up on me."

_ ....

"My girlfriend finished with me today"

_ ....

"I'm not used to this school and I feel lonely because it feels like everybody is against you and no-one talks to you"

_ ....

"I think I did terribly badly in my exams. I've probably failed"

_ ....

"I have been getting bullied and people push me, call me names and hurt me in any way they can. I feel so miserable and feel I need someone to talk to.   Every time I turn round they're calling me names, pushing, shoving. It's all the same"

_ ....

"I feel depressed that everybody hates me and I have no friends. I think I may be anorexic."

"If only my pets were alive. They meant a lot to me. Someone I could take care of and who needed me"

_ ....

"I'm not doing very well at school. My marks aren't very good and I'm always getting in trouble for not handing in my homework or messy writing. I try as hard as I can but no-one seems to understand that I'm finding school hard. They think I'm just looking for attention"

_ ....

"My mum and dad won't let me do anything on my own. I know they're just trying to protect me, but it's not fair"

_ ....

"I'm lonely.   No-one wants to be friends with me. Also my dog has died.

_ ....

"I have no friends and I'm always getting picked on and I live nowhere near any children who I could make friends with"

_ ....

"I can't cope with the work that I am doing at the moment. It's too hard for me"

_ ....

"My mum is going in for a job on the buses and she will be working late and I will have to look after my baby sister because my dad is ill and he can't get up and down. He's got a virus and I won't be able to cope"

_ ....

"My grandpa just died of cancer"

_ ....

"My mum and dad are fighting and sometimes take it out on me if I happen to be in the room. I am very upset"

_ ....

"I've been taking drugs and I've been going without them for a couple of weeks and I feel depressed now"

HANDOUT 4B.1

HELPING YOUNG PEOPLE TALK

GUIDELINES

Good communication with a young person requires an open, supportive relationship. Carl Rogers, a psychologist suggests that there are three fundamental skills which are needed in such a relationship:

RESPECT

This involves 'unconditional positive regard', or the belief that the young person is basically 'okay' as a person. You may not approve of their behaviour, but as a person they are 'okay'. The way you communicate with them shows that you feel they are important.

You can show respect to someone by -

- Giving them your time
- Remembering their name and introducing yourself
- Making sure that they are at ease by the way you are both sitting
- Giving them positive attention
- Active listening
- Not interrupting or talking over the other person
- Asking questions (open rather than closed)
- Not criticising or judging
- Using simple language, or language they understand

HANDOUT 4B.2

EMPATHY

This involves the ability to sense the world from the other person's point of view and to try to understand the way they feel.

You can show empathy by -

- Smiling when the other person smiles, frowning when they frown etc.
- Sharing related your own experiences, if they are relevant. But be very careful not to take the attention on to yourself, or to take up too much time.
- Reflecting the other person's feelings you're picking up: "You must have felt very angry" or "You sound happy".
  Be careful not to play down the young person's feelings, by saying:"You shouldn't feel sad now," or "forget it, it's all over."

GENUINENESS

Genuineness or congruence means being seen as a person who says what he or she means and means what he or she says. It involves being honest and giving a consistent message at both verbal and non-verbal levels.

You can show genuineness by -

- Talking appropriately about yourself

- Sharing feelings appropriately
- Not pretending to be something or someone you are not
- Not promising something which you cannot deliver (e.g. saying things like "I'm sure it will be alright.")
- Not being defensive.
- Being consistent - between verbal and non-verbal behaviour
- Keeping promises and agreements

ACTIVITY
4C

<table>
<tr><td colspan="2"><h2>LECTURETTE:THE RULES OF FEEDBACK</h2></td></tr>
<tr><td>OBJECTIVES</td><td>RESOURCES</td></tr>
<tr>
<td>To inform participants about some 'rules of feedback' that they might like to use in the activities, and later with their students.</td>
<td>Handout 4C: 'the Rules of Feedback'

Time: 5 minutes</td>
</tr>
<tr><td colspan="2">METHODS</td></tr>
</table>

1.   Give out Handout 4C, 'the Rules of Feedback'. Explain that this outlines three 'rules' that you would like them to try in the next exercise. Below are some things you might say about the 'rules'.

   *Often 'feedback', or information on how someone performed a task or skill, is given in a way that is destructive to a learner's self esteem. The **rules of feedback** aim to make the experience positive and enjoyable as well as educational.*

   The first rule is 'positives first'. This is probably the single most important rule, because it makes sure that everyone looks for the good things first. Any performance contains something good that is worth keeping. It both builds the learner's self esteem to hear good things, and helps them identify what they need to preserve in future.

   The second rule, 'learner goes first' says that the learner must be the first person to comment on their own performance. This is because it is important that people learn to be reflective, self aware and able to monitor their own performance. You may well find that the learner knows everything they did well and badly, and does not need any shortcomings pointed out, just more practice and encouragement.

   The third rule 'recommendation not criticism', again keeps things positive, and ensures that comments are

realistic and specific.

2.   When you have explained the rules, invite brief
     comments from the group about how they react to them,
     and clarify anything they do not understand. Tell
     them that they will have the chance to comment further
     when they have tried them out.

THE RULES OF FEEDBACK

- **POSITIVES FIRST**

  Everyone (including the learner) must first comment
  on what went well before going on to what could
  have been done better.

- **LEARNER GOES FIRST**

  The learner is the first person to comment on the
  performance. Only when he or she is finished can
  others comment.

- **RECOMMENDATION NOT CRITICISM**

  No-one, not even the learner, is allowed to just
  criticise. Instead they must say how the learner
  might have done it better or make recommendations.
  Refer only to behaviour which can be changed. If
  you have no positive suggestion to make, then it is
  better to say nothing. Talk about specific
  behaviour and give an example where possible.

HANDOUT 4C

**ACTIVITY
4D**

ROLE PLAY: THE SKILLS OF COMMUNICATING WITH PEOPLE ABOUT THEIR PROBLEMS

OBJECTIVES	RESOURCES
To give participants an opportunity to practice some of the skills needed when communicating with people about their problems.	Role cards cut out from Handout 4D. **Time: 1 hour**

METHODS

1. Ask the group to work in threes, with at least one woman in each group, if possible. Ask them to label themselves A, B or C. Ask that person A is female (this is because one of the role plays needs a woman in a particular role). Explain that one person will play the role of a teacher, to practise their communication skills. Another will play the role of someone to be helped. The third person will act as observer to give feedback to the teacher. There will be three situations, giving each person a chance to play each role.

2. Explain that you will give them role cards which will give them more details. Ask them not to tell anyone else what is on their cards when they read them, but just say whether they are teacher, observer or person to be helped.

3. Using role card cut from Handout 4D, give each person

the appropriate role card for situation 1. If you
prefer, you could take A's to one corner of the room,
B's to another and C's to another and brief each group
as to the role they will be playing.

LEADER'S NOTES

The role cards are written so that each participant has the
chance to play a different role (of teacher, person to be
helped and observer) in the three situations.

ACTIVITY
4D (continued)

ROLE PLAY: THE SKILLS OF COMMUNICATING WITH PEOPLE ABOUT THEIR PROBLEMS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Tell them they have 5 minutes to role play situation
     1.

5.   After the 5 minutes has passed, ask them to remain in
     their groups of three and discuss the following
     points. Ask them to remember to use the rules of
     feedback given to them in Activity 4C.

- **How did 'the teacher' feel about the conversation?**
  What did they think they did well? How do they think
  their communication could have been improved?
- **How did the 'person to be helped' feel?** What do they
  think 'the teacher' did well? How do they think the
  teacher might have been even more effective?
- **What did the observer notice?** What do they think 'the
  teacher' did well? How do they think the teacher
  might have been even more effective?

6.   Tell them it is important to 'derole'. This means
      reminding themselves of who they really are at the end
      of each role play. After this one, staying in their
      small groups, they could say briefly what they had for
      breakfast. After the next two, they could talk about
      something they are wearing or about their name, eg.
      how they feel about it or why they were called it.

7.   Ask them to stay in their threes, and to remember
      whether they are A, B or C. Give out new role cards
      for situation 2 and repeat from step 3.

ACTIVITY

4D (continued)

ROLE PLAY: THE SKILLS OF COMMUNICATING WITH PEOPLE ABOUT THEIR PROBLEMS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

8.   Repeat the whole process for situation 3.

9.   Discuss in the whole group how the role plays went. You could raise the following questions:
- which situation or role did we find most difficult and why?
- what helped or hindered communication?
- how useful were the rules of feedback? Were they hard to follow? What difference did having them make?
- what have we learnt from this activity?
- how could we use this type of activity with students?

ROLE CARDS:
FOR THE SKILLS OF COMMUNICATING WITH PEOPLE ABOUT THEIR PROBLEMS

....
....
....

SITUATION 1: PERSON A - TEACHER

You are a teacher. One of the pupils in your class, a ten year old, has become very withdrawn. He or she hardly speaks. You notice that he or she is usually on their own at breaks. You are worried about them and have asked them to come and see you. You want to find out what the matter is.

....
....
....

SITUATION 1: PERSON B - TO BE HELPED

You are ten years old. You are feeling very sad and confused because your father was killed two months ago. Your mother keeps crying, but no one will talk to you about it. Your brother has been sent to live with your aunt and uncle. You feel very alone. You can't concentrate on your school work and don't want to play. Your teacher has asked to see you and you are afraid that you may be in trouble.

....
....
....

SITUATION 1: PERSON C - OBSERVER

Person A is a teacher. Person B is a pupil of ten. The pupil has been very withdrawn recently and is usually on their own at breaks. The teacher has asked B to come and see him or her, in order to try and find out what

is wrong. Observe the conversation, without interrupting, to find out how well the teacher manages to find out what is wrong and to put the pupil at ease. How well does he or she listen? Do his or her questions open up the conversation or close it down?

Do you think that the pupil comes away feeling they have got something from the conversation?

HANDOUT 4D
ROLE CARDS:
FOR THE SKILLS OF COMMUNICATING WITH PEOPLE ABOUT THEIR PROBLEMS

....
....
....

SITUATION 2: PERSON A – OBSERVER

Person B is a teacher. Person C is the parent of a thirteen year old, whose partner has recently been sent to prison. The parent has asked to see the teacher as they want to know what the school can do to help their child.

Observe the conversation, without interrupting, to find out how well the teacher manages to find out what is wrong and to put the parent at ease. How well does he or she listen? Do his or her questions open up the conversation or close it down? Do you think that the parent comes away feeling they have got something from the conversation?

....
....
....

SITUATION 2: PERSON B – TEACHER

You are a teacher. A parent, Person C, has asked to see you. You do not know what it is about and want to find

out. You are keen that the parent leaves feeling that
they have got what they came for.

....
....
....

SITUATION 2: PERSON C - TO BE HELPED

You are the parent of a thirteen year old. Your husband
or wife has recently been sent to prison. You have
asked to see the teacher, Person B, as you want to know
what the school can do to help your child. You are
unsure of how it should be handled. The teacher knows
nothing about this situation. It is up to you to
explain, if you can.

HANDOUT 4D (continued)

ROLE CARDS:
FOR THE SKILLS OF COMMUNICATING WITH
PEOPLE ABOUT THEIR PROBLEMS

....
....
....

SITUATION 3: PERSON A - TO BE HELPED

You are a female colleague of Person C, who is a senior teacher. You are fairly new on the staff and single. Person C does not know you very well. You have asked to speak to him or her, because you think you are pregnant. You don't know what to do, or how it might affect your job. It is up to you to fill in the details about your problem. (If you feel very embarrassed, perhaps you say that it is a problem of a "friend of yours", just to see how the helper will react. If they are sympathetic, you might tell them it is you.)

....
....
....

SITUATION 3: PERSON B - OBSERVER

Person C is a senior teacher. Person A is a female colleague, who is fairly new on the staff and single. Person A has asked to speak to C, because she thinks she is pregnant. She doesn't know what to do, or how it might affect her job.

Observe the conversation, without interrupting, to find out how well the senior teacher, Person C, manages to find out what is wrong and to put Person A at ease. How well does he or she listen? Do her questions open up the conversation or close it down? Do you think that Person A comes away feeling they have got something from the conversation?

....

....
....

SITUATION 3: PERSON C - TEACHER

You are a senior teacher. Person A is a female
colleague, who is fairly new to the staff. She has
asked to see you, but you do not know why. You are keen
to find out what the matter is and to help if that is
needed.

HANDOUT 4D (continued)

SECTION 5

ENDING THE FIRST WORKSHOP: LOOKING BACK AND LOOKING FORWARD

Aims:

•   **evaluating the workshop and identifying what participants intend to do with what they have learnt**

•   **helping participants to leave feeling positive about themselves**

SECTION 5:   ENDING THE WORKSHOP: LOOKING BACK AND LOOKING FORWARD

RATIONALE FOR ACTIVITIES IN SECTION 5

Ending a workshop well is as important, if not more so, than its beginning. On any course, enough time needs to be given to evaluation and to 'saying goodbye'. This is so that participants leave feeling they have given feedback to the workshop leaders, begun the process of reflection on what they have learnt, been helped to make the sometimes painful transition back to 'reality' and go away feeling that their contributions have been valued. The activities in this section are intended to meet these objectives in an enjoyable way.

The active and participative methods of the workshop are those that are recommended to be used in schools for this project. Some participants may have found them the most new and significant thing about the workshop. **Activity 5A** focuses on methods. Participants are asked to stand next to sheets on the floor on which are written the names of the methods that have been used and to decide which of these methods was useful, enjoyable, new and so on.

It is important that workshop organisers know immediately what participants thought of the workshop, so they can build this information into further workshops, and feel good about their achievements on this one. **Activity 5B** invites participants to write their comments on a number of sheets of paper, each with a different question about the workshop.

The more enjoyable the workshop has been the harder it will be to leave, so the final activity, **Activity 5C** helps people to leave on a positive note by inviting them to tell one another what they valued about their contributions. In line with the philosophy of the workshop, participants should leave with their heads high and their self esteem boosted. People often

treasure for years the sheets on which others have
written their 'positive strokes'!

TIME FOR THIS SECTION: About 1½ hours

ACTIVITY

5A

STANDING ON SHEETS: REFLECTING ON METHODS	
OBJECTIVES	**RESOURCES**
To remind participants of the range of methods used on the workshop. To discover their reactions to these methods. To encourage them to think about how they could use the methods.	A list of the methods used on a board or OHT. (See the leader's notes for an example) A clear space in the room Large pieces of paper, with the name of a method on each **Time: 45 minutes**

METHODS

1.   Remind participants of the range of methods used on the workshop, by going through what you have done in your time together. Stress the **ways** in which they worked (the process), rather than the content of what they discussed. (See leader's notes 5A for examples of methods to help you.)

2.   Explain that you have written each of these methods on a sheet of paper. Place each paper on the floor, reading out each one as you do so and spreading them out as widely as possible.

LEADER'S NOTES

It is helpful to ask somebody else to jot down the numbers of people standing next to the various sheets for the different questions. A checklist prepared beforehand (of

the methods and the questions) can be useful. This then
gives you a record for evaluation purposes.

ACTIVITY

5A (continued)

STANDING ON SHEETS: REFLECTING ON METHODS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3.   Ask people to stand next to the paper which best
     reflects their response to the following questions
     (taking each question in turn):

     Which method did you already know well?
     Which was very new to you?
     Which was the easiest?
     Which was the most difficult?
     Which could you not use?
     Which was new and you will use?

4.   After each question, ask if anyone is willing to say
     why they are standing next to that particular method.

5.   Following the final question, ask them to sit down
     with the other people who are standing next to their
     sheet of paper, to talk about how they intend to use
     the method. Ask them to be as specific as possible
     about what they will do, who they will use the method
     with, and when. If any people are on their own,
     suggest that they join with someone else alone or with
     a small group and each discuss the method they intend
     to use.

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6.    Finally, in the whole group, invite each person to
      make one statement about what they intend to do.
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LEADER'S NOTES

5A

SOME OF THE METHODS YOU MIGHT HAVE USED IN THE WORKSHOP

Coat of Arms   Name game

Drawing/Mapping   Lecturette

Diamond Nine   Values Continuum

Photo-brainstorm   Draw and Write
Bubbles

Lifelines   Visualisation

Small group work   Whole group work
Pairs

Brainstorm   Role play   Relaxation

ACTIVITY

5B

GRAFFITI: EVALUATION OF THE WORKSHOP

OBJECTIVES	RESOURCES
To give participants an opportunity to express and share their opinions of the workshop. For the workshop leader to get written feedback about the workshop.	Six sheets of large paper, with a different question or issue at the top of each. Possible questions are: What have I learnt? What would I have changed? What have I liked? One thing I am going to use Have my wants been met? Other comments Large felt tip pens **Time: 30 minutes**

METHODS

1.   Divide participants into six groups.

2.   Give each group a sheet of paper with a different heading and ask them to write down their responses to that particular heading or question.

3.   Ask the groups to rotate the sheets round, so that they have an opportunity to comment on each. If someone has already written a comment with which they agree, ask them to place a tick next to it.

4.   When each group has had an opportunity to write on every sheet, bring everyone back together.

5.   Display all the sheets and give everyone time to read

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what is on them. Ask if any statements are not clear.
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ACTIVITY
5C

POSITIVE STROKES

OBJECTIVES	RESOURCES
To end the workshop on a positive note. To help develop participants' self esteem. To practise giving and receiving compliments.	One large sheet of paper for each participant. Cellotape, large felt tip pens. **Time: 10 minutes**

METHODS

1.   Explain that it is important to end on a positive note.

2.   Ask the group to all stand and to attach a large sheet of paper with cellotape to each person's back. Give everyone a large felt tip pen.

3.   Ask them to walk around and write something positive on each person's back. It can be about something they did, their attitude, their manner or their appearance.

4.   Finally, each person takes off their sheet of paper and reads it. They do not have to say what is written on it.

5.   Explain that this is for them to keep..and maybe to look at when they are feeling in need of a positive stroke!

LEADER'S NOTES

Before the session, check the ink from the pens does not go through the paper to stain clothes.

It is important that you join in this activity - both in writing and in receiving comments.

SECTION 6

STARTING AGAIN

Aims:

• to help the group come back together

• to reflect on the previous workshop and what has happened since

• to clarify the purpose of this workshop

SECTION 6: STARTING AGAIN

RATIONALE FOR ACTIVITIES IN SECTION 6

If the manual is taught as two workshops, participants may come together for the second one after quite a long break. It is important for the group leader to recognise that they will not start where they left off. They may have lost some of the enthusiasm they left with, or more positively have done some work on the issues between workshops that they are keen to share. It is likely that some of the warm group feeling they generated in the previous workshop will have waned, and they may well have forgotten some peoples' names.

Time needs to be set aside therefore at the beginning of the new workshop to help participants refocus on the issues, review where they are now, remind them of who people are and start to build the group enthusiasm and spirit again.

Activity 6A, which involves participants introducing themselves and then passing on 'messages' from one to another, helps 'break the ice' a little. It is also a useful trigger for thinking about communication skills again, as some of the 'messages' may become fairly garbled by the time they are relayed back to the person who first spoke them. It is an active beginning, which gets people moving around right from the start, laughing and chatting fairly informally, so they begin to relax.

After this energetic start, the process of introductions is continued in **Activity 6B.** This is slightly more formal, but still fun and easy going. In this, participants stand on an imaginary map and make connections with one another with string, while saying a little about themselves. This ensures that all have a chance to hear a few brief details about one another, begin to remember or learn names and see how people link. It helps them see, right from the start, that they form a network, and that everyone is linked with everyone else in some way. Building on these links may prove to be very important when they go on to think about what they intend to do after the workshop in the section on 'managing change'.

Although the intention behind this project is that the same people are involved all through and build on their learning and relationships, inevitably there are likely to be drop outs and some new people joining the group. It is therefore most important that new people are welcomed to the group and made to feel that they understand some of the things that happened in the first workshop. The two introductory activities so far have been equally accessible for old and new participants. **Activity 6C** uses the fact that some are new, by asking those who were at the previous workshop to share with the new people what they remember of that event. It also helps those who were present to surface their memories and begin to make links between the workshops.

Section one, 'starting the workshop', described ways of beginning the first workshop, and emphasised how important it is that its aims are clear to all. It also suggested that participants need to have a chance to air their 'wants' and that facilitators need both to get a clear picture of these wants and have themselves a chance to say whether the wants are likely to be met. The aims of this second workshop are slightly different to the first, and participants have developed in the meantime, so these essential tasks need to be done again. **Activity 6D** attempts to do this but, so as to avoid repetition, it uses a slightly different and livelier method, asking participants to build 'want flowers'.

TIME FOR THIS SECTION: About 1½ hours

ACTIVITY

6A

ENVELOPES: GETTING BACK TOGETHER AGAIN	
OBJECTIVES	**RESOURCES**
To help participants to feel comfortable in the group. To introduce one another in an active way. To reintroduce the subject of communication skills.	Handout 6A:'Message from...' A name badge for each participant. Pens. **Time: 20 minutes**
METHODS	
1. Before the session, make sure that the room is set out appropriately and that you have all the materials you need.(See Activity 1A). As people arrive, give them a name badge. 2. Say just a few words of welcome, who you are and why you are leading the workshop. (See Activity 1B). 3. Explain that this is an activity to get us back	

together again, to help anyone new to settle in and to
reintroduce people who were at the previous workshop.

4.   Give each person Handout 6A. Ask them to imagine that
        this is a letter which they are sending. So that other
        people know who the letter is from, they should write
        their name on the envelope, in the space after
        'Message from.....'

LEADER'S NOTES

The process can be quite difficult to explain, but is easy
once participants have got the idea. It may help to write
on a board what they are to talk about initially and to
demonstrate step 8 with your co-facilitator.

ACTIVITY
6A (continued)

ENVELOPES: GETTING BACK TOGETHER AGAIN

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

5. Ask them to stand up and pair up with someone they do not know well. If there are roughly equal numbers of new and previous group members, form pairs of one new and one 'old' member.

6. Ask them to spend two minutes each, introducing themselves and, if they were at the first workshop, saying **what they took away** from it (eg what ideas or feelings) or, if they were not there last time, saying **what brought them to this workshop**. Ask them to listen very carefully to what their partner is saying.

7. After four minutes, explain that what they have been saying is the content of the letter they are sending others. Ask them to exchange their envelopes.

8. Ask them to find another person. They should introduce themselves and then say "I have a message from.....(the name of the person on the envelope)," pointing this person out to their present partner. They should then repeat as accurately as possible what was said by the previous person. When they have each finished they should again exchange envelopes and find somebody new. They are always passing on the message of the person named on the envelope.

9. After four or five exchanges, ask them to find the person with the name on their envelope and to tell them what they thought their message was.

10. Finally ask them to go back to their seats and to discuss in the whole group:
    - how much had their message changed?
    - how easy was it to really listen to people?
    - how did they feel during this activity?
    - how do messages tend to change as they are passed on, and what learning is there for us in trying

to disseminate ideas and activities?

Message from……………………………………….

ACTIVITY
6B

INTRODUCTIONS: MAP AND STRING

OBJECTIVES	RESOURCES
To give everybody a chance to introduce themselves to the whole group. To make connections with others in the group and encourage the feeling of being a network.	A long piece of string for each participant A clear space in the centre of the room. **Time: 20 minutes**

METHODS

1.   Ask participants to stand up and to imagine that the space in the centre of the room is the country (or district) where they are all from. Point out north, south, east and west. Ask them to position their chairs as though they were the borders of this country/district.

2.   Invite them to stand where they work. They should make sure that they know the people near them. While they are talking to one another, give each person a piece of string.

3.   In the whole group, ask someone to begin the process by saying: **who they are, which organisation they come from and someone in the group they know.**

4.   They should then link their piece of string with the string of the person they know. That person should then continue.

5.   If there is a break, with the person who has talked not knowing anyone, bring in someone who has not been included, by asking who they would like to link with. Continue from there. Make sure that everyone is eventually included.

LEADER'S NOTES

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It does not matter if several people are linked to the same
person, as long as everyone is eventually included. Make
the point that there is always someone you can link with,
and that we hope the links will develop further as the
workshop progresses.
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ACTIVITY
6C

GROUP DISCUSSION: REFLECTIONS ON THE PREVIOUS WORKSHOP

OBJECTIVES	RESOURCES
To encourage participants to reflect in more depth on the content and aims of the last workshop.	Handout 1E:'Aims of the First Workshop' Paper and pens **Time: 30 minutes**

METHODS

1.   Ask people to form groups of four, making sure that in each small group there is a mix of people who attended the last workshop and those who did not.

2.   Invite them to discuss what happened at the first workshop: what were **the activities/methods** used and what do they think were **the aims**?

3.   Ask them to record their answers.

4.   In the whole group, ask each group to call out two methods which they remembered. List these on a board or flipchart paper.

5.   Ask each group to call out an aim and again record these.

6.   Give out Handout 1E: 'Aims of first workshop' and compare this with their list.

LEADER'S NOTES

It can be useful to make the point that people often take from a workshop things which are not described in the original aims.

ACTIVITY
6D

PETALS: 'WANTS'

OBJECTIVES	RESOURCES
To gain information about participants' wants. To explain what the workshop can and cannot deliver.	OHT or Handout 6D: 'Aims of workshop' Two large petals for each person. A flower centre for each small group. Large paper and pens. Glue or blutack. **Time: 30 minutes**

METHODS

1.   Talk people through the aims of this workshop, either giving Handout 6D or showing it as an OHT.

2.   Give each person two petals and a large pen. Ask them to think about what they particularly want from the workshop and, using a large pen, to write a separate want on each petal.

3.   Invite them to move into groups of four to six. Give each group a sheet of flipchart paper, the centre of a flower and some glue or blutack.

LEADER'S NOTES

In writing their wants, encourage them to be as specific as possible, bearing in mind the aims. Is there anything which they really want, which if it has not happened by the end of the workshop will leave them feeling disappointed?

You can return to these 'want' flowers at any time during the workshop to remind people why you are doing activities and to check needs are being met. This may be particularly useful at the end of the workshop, to review what has been

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achieved and what has not.
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ACTIVITY
6D (continued)

PETALS: 'WANTS'	
OBJECTIVES	**RESOURCES**
see previous page	see previous page

METHODS
(continued)

4.   Ask them to each talk about what they have written on their petals and to build up a flower, sticking their petals on the flipchart paper, with those which are similar together. Ask them to try to identify one want which they all have in common, and to write this in the centre of their flower. (See leader's notes 6D for an example to help you).

5.   Ask each small group to choose someone to speak for them, who will spend a few minutes showing their flower and explaining their wants to the whole group.

6.   When all the groups are finished you can point out:
   •   common themes
   •   wants which are unlikely to be met and
   •   wants which might form the basis of 'groundrules' for working together.

LEADER'S NOTES
6D

EXAMPLE OF A FLOWER
(From a workshop in Poland)

AIMS

PROJECT AIMS:

To help participants to take practical steps to improve the mental and emotional health of people in schools.

SECOND WORKSHOP: MANAGING STRESS AND MANAGING CHANGE

Its aims include:

- Sharing **learning** from the first workshop

- Deepening understanding of the idea of **stress,** its causes and signs, and how it can best be prevented and managed

- Exploring the skills of communicating wants and needs effectively, and being more **assertive**

- Exploring the skills of **managing change** effectively

- Continuing to experience a variety of **active learning methods.**

SECTION 7

MANAGING STRESS IN SCHOOLS

Aims:

- Deepening understanding of the idea of **stress,** its causes and signs, and how it can best be prevented and managed

- Exploring the skills of communicating wants and needs effectively, and being more **assertive**

SECTION 7: MANAGING STRESS IN SCHOOLS

READER

MANAGING STRESS IN SCHOOLS

What do we mean by stress?

'Stress' is a concept that has become fashionable and the word is widely used both by scientists and lay

people. It has a range of meanings, and is employed in a variety of ways by different people and in different contexts.

For most people the word has entirely negative associations. However, Hans Selye (Selye, 1956) who originated much of the early work on stress, prefers to use it in a neutral sense. For him stress is the stimulus all of us need to motivate us and which in, reasonable doses, all of us enjoy: it is in itself neither bad nor good. The problem only comes when the degree of the stimulus or stress seems to be too great for us to take, and he suggests we should use the word 'dis-stress' to refer to this state. Selye proposes another word, 'eu-stress', for the positive feelings, such as energy and challenge, that we feel when the level of stimulus is right for us.

Selye reminds us that having too little stress can be as unpleasant as having too much. We may sometimes seek to reduce demands on ourselves for a while, for example when we take a holiday, but most people feel lethargic and depressed if the understimulation goes on too long or is unwanted, for example in long term unemployment or in a boring environment.

It is clear that we do not all find the same experiences stressful or pleasant: some people love Christmas for example, while others find it hell on earth! People have different tolerance levels: some risk takers feel they cannot live without the adrenalin rush they get from dangerous activities such as rock climbing or fast driving, while other less adventurous types feel quite stimulated enough by a mildly scary film on the television.

Selye's ideas are helpful because they remind us that stress is not something we can avoid: it is an inevitable and desirable part of life. The skill of managing stress is to achieve the right balance between the outside stimulus and our inner reactions and find the right level of stress, one that makes us feel energised and motivated.

Selye may well be technically right to use the word 'stress' neutrally, but the word is now so commonly used negatively that it would seem confusing to use it in any other way. The rest of this section will therefore use 'stress' in the sense in which most people use it, to refer to the unwanted pressures and the unpleasant inner feelings of anxiety or depression we have when life seems more than we can cope with and we feel that too much is demanded of us.

Signs and symptoms of stress

The signs and symptoms of stress can be physical, psychological or social. Just as different people have different tolerance levels, so we all react to stress slightly differently.

Physically stress can show itself in almost any part of the body, and sometimes in surprising ways. The human body has a natural reaction to high levels of outside stimulation, designed originally to help our ancestors, who lived in much more physically challenging circumstances than we do, engage in 'fight or flight' when faced with a sudden threat from a predator or a human enemy. This reaction includes an increased heartrate, deeper breathing, sweating and slowing down of the digestive processes. It was once essential to our survival, but today it is not often of much use. Most of the demands on us do not demand physical action: they cannot be fought with or flown from. Without the physical exertion that is meant to dissipate it, the stress reaction can make us very ill if we experience it too often and for too long. For example, in the short term the muscular tension can give us headaches and the digestive changes give us stomach upsets, in the longer term more sinister problems such as ulcers and even heart attacks may result.

Psychologically the results of stress can be just as damaging. The tension and feelings of being out of

control engendered by feeling under pressure can make
people feel anxious and irritable, or hopeless,
depressed and apathetic. Again, the most dangerous
results come from prolonged and repeated stress.
Teachers and other caring professionals can experience
'burnout', which is a constant feeling of weariness and
hopelessness about their task, and a damaging cynicism
which can no longer see the point of it all.
Ironically such burnout is most likely to be
experienced by those professionals who originally cared
most deeply about their job and who found it impossible
to meet their own high expectations of themselves and
others.

In organisations, such as schools, where people are
experiencing high levels of stress, the social signs
can become apparent.   In a 'stressed organisation'
morale is low, there is a lack of commitment, people
complain and squabble, work is not carried out to a
high standard, absenteeism rates go up and people leave
if they can.

Stress is a common problem in schools

Stress is a major and growing social problem. In all
countries, large numbers of working days are lost
though people feeling under such strain that they fall
ill physically or mentally. Stress related illnesses
are on the increase, and it is likely that figures
about numbers are underestimates, as many people may
well have illnesses that are caused by stress but
either not realise this or not be prepared to admit it.

Schools in particular can be very stressful places for
those who work and learn there (Kyriacou, 1986). Most
teachers find their job more than they can cope with at
some time, and for some this becomes a chronic problem.
 Some of the stress is caused by simply having so much
to do, usually without enough resources. The pressure
of having so many students around, so much to 'get
through' in the school year and the relentless round of
lessons is a shock to most new teachers and one from

which some never recover. Many teachers report that
they find discipline a major source of stress, which is
not surprising as feeling that situations which you are
supposed to be managing are out of your control is
deeply frustrating and anxiety provoking. In addition,
the sheer pace of change in education that is happening
in most countries is causing many teachers who used to
cope well to feel that they have neither the time nor
the stamina to manage so many demands.

Students too can find school over demanding. Those who
learn more slowly than the average, or who are shy, can
become overwhelmed by the hurly burly of school life.
This is especially true for new students at times of
transition when they move up from one school to
another, an experience very many report as frightening
and disorienting.

Interpersonal relations in schools often cause stress.
 In schools where teachers do not feel well managed,
where they are not sure of their roles, or where they
do not feel valued and supported, the signs of stress
can be very apparent. Students, with their reliance on
the peer group, are even more likely to react badly
when their relationships go wrong. Those who develop
symptoms of physical illness which prevent them going
to school, perhaps on certain days to avoid certain
lessons, are almost certainly suffering from stress.
If they are teased, excluded, or even physically abused
by other students they are highly likely to stay away,
and appear depressed and withdrawn when they are in
school. Students with more extrovert personalities may
become overdemanding and cheeky with teachers, perhaps
in an effort to win the approval of their fellows, or
become difficult or even violent towards the teacher or
the other students. Almost certainly their school work
will suffer as a result and their relationships
deteriorate even further.

The homes from which some students come may themselves
be very stressful. For some there may be material
deprivation such as overcrowding, poor sanitation, and
a poor diet. Students find it particularly stressful

when their home background is different to that of most other students, as they fear losing face with their fellows. Some students will may have family responsibilities beyond their years, perhaps caring for younger siblings or a sick or disabled relative. Such duties may cut them off from the usual activities of their age group, and may make them late for school, tired in class and liable to fall behind with their homework. Other students may be subjected to abuse of the physical, psychological or sexual kind. Sorting out the emotions such abuse brings, such as fear, guilt, uncertainty about whether and who to tell, and possibly mixed feelings of love and hate for those who abuse them, can put young people under intolerable strain.

There are two basic approaches that can be taken to the management of stress - individual and organisational. The individual can attempt to change aspects of the ways in which they think about and react to stress. Organisations, such as schools, can both support the individual making such changes and try to re-organise features in the environment so that the sources of stress are removed or reduced. Ideally these two approaches work together and complement one another.

Ways that individuals can tackle stress

It sometimes appears to those under stress that the only way to manage stress is to avoid it. However this is not always the only or the best solution, and it may not always be practical. Life makes demands on us that may seem unpleasant but we cannot, and indeed should not, always try to avoid them. Work pressures, relationship difficulties, losses and bereavements are experiences that come to us all. It is often possible to understand, face and tackle them in ways that help us grow, change and realise that we are stronger than we may have thought. Sometimes it is not the outside event or stimulus itself that is stressful, it is the interpretation we attach to it that makes us feel under pressure. Stress can partly be managed by training ourselves to do so.

For individuals, the following strategies may help:

- **Thinking clearly and positively.** Positive thoughts sow positive actions. One of the secrets of coping with stress is to get control of our minds and intellects. It can help to take the time to work out our goals, values and priorities, be realistic about our own limitations, manage our time better, and replace the 'negative self talk' that we are using to sabotage our self confidence with a more positive 'inner script' (Trower et al, 1988).

- **Gathering and giving support.** Most of us find it hard to cope alone, we benefit from having a 'support group' of friends and colleagues. We need a variety of people to meet our range of needs, for example to give us sympathy, to help us think clearly, to cheer us up, or to challenge us. If these people are going to stay committed to us, we also need to return the favour. Working on relationships and improving our communication skills can help us maintain these vital links with people. 'Assertion' skills are especially useful when we want to make our needs felt.

- ***Becoming physically healthier.*** People who become fit are usually surprised at how good it makes them feel mentally as well as physically, and in particular how it helps them cope with stress. This may be partly because getting the heart and lungs working helps dissipate the effects of the physical 'stress reaction' of fight or flight. Looking after your physical health through regular exercise, healthy eating, getting enough sleep and avoiding toxic drugs such as tobacco and too much alcohol will certainly help you to cope when the going gets rough.

- ***Relaxing.*** It is important to balance our efforts to think rigorously and take strenuous exercise with more gentle pursuits, which help us 'switch off'. For most of us this means hobbies, or leisure activities such as walking or reading, or giving ourselves holidays and small 'treats'. Others have found that more systematic methods such as relaxation exercises, yoga, breathing and meditation are very helpful in providing an instant and reliable way to 'centre' when tension and anxiety cloud the mind (Horn, 1986).

Ways that organisations can tackle stress

As well as helping individuals, it is sometimes necessary to try to change stressful factors in the environment. Some stresses are unnecessary, or greater than anyone should have to bear. Young people in particular need protecting from more extreme or damaging stress. Organisations such as schools can do a good deal to prevent stress by having the kind of ethos, policies and environments that support the efforts their individual members are making to avoid and manage stress. Some of the strategies schools may find helpful include the following:

- ***Having clear goals and expectations***: Most people

are made anxious by uncertainty and ambiguity, and are enabled to relax and get on with the job only when they are clear about what they are supposed to do and why. Schools do well to spend time on developing clear goals, priorities, policies and procedures, and making sure that the expectations, rights and duties of each individual member are clear. Once decisions have been made, most school members will be happier if they are enforced consistently and fairly.

- ***Having a supportive management structure and system of communication***: Having clear goals and strong leadership does not imply dictatorship. Good managers consult widely before coming to a decision, and ideally school 'ground-rules' should be developed in consultation with school members, so that all feel they have contributed to the process. Developing systems of consultation and management in which as many as possible can take an active part in school decision making, come to conclusions through negotiation rather than conflict, and work as teams rather than individuals, can all contribute to good communication in schools. In such a democratic and participative atmosphere, stresses are more likely to be reduced and areas of difficulty discussed and solved before they become major problems.

- ***Providing an environment where 'the healthy choices are the easy choices'***: If school members are to take exercise, eat healthy food and relax properly, the school needs to organise the environment to make these choices easy. Attractive sports facilities where students can take part in the kind of activities they enjoy, and clean and safe changing and showering areas help encourage all pupils to take exercise, even if they cannot all 'win'. For many students, school meals provide a major part of their diet, and it is important that schools try to make them as healthy as resources allow. Providing a pleasant, quiet and well

supervised area in which to eat can help encourage pupils to eat what is provided, and to behave more sociably with one another. Teachers and students benefit from having some parts of the school, and the school day, set aside for quiet, relaxing activities. Comfortable furniture, careful use of colour, and even flowers and music can all help to make the school a more civilised place.

- ***Identifying and helping people suffering from stress:*** Some students and teachers may be undergoing severe stress, because of events at school or at home. Schools need to be aware of the signs and symptoms and take steps to ensure that the stressed person has someone they can trust to talk to, and perhaps access to a professional counsellor if school colleagues cannot do enough. Some people may need support to even admit they need help.

  From time to time schools may need to seek outside help and even involve the authorities to help deal appropriately with severe problems such as violence to or by young people. Child abuse, for example, may well need skilled professional help from the police and social agencies. Too often schools try to deal with serious problems by themselves, or worse still ignore them for fear of 'interfering' or 'making things worse'. Young people deserve protection and the best help available.

- ***Educating people about the management of stress:*** Teachers, students, other members of the school and even parents benefit from education about stress. A programme of in-service training for teachers, lessons for pupils and evening meetings with accompanying materials for parents, for example, would do a great deal to support organisational changes designed to reduce or prevent stress.

References and further reading

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Selye, H. (1975) Stress Without Distress, Hodder and Stoughton, London, UK.

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SECTION 7: MANAGING STRESS IN SCHOOLS

RATIONALE FOR ACTIVITIES IN SECTION 7

This very substantial section describes activities which will take most of a working day This is probably the least time that is needed to make a meaningful contribution to participants' understanding of stress, how it affects people at individual, interpersonal and organisational levels, and how it can be prevented, or at least managed. Stress is a complex subject and the order of the activities is intended to take participants through it in a systematic way.

The section begins with the lively and active 'warm up' of **Activity 7A** in which participants 'sculpt' one another into statues of stress. This helps them begin to think about what the word means to them, a process which is continued more formally in the brainstorm which is **Activity 7B.**

Activity 7C is a lecturette, which gives the leader a chance to clarify a key issue connected with stress - that it is in itself neither good nor bad. It is the amount of it and the extent to which it is wanted or not which affects our experience of it for good or ill.

Having got clear some of the issues around the meaning of the concept of stress, the section continues working at the personal or individual level. **Activity 7D** invites participants to select or mould small objects to represent their own personal sources of stress. Using objects in this way often triggers deeper reactions in people than simply naming problems in the abstract, and the result of this may be more emotional. Participants are therefore invited to share their most personal thoughts in pairs and to pay attention to the skills of being 'good listeners', a recapitulation of section 4 of the first workshop. They are then invited to share in larger groups the kind of things that stress them, but without any obligation for in depth personal disclosure.

Participants are invited in **Activity 7E** to fill in a quiz about how they personally manage stress. This activity may at first sight seem a little premature, as the workshop then returns to causes of stress, but it is placed here to alleviate any gloom that may be setting in, to strike a positive note, and to remind participants that they have many of the skills needed to work effectively on this issue. It is probably best if participants fill in the quiz during break, or even overnight, so that it does not break the flow too much.

The focus then moves outward from the personal to include other layers or levels of stress. **Activity 7F** asks participants to consider causes of stress at the interpersonal, organisational, community, national, international and universal levels. In order to relate this to the focus of the project, the activity invites them to consider the impact of stress for people working in a school. **Activity 7G** continues to think about the idea of levels, and invites participants to draw a picture showing the signs of stress that may occur for an individual person, a relationship, an organisation or a community. So that everyone can contribute, the pictures revolve between groups.

Having tackled the causes and signs of stress at a variety of levels, the section returns to matters touched on in the quiz, managing stress. This is explored at several levels, beginning with the interpersonal.

Assertion is a key skill, or set of skills, needed by individuals or groups in managing stress, and in enhancing mental and emotional health in general. **Activity 7H** introduces the idea of assertiveness by bringing to participants' attention a key skill, which is the ability to express yourself openly and clearly, reduced here to the simple but dramatic saying of 'yes' and 'no'. The simplified but dramatic approach continues with **Activity 7I** in which participants reflect on a vignette in which three

people act out a familiar pattern in relationships which are not working very well, the 'drama triangle' of victim, persecutor and rescuer.

Activity 7J puts the drama triangle into the context of a model originated in Transactional Analysis, 'I'm OK, You're OK. This model, which is fundamental to the idea of assertion, attempts to describe four positions that people tend to take up vis a vis themselves and others according to whether they believe that they and the other person are 'OK' or not. These positions significantly affect their own self esteem and the way they perceive the rights and needs of others.

Fundamental to being assertive and coping with stress is feeling that you are secure, well rooted and sure of yourself: you are not so likely to be unduly swayed by others or knocked sideways emotionally by events. **Activity 7K** attempts through visualisation to illustrate the power of this feeling of being 'grounded' by demonstrating that such a feeling can have real physical effects on the body.

We sometimes cause ourselves to feel more stressed by what we are saying to ourselves about outside events. **Activity 7L** invites participants to identify some such negative 'inner scripts' and rewrite them positively.

Learning to be more assertive and cope better with stress are matters of skill as well as attitude, so **Activity 7M** helps participants practise some of the skills of being assertive through role play.

The section then moves on from the personal and interpersonal levels to look at ways of reducing or managing stress at the organisational level in **Activity 7N**. Using a revolving sheet method, participants brainstorm a variety of strategies, and then choose which they think is best.

As Activity 7K demonstrated, coping with stress is a matter of physical as well as intellectual and emotional skills. Stress can have severe effects on the body, so **Activity 7O** gives participants experience of reversing this process by consciously relaxing their bodies. There are many ways of doing this, so leaders are encouraged to read through the notes which describes a variety of relaxation techniques and choose one they would like to try. This activity is an appropriate one with which to end a session: it is certainly important not to do another activity immediately afterwards or its impact will be lost. This session can usefully be run in the evening after dinner, when it should send people away in a very pleasant state!

TIME FOR THIS SECTION: About 7 hours

ACTIVITY
7A

STATUES: WHAT DOES "STRESS"MEAN TO US?

OBJECTIVES	RESOURCES
To introduce the subject of stress in an active way. To encourage discussion on the meaning of stress.	An open space in the centre of the room Flipchart paper and large pen **Time: 20 minutes**

METHODS

1. Ask participants to work in groups of five or six. Explain that they should choose someone in their group to be a 'sculptor'. He or she has five minutes to make the others in their group into a statue, called 'STRESS'.

2. Tell them when they have only two and one minute left.

3. Ask each group in turn to show their statue to everyone else. Invite 'viewers' to say what they think the statue shows and then the sculptor to comment on what he or she was trying to portray. Record all the words on a flipchart sheet. Ask the sculptor to break up their statue, encouraging people to shake off the stance that they were taking.

4. Encourage a discussion on:
    * any similarities in the concept of 'stress' as shown in the statues.
    * how people felt during the activity. Did they feel stressed and, if so, what caused those feelings?
    * how many of the words listed are causes or effects of stress?

LEADER'S NOTES

Keep strict time limits to this, even if it means that some sculptors do not have time to finish. You can discuss the

fact that time constraints are often an important factor in
causing stress. If you feel the group is not used to active
learning methods, you could use Activity 7B instead.

ACTIVITY
7B

BRAINSTORM: WHAT DO YOU THINK OF WHEN YOU HEAR "STRESS"?

OBJECTIVES	RESOURCES
To generate a range of ideas related to stress in schools. To identify some of the causes and effects of stress in schools.	Large paper, OHT or board. **Time: 20 minutes**

METHODS

1.   Check that participants understand the rules of
      brainstorming:

   •   All ideas are recorded
   •   No discussion

2.   Ask them to think about school and then to call out,
      or brainstorm, everything which comes into their heads
      when they hear the word "STRESS"(See leader's notes 7B
      for an example from one workshop).
                                    (continued on next page)

LEADER'S NOTES

You may want to use this activity as an alternative to
Activity 7A, if the group is not used to active learning
methods.

Draw their attention to the fact that stress may be caused
by personal factors, such as a person's own beliefs,
emotions, ways of thinking, behaving and relating. However

it may also be caused by external factors such as the
physical environment, the way a school is organised and
managed and the job itself. In considering stress in
schools, we need to address all aspects.

ACTIVITY
7B (continued)

BRAINSTORM: WHAT DO YOU THINK OF WHEN YOU HEAR "STRESS"?

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3.   Write all the words, without comment, on a large sheet of paper, OHT or board.

4.   When they seem to be running out of ideas, ask how many of the words listed are:

   • **causes of stress**

   • **the effects of stress** (some of these may be the same as the causes)

   Circle examples of words in each category, using a different colour pen for each.

5.   Encourage them to discuss what their list of words tells them about their attitudes to stress. Do they view it as something negative? What do they think are the main causes of stress for students?

Example of a group's brainstorm on stress

STRESS

Too much workExams

MarkingIllness

TensionAnxiety

HeadachesNail biting

BereavementNot coping

TeenagersMove to new place

DeadlinesLow wages

BillsMoney

MothersDiarrhoea

FathersNoise

Dry mouthPublic speaking

IrritationNerves

ACTIVITY
7C

LECTURETTE ON STRESS

OBJECTIVES	RESOURCES
To give information about the idea of stress.	OHT 7C:'What is Stress?' Flipchart paper or board. **Time: 5 minutes**

METHODS

1. Referring to the words generated in either Activity 7A or 7B, point out that stress is usually thought of as negative. Show OHT 7C, and talk them through it.

2. Ask for examples for each of the four quadrants and write their suggestions on a board or flipchart sheet (see leader's notes 7C for an example).

LEADER'S NOTES

If you have time, you could ask participants to fill in the quadrants with examples of their own sources of stress, comparing their results in pairs.

LEADER'S NOTES

7C

Example of sources of stress identified on a workshop in Poland

High demand

Exams   Exams
Discussions   Speaking English
Marriage   Being hurried
                         Getting up early

Wanted   Not wanted

Relaxation   Sunday
Lazy holiday   Boring work
Resting   Conferences
                         Being unemployed

Low demand

"WHAT IS STRESS?"

■   Nobody can function without stimulation or
    challenge. Some of these challenges are **wanted**
    and some are **not wanted.**

■   The challenges may come from:

  -    *outside* you. They may be the result of
       too much or too little pressure

  -    *within* you. They may be a product of
       your own value systems and expectations

High demand

Wanted   Not wanted

Low demand

■   Stress can be defined as the experience of over-
    or under-stimulation. The demands are **high** or
    low.

ACTIVITY
7D

CHOOSING AND DISCUSSING OBJECTS:YOUR SOURCES OF STRESS

OBJECTIVES	RESOURCES
To offer participants an opportunity to become clearer about their own sources of stress. To practise clarifying skills.	A large collection of small objects: e.g. shells, stones, leaves, coins, paper clips, toy models. Several tubs of Play-Doh or similar modelling clay. **Time: 30 minutes**

METHODS

1.   Explain that this activity will give them a chance to think further and to be clearer about their own sources of stress. It will also allow them to practise clarifying skills.

2.   Point out that at this stage they are not necessarily looking for solutions to their problems. Ask for suggestions on they might help someone to be clearer. What are the skills involved? (See leader's notes 7D for some suggestions).

3.   Ask them to close their eyes and to think for just a minute about their sources of stress. Meanwhile, in the centre of the room, spread out all the small objects and the tubs of Play - Doh.

LEADER'S NOTES

As this activity is about their own sources of stress, it is important at the beginning to raise issues about confidentiality, if this has not already been discussed in the group. It is probably best if everyone will agree that

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personal things shared in a pair will not be discussed in
the large group, unless the person who raised them wishes
it.

ACTIVITY
7D (continued)

CHOOSING AND DISCUSSING OBJECTS:YOUR SOURCES OF STRESS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS
(continued)

4.   Invite them to select 3 or 4 objects, to represent
      their sources of stress. If there are no objects
      suitable, suggest that they make their own from the
      modelling clay.

5.   Ask them to form pairs, with someone they do not work
      with, and to find somewhere they feel comfortable
      talking. Remind them, as the person helping, of the
      importance of body language and of how you are sitting
      together.

6.   Explain that they should spend 10 minutes each talking
      about their sources of stress and the other person
      trying to help them to be clearer.

7.   They should then spend five minutes, giving one
      another feedback on what helped and what hindered them
      in being clearer.

8   Ask them in their pairs to form groups of eight, to
      list the types of things which cause stress,
      (remembering that it is OK to talk about their own
      sources of stress but not to disclose what their
      partner had said).

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9.    In the whole group, invite people to share:
        •    common causes of stress
        •    anything they have learned from doing this.
        •    whether they could use objects or modelling with
             students and how.
```

LEADER'S NOTES

7D

CLARIFYING SKILLS

- **asking open questions**, such as "how do you feel about that?" Open questions often start with "How...?" or "What...?". Avoid closed questions, such as "are you unhappy?" They usually invite a "yes" or "no" answer.

- **keeping silent.** This gives the speaker time to say what he or she needs without interruption. It also lets the listener concentrate on the person speaking.

- **paraphrasing,** or checking that you have understood. Reflect back to the speaker what you believe them to be saying.

- **reflecting feelings,** mirroring back to the speaker the emotions which they felt or are still feeling, eg. "It seems as though you were very angry about that." However avoid saying "I know how you felt"...you probably don't!

- **encouraging them to be concrete and specific**

- **encouraging the flow of words,** by showing you are listening and by repeating one or two of the speaker's last words.

- **summarising,** drawing out the main points which the speaker has made and the feelings he or she has expressed.

ACTIVITY
7E

QUIZ: WAYS TO MANAGE STRESS	
OBJECTIVES	**RESOURCES**
To encourage participants to appreciate that people need a wide variety of ways of managing stress. To offer an opportunity for participants to assess their own ways of managing stress.	Handout 7E:'Managing Stress' Pens **Time: 30 minutes**

METHODS

1. Explain that we all need a range of strategies for coping with stressful situations. Ask each person in turn round the group to say one thing which they do to help themselves when they are stressed. List their responses.

2. Give each person Handout 7E and ask them to tick the appropriate columns, according to their ways of dealing with stress. Make sure that they know that this is not a scientific instrument, but is designed to get them thinking about their ways of coping. Ask them to add to the boxes on Handout 7E any methods which are on their list but not on the handout.

3. They should then look to see where they have most ticks.

4. Invite them to compare their results in pairs. Which boxes are their weakest and which are their strongest? Which methods do they most need to develop to be sure that they have a balance in the ways they manage stress?

5. In the whole group, invite them to share any learning from this. How could schools help students to manage stress?

LEADER'S NOTES

This can be a useful activity to end the day. Ask them to

complete the quiz in their own time. Begin the next day
with steps 4 and 5.

MANAGING STRESS QUIZ   **HANDOUT 7E**

We all need to have a range of different ways of
managing stress. When you are stressed, what do you do
to help you to cope? This informal quiz is designed to
get you thinking. Tick the relevant ways in the
appropriate column. Add any other methods which are not
mentioned.

TACKLING THE PROBLEM Often   Occasionally

Weighing up the pros and cons

Being clear about your goals
and priorities

Asking for advice

Letting your views be known

Obtaining more information

Other ways......

NURTURING YOURSELF   Often   Occasionally

Giving yourself a treat

Having a relaxing bath or shower

Taking some time out
(a holiday or even a few hours off)

Eating proper meals

Going somewhere peaceful

Other ways......

EXPRESSING YOUR FEELINGS   **Often   Occasionally**

Sharing how you feel with a friend,
colleague or counsellor

Having a good cry

Letting out your anger without
hurting anyone, eg. shouting, screaming
in private, or hitting pillows

Dancing or singing

Using creative expression, e.g. writing,
sculpture or playing a musical instrument

Other ways......

DISTRACTING YOURSELF   **Often   Occasionally**

Turning your attention to a hobby
or interest

Talking about something else

Taking some exercise

Concentrating on a mental task

Helping someone else

Other ways......

Looking at each box, have you more ticks in some than in
others?

ACTIVITY
7F

GROUP BRAINSTORM: WHIRLPOOL OF STRESS

OBJECTIVES	RESOURCES
To explore further the different causes of stress	OHT 7F: 'Whirlpool of Stress' Prompt sheet 7F: 'The causes of stress,' cut into separate sections for each group. Large paper and pens **Time: 45 minutes**

METHODS

1.   Show OHT 7F: 'Whirlpool of Stress', or draw it on a board. Explain the words in the waves refer to different levels from which stress can suck the person under, expanding from the personal or individual all the way to the universal.

2.   Ask them to work in five groups, each addressing a different wave:
     Group 1: Individual
     Group 2: Interpersonal
     Group 3: Organisational
     Group 4: Community and cultural
     Group 5: National, international and universal.

3.   Give each group the relevant section of Handout 7F:'The Causes of Stress'. Ask them to list on a large sheet of paper the main causes of stress, for their wave, for **people in their school** - both staff and students.

4.   In the whole group, ask each small group to give a short summary of the main points of their discussion.

LEADER'S NOTES

You may prefer to delay giving out Handout 7F until they have talked for a while in their small groups and started to make

their own lists of causes. Give out the handout when they seem to
be running out of ideas. It will then act as a prompt sheet.

WHIRLPOOL OF STRESS

INTERNATIONAL AND UNIVERSAL

NATIONAL

COMMUNITY, CULTURAL

ORGANISATIONAL

INTERPERSONAL
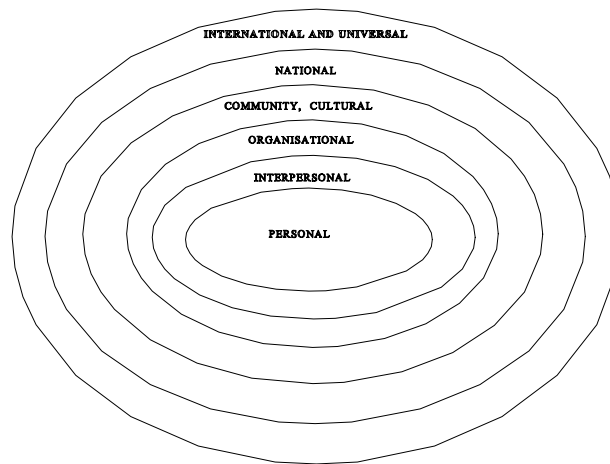
PERSONAL

Stress is rarely the result of one single cause.

OHT 7F

HANDOUT 7F

THE CAUSES OF STRESS

INDIVIDUAL FACTORS

Stress can be caused by a person's own beliefs, feelings and ways of thinking and behaving.

Examples of Causes	
Lack of organisation Poor time management A need to be in control Inability to say no	Financial worries Feeling inadequate Unrealistic expectations of oneself Inability to delegate

INTERPERSONAL FACTORS

Stress can be caused by interpersonal factors - by the way in which a person relates to others. The box below offers you some examples of possible causes of stress from relationships at work, in the family and generally.

Examples of Causes	
Lack of respect from others Being taken for granted Not being involved in decision making Dealing with aggressive people	Other people wanting perfection Lack of autonomy at work Unrealistic expectations of others Inability to delegate

ORGANISATIONAL FACTORS

Stress can be caused by organisational factors - by the way in which a person's workplace is organised or managed. It can be caused by the physical environment, by the ethos in the organisation and by the systems in operation.

Examples of Causes	
Unclear values and goals in the organisation	Lack of recognition to employees
Not enough staff for the job	Lack of constructive feedback
Poor levels of communication	Insufficient training
Inadequate equipment	Highly competitive structures
	Autocratic management

COMMUNITY AND CULTURAL FACTORS

Stress can be caused by factors specific to the community in which you live or work, or by cultural values or ways of living.

Examples of Causes	Poor housing
Inadequate local services	High crime rates
High levels of unemployment	Racial, religious and sexual prejudice
Traffic congestion	

NATIONAL, INTERNATIONAL AND UNIVERSAL FACTORS

There may be decisions or events at national level which create stress. It may be caused by international factors - i.e. the way in which the world affects you. Each of us is also affected by our place as humans in the universe, by life and death, and by our vulnerability.

Examples of Causes	
National disasters, e.g. floods/earthquakes	Spiritual doubts and confusions
Governmental policies	Dispossession - people becoming refugees
High taxation	Clashes between different politics, values and cultures
War and the threat of war	
Civil unrest	The comparative insignificance of a human
Environmental damage affecting large parts of the	

planet	being in the universe

ACTIVITY
7G

DRAWING: THE SIGNS OF STRESS

OBJECTIVES	**RESOURCES**
To identify the warning signs of stress at the personal, interpersonal, organisational and community levels.	Handout 7G:'Warning Signs of Stress' Large paper and pens **Time: 40 minutes**

METHODS

1. Divide participants into four groups and give each a large sheet of paper and pens.

2. Ask each group to consider one of the following levels: **personal, interpersonal, organisational or community.** Ask them to think about how they would know that a person, relationship, organisation or community was stressed. What signs would there be?

3. Ask them to draw and label these signs on a large sheet of paper. Allow 20 mins.

4. Ask one person from each group to go with their sheet to the next group. Make sure that they all move in the same direction. This person should explain what the drawings mean. They should listen carefully as someone else has to take the sheet to the next group. Ask them to add anything which they feel has been omitted.

5. Repeat the process until each group has seen each sheet. Ask them to reassemble in their original groups to look at what has happened to their sheet.

6. In the whole group, invite questions about what is on any of the sheets. Is there anything which has been added that they would like explained?

7. Give out Handout 7G, if it seems appropriate.

LEADER'S NOTES

It may be helpful to give the first group a sheet of paper with a person's large silhouette already draw. This will show clearly

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that you want drawings and not just words.
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WARNING SIGNS OF STRESS   HANDOUT 7G

Factors	Examples of signs
INDIVIDUAL	Being irritable Tired all the time Too busy to take holidays or time off Bringing work home Too litle time with friends/family Alcohol or drug abuse Headaches Eating too much or too little
INTERPERSONAL	Increasing resentment and anger Increasing isolation Avoiding people Blaming others Constant arguments Less commitment to work Illness Emotional outbursts
ORGANISATIONAL	High staff turnover Vandalism Poor working relationships Reduced quality of services Increased disputes and strikes Less commitment to work High absenteeism and lateness Low morale High illness rates
COMMUNITY AND CULTURAL	High levels of alcoholism and drug abuse Increased strikes and disputes High levels of suicide High illness rates Racial attacks

NATIONAL, INTERNATIONAL AND UNIVERSAL	International disputes High levels of suicide High illness rates Racial conflicts Terrorism Rise of nationalistic/extreme political movements

ACTIVITY
7H

PAIRS: YES AND NO

OBJECTIVES	RESOURCES
To introduce the idea of assertiveness in an active, fun way. To focus on feelings rather than words or intellectual arguments. To relate this to participants' usual way of being and communicating.	An open space in the room **Time: 15 minutes**

METHODS

1.   Ask participants to stand in pairs facing one another.

2.   Ask them to raise their hands as if they were going to push something and to place their hands palm to palm. Their hands should touch but they should not exert any pressure.

3.   Explain that one of them is to say YES, the other NO. They should decide who is saying what. Tell them to begin.

4.   After a couple of minutes, stop them and ask them to change so that the person who was saying YES is now saying NO and vice-versa.

5.   Again after a couple of minutes and still standing,

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            invite them to share with one another how it felt
            doing that.
                                    (continued on next page)
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LEADER'S NOTES

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This activity tends to get very noisy and can lead to some
heated emotions if you let each step continue for longer
than a couple of minutes.
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ACTIVITY
7H (continued)

PAIRS:YES AND NO

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

6.   Ask them to repeat the exercise, steps 2 to 5, but this time they should say YES and NO as if their lives depended on it.

7.   In the whole group, discuss how they felt doing this activity. Encourage a focus on feelings rather than rationalisations. You could ask:

- were there any differences between saying YES or NO?
- how did it feel to say YES/NO as if your life depended on it?
- were they aware of any differences in their body positions or in the amount of pressure they used?
- did any images come to mind in doing this activity, which reminded them of past experiences or communications?
- have they learnt anything new about themselves through doing this activity?

8.   To make sure there are no ill feelings left, ask them
      to turn to the person they worked with and briefly
      'make friends' again. If they wish, they can both say
      YES!

ACTIVITY
7I

ROLE PLAY: A DRAMA TRIANGLE

OBJECTIVES	RESOURCES
To explore common patterns of communication. To encourage participants to think about the role they may often play in communicating with others.	Three people who are willing to demonstrate : Victim, persecutor and rescuer. OHT 7I: The Drama Triangle **Time: 30 minutes**

METHODS

1.   Before the session, ask three people if they will act
      out a scene in the middle of the group. Explain to
      them that one person is to be accusing the other of
      something (**a persecutor**). The person being accused is
      to act as **a victim**, taking the blame and not standing
      up for themselves. The third person tries to be **a
      rescuer**, coming to the victim's rescue, and often
      speaking for him or her. Ask them to think of a
      situation that is realistic and relevant to the
      workshop. For example the persecutor could say " I'm
      fed up with you always arriving late. You never take
      anything seriously," or "I don't want to work in a
      small group with you again. You've never got anything
      to say. "

2.   In the session, explain to the group that three people
      are going to act out a scene. Ask them to try and
      guess the name that they might give to each type of
      person.

LEADER'S NOTES

In order that people are not too disturbed by this process,
you should choose three 'actors' who are confident enough
to perform in front of others and who do not usually fit
the role they play.

Participants may think that there are no problems with
being a rescuer. It may help to ask them to think how we
feel when we are rescued and introduce words such as
passivity and patronised.

ACTIVITY
7I (continued)

ROLE PLAY: A DRAMA TRIANGLE

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS
(continued)

3.   Let the scene continue for two or three minutes and
      ask for suggestions about the roles people were
      playing.

4.   Show OHT 7I: The Drama Triangle. Explain the thee
      roles and how they often change around the triangle,
      e.g. the rescuer becomes the persecutor. Ask them what
      is the problem with each of these roles. You may have
      to clarify in particular what is 'wrong' with being a
      rescuer.

5.   Ask them to work in groups of three, each person
      playing either persecutor, victim or rescuer. The
      persecutor should begin the conversation, by accusing
      or blaming the victim of something. The victim and

rescuer should then respond as appropriate.They should keep going for two or three minutes until they get a sense of how it feels to play that role.

6.   Still in their threes, discuss what happened:

- How did each person feel?
- Did the roles change?
- How easy was it to play that role?
- What did each person do or say which was typical of a persecutor, rescuer or victim?

7.   If time allows, each person in the threesome could try each role.

8   Ask them to form a pair with someone in a different threesome, to talk about which role they think they tend to play most in life.

9.   In the whole group, ask for any learning which has come from this activity.

THE DRAMA TRIANGLE

PERSECUTOR

VICTIM   RESCUER

OHT 71
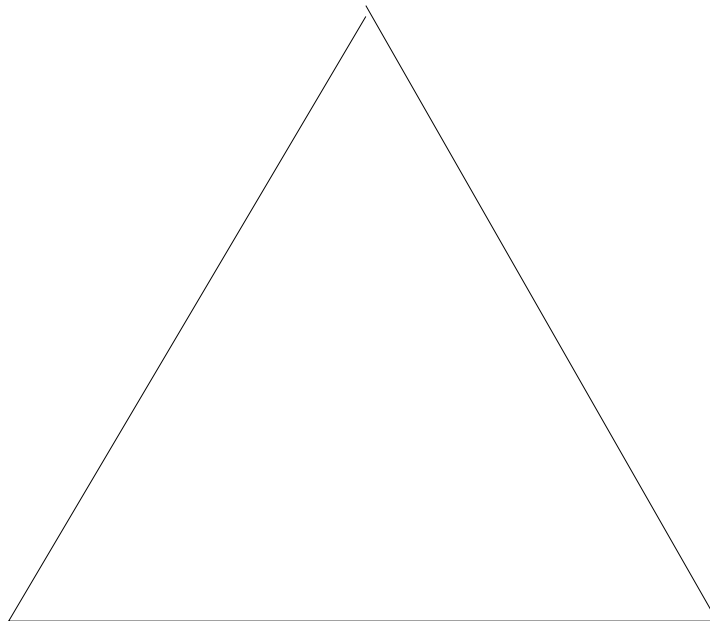
ACTIVITY
7J

LECTURETTE: I'M OK - YOU'RE OK.

OBJECTIVES	RESOURCES
To introduce the concept of "I'm OK, You're OK."	A board on which you can draw the four quadrants : I'm OK, You're OK. I'm OK,You're not OK I'm not OK, You're OK I'm OK.,You're not OK **Time: 20 minutes**

METHODS

1. On a board, draw two axes: I'm OK....I'm not OK, and You're OK...You're not OK (See leader's notes 7J). Explain that it is generally considered that early in life a child will take up a position about his or her worth, and about other people's worth, based on experiences and how others treat him or her. This can tend to influence a person throughout life, causing him or her to be predominantly in one of the quadrants.

2. Bearing in mind activity 7I, ask them to say into which quadrants they think the rescuer, persecutor and victim would fit. Write these on the board. Then, for each quadrant, ask how a person in that quadrant might behave, think or feel. Write suggested words into the quadrants.

3. Bearing in mind relationships in schools between teachers and students, which quadrants do they think best apply to teachers and to students?

LEADER'S NOTES

For participants wanting to know the basis of this model, it originates from "Transactional Analysis", a

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psychotherapeutic approach developed by Dr Eric Berne.
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LEADER'S NOTES 7J

FOUR POSITIONS

I'M O.K.

Giving Advice	Equal standing
Exclusion	Valued
Judgemental	Mutual respect
Anger/Agression	Co-operative
Self-important	No blame
Make demands	Change - moving forward
Closed/	Risk taking
Dictator/Manipulation	Healthy conflict
	Live with own limitation
PERSECUTOR/RESCUER	**ASSERTIVE**
(Getting rid of)	(Getting on with)

YOURE   YOURE

NOT O.K   O.K

Impasse	It's alright for you
Nothing moves	Martyr
Lack of clarity	Poor self-esteem
Despair	Wanting to please
Poor self image	Guilt trip
	Grass is greener
"Help me"	Resentment
	Manipulation
"Why me"	Moaning
VICTIM	**VICTIM**
(Getting nowhere)	(Getting away from)

I'M NOT O.K.

ACTIVITY
7K

VISUALISATION: GROWING A TAIL

OBJECTIVES	RESOURCES
To help people experience the feeling of being 'grounded.' To increase awareness of the importance of feeling grounded.	An open space in the room **Time: 15 minutes**

METHODS

1. Ask participants to work in pairs, choosing a partner who is approximately the same weight. They should decide who is 'A' and who is 'B'

2. Ask the A's to stand in a circle facing inwards, and the B's to stand behind them. B's role, at this stage, is to simply be there for their partner

3. Ask the A's to stand with their feet parallel, at about hip distance apart. Make sure that they unlock their knees. Read out the instructions on the leader's notes - slowly and gently.

4. Invite them to talk in pairs about what they experienced.

5. If time allows, repeat the activity, with B's growing a tail.

6. In the whole group, invite any comments about the activity. Is this something which they could use with students and, if so, how?

LEADER'S NOTES

People are likely to experience this in very different ways. Most are amused by it. Although it is light-hearted, encourage people to be quiet throughout it. Some may find it difficult to visualise. Make sure that they know that

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there is no 'right' way.
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LEADER'S NOTES
7K

INSTRUCTIONS FOR THE VISUALISATION

"When you are ready, close your eyes. I want you to concentrate on how you feel. Go inside yourself for a moment and notice if you are feeling tense in any part of your body. If so, relax it.

Notice how you are breathing. Try to breathe in deeply. As you breathe in, imagine that you are breathing in warmth, and as you breathe out imagine that you are getting rid of tension and worries.

Now I want you to imagine that you have a strong thread coming down through your body. It comes in through the top of your head, and down your spine. It is holding your head and spine straight. It goes right down to the base of your spine, to the small bone, the coccyx. Get a feeling of this thread supporting your head and body, like a puppet on a string, and get a sense of where the thread reaches the bottom of your spine. Now I want you to imagine that the thread is growing still further from your spine. You are growing a tail. It can be any kind of tail you like. A lion's. A squirrel's bushy tail. A monkey's. You choose the sort of tail you would like.

It is a very magic tail because it can grow and grow. It is growing longer and longer until it touches the floor. Because it is magical, it carries on through the floor. Down and down...through the earth..down and down...until eventually it reaches the centre of the earth.

When it reaches the centre, there is a hook, waiting for you. Everyone has a hook. You may have to search

for it, but it is there. Your hook, just for you. Your magic tail ties itself round this hook. It can tie itself in a knot and fix itself very securely to the hook. Get a feeling of what it is like to feel anchored to the centre of the earth, rooted, where you belong.

Now I want your partner to go behind you, put their arms round you and try to lift you. Keep your eyes closed and stay anchored.

(It is likely that they will be very difficult to lift, feeling rooted to the ground)

Once your partner has tried this, they should go back to where they were standing.

I want you to untie your tail now. Gradually pull it back through the earth. Up and up. Like sucking spaghetti up into your mouth. Pull it up through the floor. It's shrinking and shrinking, and disappearing back into the base of your spine. Your tail has gone. You are no longer connected with the earth. Now bring your attention up into your head. What thoughts are buzzing around? Is there anything worrying you. Think for a moment about some of the things which disturb you at work or at home.

Now I want your partner to again try and lift you.

Is there any difference?"

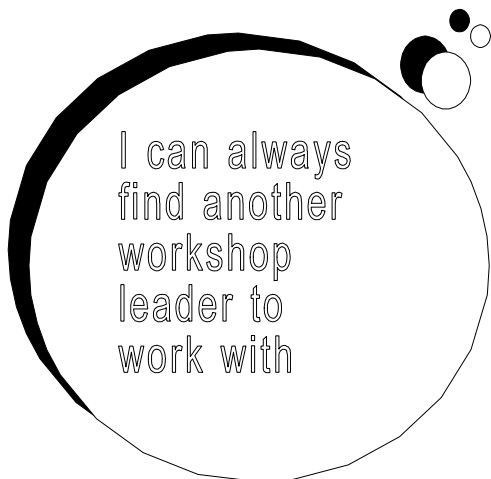*(Their partner will probably find that they are quite easy to lift, seeming much lighter than last time.)*

ACTIVITY
7L

REWRITING OUR 'INNER SCRIPTS':POSITIVE SELF TALK

OBJECTIVES	RESOURCES
To help participants reflect on ways in which their 'inner scripts' affect their stress levels. To give participants practice in replacing negative self talk with positive.	OHTs 7L Piece of large paper for each participant Large pens **Time: 30 minutes**

METHODS

1.   Remind participants that some of the causes of stress come from inside ourselves. However difficult a situation, we can certainly make it better or worse for ourselves by how we react. We each have an 'inner script' running in our head which is what we are saying to ourselves, interpreting the events that happen to us. Tell them that this activity will invite them to identify some of the 'lines' they give themselves that cause them to feel stressed about a situation, and invite them to 're-write this inner script' in a more positive way.

2.   Use OHTs 7L, or copy them on to a board or flip chart. Go through the examples, which show how one of the group leaders of the workshop re-wrote their negative inner script about what might happen at the workshop.

3.   Tell them that they will be asked to share the results of the next task, so they should only write down things they are happy to let the whole group know.

ACTIVITY
7L (continued)

REWRITING OUR 'INNER SCRIPTS': POSITIVE SELF TALK

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS
(continued)

5.   Invite them to copy on their paper the happy face and fill in the speech bubbles with some 'lines' that replace each negative thought in turn with a positive one. The positive thought should be as closely related to the negative one as possible.

6.   Ask the pairs to become fours. They should share their bubbles and think of ways to fill in any blanks they still have, or write better versions of the positive thoughts than the ones they had before. In their groups, ask them to each then discuss the similarities and differences between their responses to situations.

7.   Invite the groups to display their bubbles round the room and walk round reading the scripts.

8.   Bring everyone back together, sitting in a circle. Suggest that, with practice, it is possible to replace negative with positive thoughts on a permanent basis, and to begin to act on the basis of the positive thought. Ask them:

•   whether they find this a useful idea;

•   whether and how they might use this method with students.

9.   Invite the group to share any lines from the positive scripts they have seen that they particularly like or find useful.
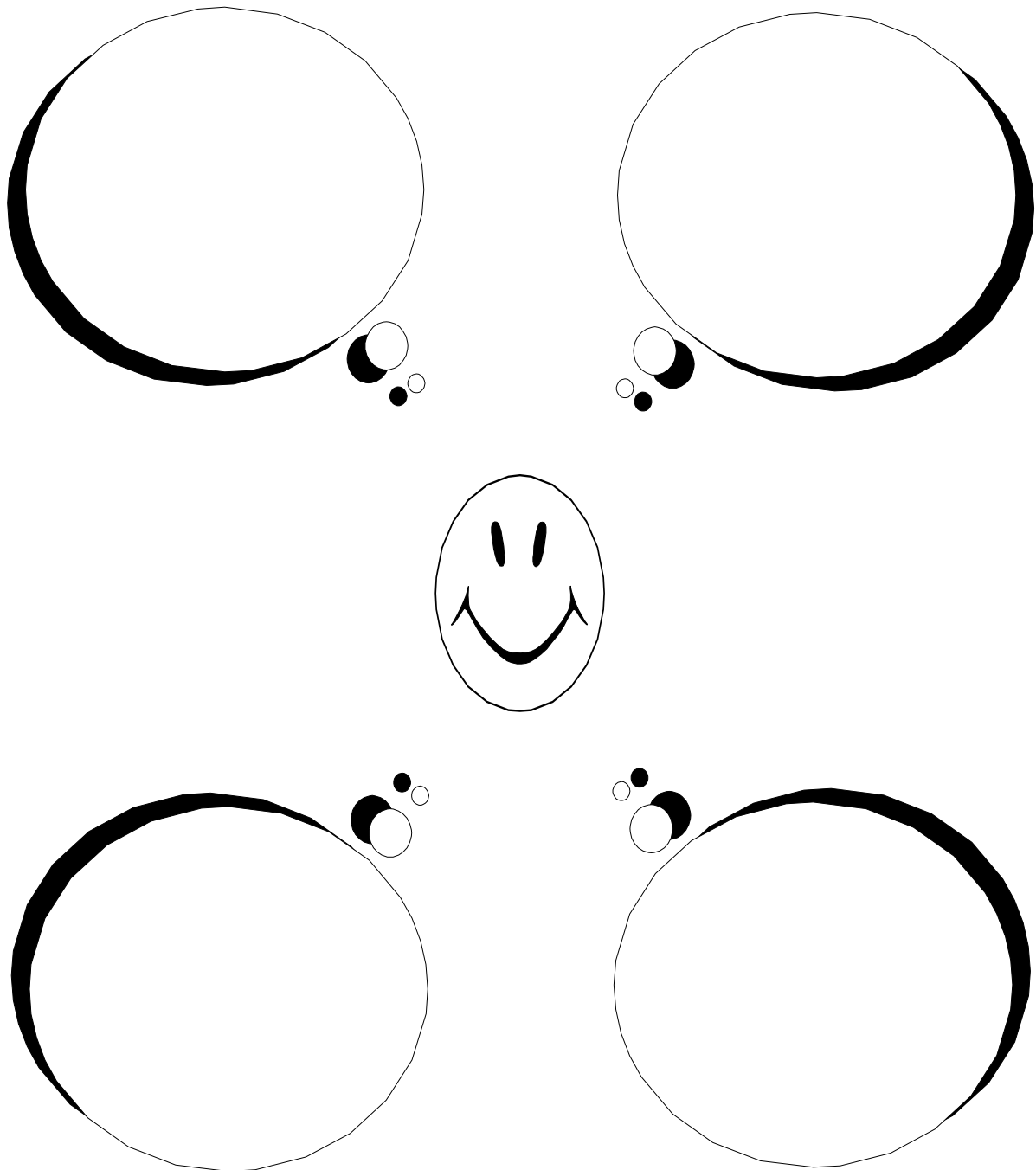
Perhaps they'll find all the methods frightening

Suppose no-one turns up!

Suppose I fall out with the other workshop leader

What if they hate role play?

OHT 7L.1

People enjoyed the active methods last time

Getting people to turn up is not my responsibility

I can always find another workshop leader to work with

If they hate role play we'll do something else - no problem
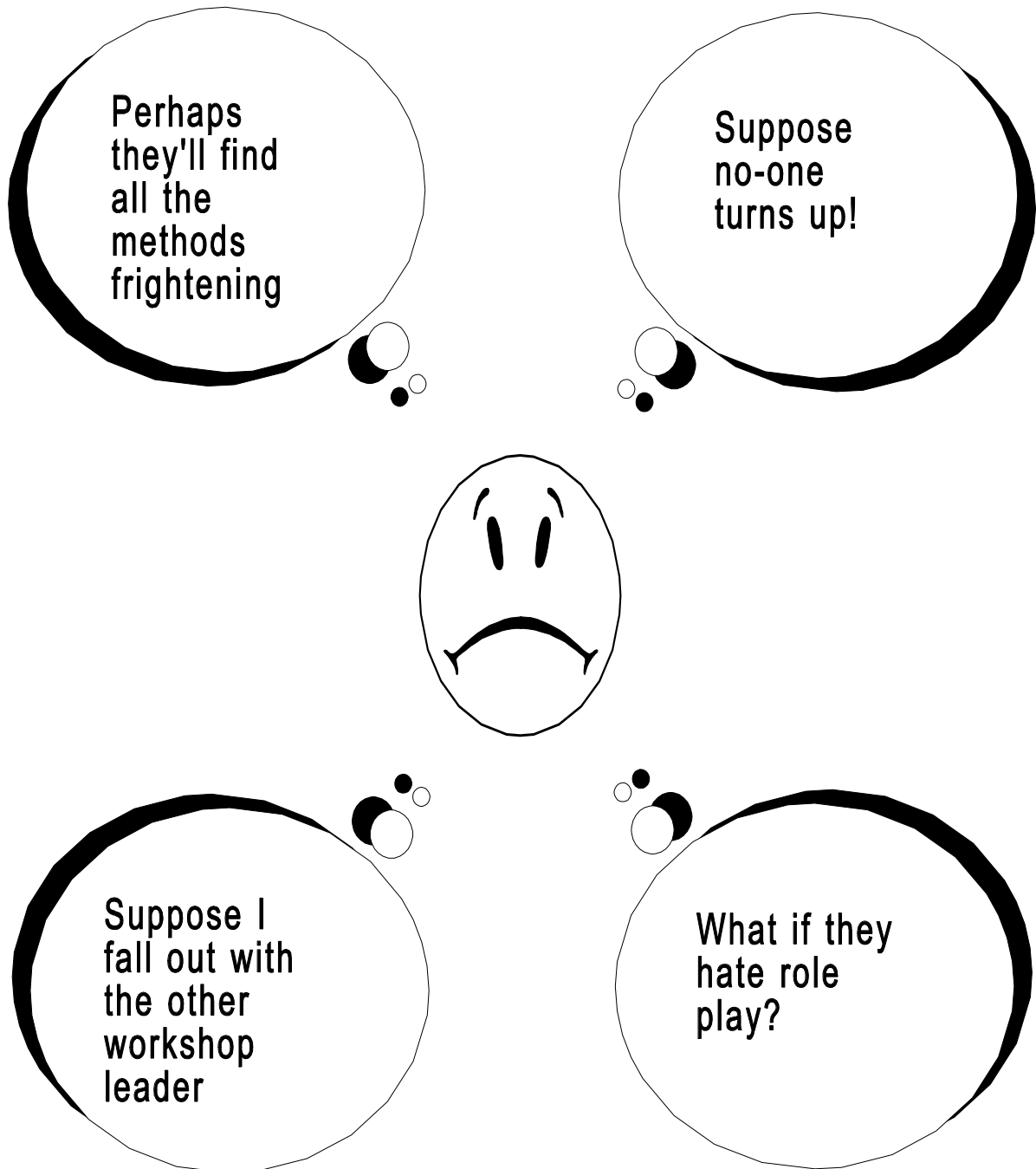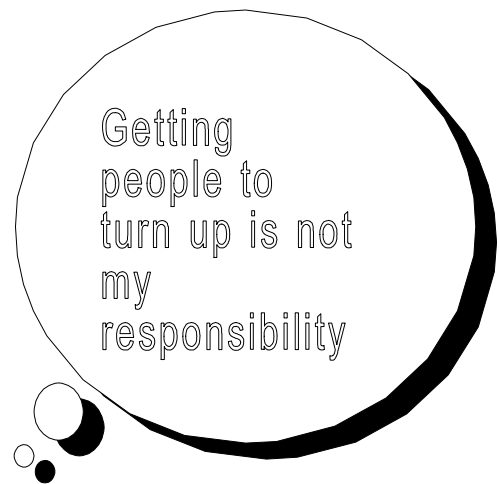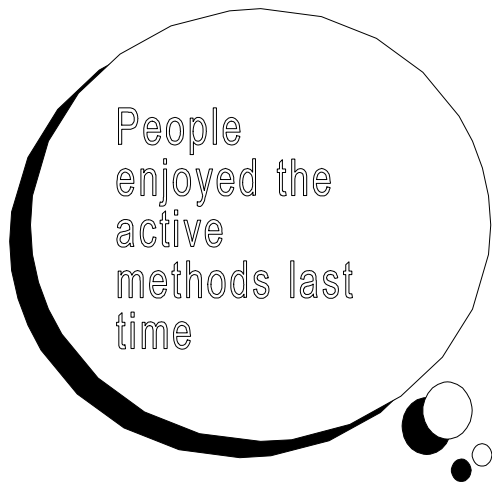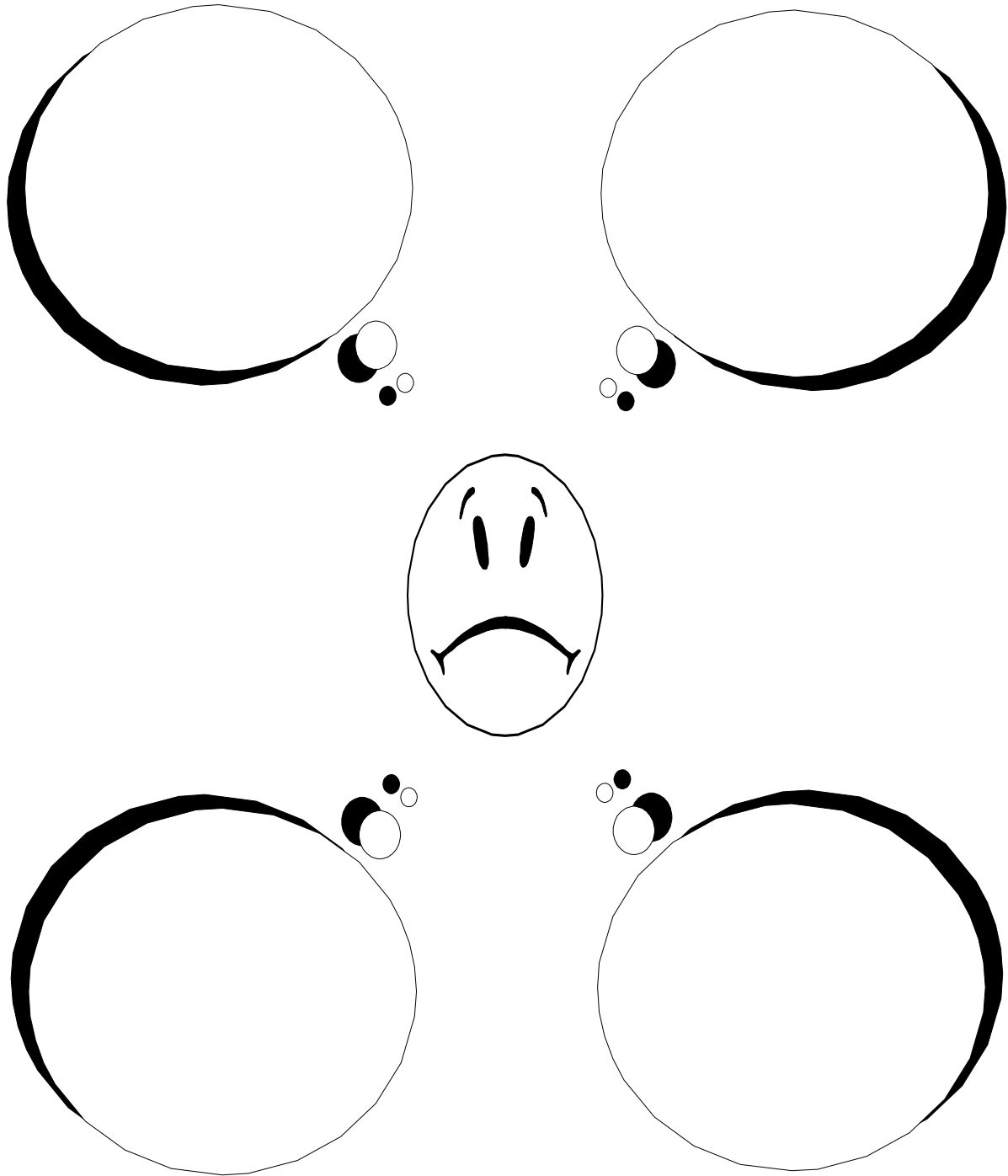
OHT 7L.2

OHT 7L.3

OHT 7L.4

ACTIVITY
7M

ROLE PLAY: STANDING UP FOR YOURSELF ASSERTIVELY	
OBJECTIVES	**RESOURCES**
To give participants the opportunity to practise assertiveness skills.	Handout 7M.1: 'Assertiveness Means' Handout 7M.2: 'Assertive situations' **Time: 45 minutes**

METHODS

1.   Give out Handout 7M.1: 'Assertiveness Means' and ask them to read through it. Invite questions on any points which they would like clarified or with which they disagree. Ask them how they would know if someone was being assertive. What exactly would they do?

2.   Divide participants into groups of three.

3.   Give each person Handout 7M.2. Explain that, in each of the three situations described in the handout, one person will practise being assertive, another will play the role of someone resisting and the third person will act as observer to give feedback to the players. They should arrange it so that each person in their trio has a chance to play each role. Ask them to decide quickly who is playing which role in Situation A.

LEADER'S NOTES

Some participants may feel reluctant to begin the roleplay. Make sure that they do not start discussing the situation rather than practising skills.

If you wish, you could extend this activity by inviting participants to think of their own situations, in which

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they personally find it difficult to be assertive, and role
play these in groups.
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ACTIVITY
7M (continued)

ROLE PLAY:
STANDING UP FOR YOURSELF ASSERTIVELY

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Tell them they have 3 minutes to role play the
     situation.

5.   At the end of the time, still in their threes, discuss
     (in the following order):
*   how the person who was being assertive felt about the
     conversation. What did they do well? How could the
     communication have been improved?
*   how the other player felt?
*   what the observer noticed

6.   Repeat for situation B, and then C.

7.   Discuss in the whole group. You could ask the
     following questions:
*   which situation did they find most difficult and why?
*   what helped or hindered them from being assertive?
*   what have they learnt from this activity?
*   how could they use this type of activity with
     students?

ASSERTIVENESS MEANS:-

- **Valuing myself,** both as a person and what I do. Believing I have rights. Acknowledging that I have a right to feel however I feel.

- **Taking responsibility for myself:** for how I feel, for what I think and do.

- **Behaving openly and directly:** being 'straight' with others, rather than trying to manipulate or deceive them.

- **Recognising my own needs and wants independently of others.** Recognising that I am more than a particular role, such as wife, father, lover, daughter or teacher.

- **Allowing myself to make mistakes:** recognising that sometimes I will make a mistake and that it is alright. In order to learn, I need to take risks.

- **Allowing myself to enjoy my successes:** valuing myself and what I have done, and sharing it with others.

- **Respecting other people** and their right to be assertive.

- **Recognising that I have a responsibility towards others,** rather than being responsible **for** others.

ASSERTIVENESS SKILLS INCLUDE:

- **Making clear "I" statements**. For example, "I feel angry when you criticise me" is more assertive than "You make me feel angry when you are so critical." Similarly "I feel rather nervous about doing a relaxation exercise" is more assertive than "Most people here don't like relaxation exercises."

- **Acknowledging the other person's position or feelings**. For example, "Thank you for asking. I can see that you are in a difficult position."

- **Asking for what I want**, rather than hoping someone will notice and moaning later that I did not get it.

- **Being specific and clear**, about what I want and don't want.

- **Changing my mind**, if and when I choose to.

- **Asking for 'think it over' time**. For example, when people ask me to do something and I am not sure, I could say "I would like to think it over and will let you know my decision by the end of the week."

- **Setting clear boundaries**. For example, "I know that you would like me to visit you and thank you for inviting me. However I can't come this weekend and would like to make it later in the year."

- **Appropriate body language**: gentle, relaxed gaze; upright, well-balanced posture; appropriate distance; open body language; firm, confident tone of voice; attentive; being at the same eye level whenever possible.

HANDOUT 7M.1

ROLE PLAY SITUATIONS: BEING ASSERTIVE

SITUATION A

You live in a block of flats. A couple have recently moved into the flat above. You have been unable to sleep for several nights because of the noise coming from upstairs. It sounds as though they are hammering, or doing building alterations. They also have music playing very loudly. You decide to speak to them.

(**Note for noisy neighbours**: until now you have been living with relatives, and you are delighted to get a place of your own, where you can do what you like, without interference.)

--- *SITUATION B*

Resources in your school are in short supply. A colleague has borrowed something which you need, for example books, or large sheets of paper or card, (you decide). This is not the first time it has happened and you are beginning to feel irritated by it. You decide to say something.

(**Note for colleague**: as a new member of staff, you have problems finding the resources you need. You are not sure of the correct procedure.)

SITUATION C

You always spend a particular festive occasion (Christmas, your birthday, you decide) with a close relative (your mother, brother, you decide). This year you have been invited to go away on holiday with friends somewhere you have never been before. You know your relative will be upset if you don't go, but you also know that they have plenty of other people they could spend the festive occasion with. You feel that you very much need a holiday as you have been working hard recently. On a visit to the relative, you decide to talk about it.

(**Note for relative**: you were very much looking forward to

the sort of festive occasion you know and love and are
determined to make this person come if you possibly can. If
you can't persuade them, try to make them feel as guilty as
possible!)

HANDOUT 7M.2

**ACTIVITY
7N**

REVOLVING SHEETS: WHAT TO DO ABOUT ORGANISATIONAL STRESS	
OBJECTIVES	**RESOURCES**
To identify a range of strategies for dealing with stress in organisations.

To increase participants' confidence in solving problems. | Large sheets of paper

Large pens

Time: 45 minutes |

METHODS
1.   Explain that the workshop until now has dealt mainly with stress caused at a personal and interpersonal level. In this activity they will look at how stress can be managed and prevented at an organisational level. Refer them to any work which they produced for the organisational level in Activity 7F (the Whirlpool of stress). In the whole group brainstorm and list some of the causes of stress in schools as organisations.

2.   Divide participants into four groups, using one of the methods described in Appendix 2.

3.   Ask each group to choose one cause of stress from this list. Each group should have a different cause.
<div align="right">(continued on next page)</div> |

LEADER'S NOTES
It is helpful to draw on a board how participants should

arrange their sheet of paper (as in the leader's notes).
You need to emphasise that they should write their comments
in the **bottom** section and that they should pass the sheets
in the same direction, otherwise there could be complete
confusion!

ACTIVITY
7N (continued)

REVOLVING SHEETS: WHAT TO DO ABOUT ORGANISATIONAL STRESS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Give each group a large sheet of paper and pen. Ask them to write their chosen cause of stress across the top of their sheet. They should then draw lines across the paper to divide it into four sections. (See the leader's notes for an example)

5.   Invite each group to identify strategies for dealing with the cause of stress on their sheet. They should write these strategies in the **bottom** section of their paper.

6.   Ask them to fold this section under so that other groups can not see what they have written and to pass their sheet **clockwise** to the neighbouring group.

7.   This process is repeated until all groups have commented under each heading.

8.   When each group has it's original sheet once again, ask them to unfold it. Still in their small group they should read the strategies and choose two or three which they think would be most effective.

9.   In the whole group, discuss the results asking each group:

• Which strategies do they think would be most effective?
• Had the small groups identified similar strategies?
• Are they unclear about what is meant by any strategy?
• Which was the most difficult cause of stress to deal with ? Why might this be so?
• Could this activity be used with young people?

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10. Display all the sheets on the wall.

LEADER'S NOTES

7N

How participants can lay out their sheets of paper

Cause of stress
4th group...
3rd group...
2nd group...
1st group write here: *Possible strategies ...*

ACTIVITY
7O

RELAXATION TECHNIQUES	
OBJECTIVES	**RESOURCES**
To give participants the opportunity to experience one or more relaxation techniques.	A room which is quiet, where participants will not be disturbed. Optional: relaxing music, dimmed lights, cushions, pillows, blankets and pleasantly smelling vaporising oils or incense. **Time: 30 minutes**

METHODS

1.   Read through the suggested techniques in the leader's notes and choose one, preferably which you yourself have already experienced. Before the session practise the technique a few times, either reading it aloud, or going through it with a friend.

2.   Also before the session, make sure that the room is as relaxing as possible. Participants need to be warm and comfortable. If they are going to lie down, you could suggest that they bring a cushion or pillow and a blanket or have some there for them. You may also want to have some soft music available.

3.   Explain to participants that often we choose to ignore how tense we are. We hold tension in different parts of our bodies. We breathe lightly rather than deeply. With practice, anyone can become more aware of the parts of their body which are taut and can learn techniques for helping them to relax.

LEADER'S NOTES

Different techniques will suit different people. Some find it very difficult to visualise. Others may be uncomfortable with touch. It is important to explain that there is no 'right' way of experiencing a relaxation technique. It is

quite natural for people to react in different ways. If
anyone feels uncomfortable at any time, they can stop, and
sit quietly until others have finished. They are in
control. The experience should be relaxing not make them
more tense!

ACTIVITY
70 (continued)

RELAXATION TECHNIQUES

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Make sure that people are comfortable before you
      begin.

5.   If you choose progressive relaxation or visualisation,
      read out the instructions in a soothing tone, quite
      slowly. Pause to allow people time to carry out your
      instructions. Keep watching carefully how people are
      breathing and any small body movements.

      If you choose any of the other techniques, give a
      demonstration to show participants what to do, before
      inviting them to do it themselves.

6.   After they have experienced the technique, invite
      participants to form pairs, to share how they felt.

5.   In the whole group, ask whether they have learnt
      anything from this. Encourage them to share any other
      techniques which they know, possibly arranging future
      sessions when they could try them out. Do they think
      they could use any techniques with students and, if
      so, which?

LEADER'S NOTES
70

RELAXATION TECHNIQUES

BREATHING

Either lie on the floor, or sit up straight, with your back supported.

When we are tense we tend to breathe more shallowly. One of the quickest ways to help the body relax is to breathe slowly and deeply. Concentrate on your breathing. Is it shallow or fast? Where do you feel your breath is coming from? Your chest? Your stomach? The aim is to make it slow and deep.

Start breathing in deeply and slowly for a count of seven.

Hold your breath and count seven again.

Breathe out slowly through your mouth, counting to seven once more.

Keep breathing in this way for as long as you feel comfortable, but not more than 3 to 5 minutes. If you feel dizzy at any point, stop and breathe normally.

PROGRESSIVE RELAXATION

In this exercise you are going to hold the tension in each muscle group for about five seconds and then let it go immediately when you hear "relax and let go."

Sit or lie comfortably, with legs and arms uncrossed. Close your eyes. Take one or two deep breaths and breathe out fully.

Feet   Point your feet downwards, curling your
                  toes, as if digging them into sand. Hold

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for a couple of seconds and let go.

Lower legs   Point toes and feet upwards, towards your chest, stretching the calf muscles between your heel and the back of your knee, and let go.

Upper legs   Tense the muscles of the right leg above the knee, making it as hard as you can. You can do this by lifting the leg slightly. And relax.

Bottom   Tighten the muscles in your bottom as much as you can, by squeezing your buttocks together. And let go.

Stomach   Pull in the muscles of your stomach, holding your breath as you do so. Breathe out and let go.

Chest, back   Take a deep breath and pull your shoulder blades back, trying to get them to touch. Feel the tension in your back and chest. Relax, breathing out slowly and fully.

Hands   Clench your fists and feel the tension in your hands and lower arm. Relax and let go.

Arms   Push your elbow against the floor, the arm of the chair or your body. Feel the tension in your upper arm, and relax.

Shoulders   Pull your shoulders up towards your ears. Feel the tension and then let go.

Neck   Pull your chin towards your chest as far as it will go, until the neck or head trembles with tension. Let go suddenly.

Face   Tighten the muscles in your face, relaxing each one afterwards:

> *   lift your eyebrows as high as you can. Feel the tension in your scalp;
> *   close your eyes very tightly and wrinkle your nose
> *   clench your teeth and pull the corners of your mouth back, as if you were giving a big false smile.

Finally   Let your whole body relax. Feel it sinking into the floor or chair. Try to stay aware of the feelings of relaxation for about five to ten minutes.

Begin to move gradually. Stretch or gently wiggle your fingers and toes. When you are ready open your eyes. Be careful to get up slowly.

VISUALISATION

Relax your muscles and breathe deeply. On each in breath imagine that you are breathing in warmth. On each out breath, imagine that you are breathing out your worries and tension.

Imagine yourself leaving the room and walking along the road. You come to ten steps. Imagine yourself going slowly down these steps. As you go down each one, you go deeper and deeper into relaxation. Count yourself down from one to ten.

Finally you reach the bottom of the steps and you find yourself in a peaceful, beautiful place. See yourself there. It might be a beach, a meadow, a wood, or a comfortable room - anywhere that you find peaceful and where you feel calm and safe.

Be alone in the scene. Make it as pleasant as possible. Look around. What is there? What can you see? What can you hear? Can you feel the breeze on your skin? Are you warm?

Lie down for a while in this lovely place. You feel completely at peace.

When you are ready, leave your place, remembering that you can come back anytime. Climb back up the steps, counting up from ten to one. Walk back along the road and into this room. Be aware of any sounds around you. Bring your thoughts back into the room. When you are ready open your eyes.

HAND MASSAGE

This is done in pairs, sitting in chairs facing one another. It is important to give feedback at the time to the person doing the massage, e.g. about whether the pressure is OK, whether they are going too fast or slow.

Make sure your partner is comfortable, with their arms and shoulders relaxed.

Take their right hand in both of yours and gently open it out.

With their palm upwards and with the back of their hand resting in your fingers, use your thumbs simultaneously to press and circle the fleshy areas of the palm.
Turn their hand over, so that the palm is down, and gently lift their wrist and flex their hand to encourage letting go.

Supporting their wrist with your left hand, use your right hand thumb to gently massage along the gaps between the bones. Gently press and rotate as you go. Keep working gently down from the wrist to the start of the fingers, finishing on the fleshy space between each finger.

Move on to the thumb and fingers. Massage these with one hand while you support the wrist with the other. Work down their thumb, from the base, squeezing and gently circling the flesh to the bone. Then firmly

grasp the thumb in your right hand, squeeze for a few
seconds and, pulling, let the thumb slide out.

Repeat on all the fingers of the right hand.

Repeat the sequence for the other hand.

SHOULDER MASSAGE

Again working in pairs, make sure that the person is
sitting upright.

Place your hands gently but firmly on either side of
their neck. Encourage your partner to relax, dropping
their shoulders as much as possible and taking a few
deep breaths.

Work along the muscles from the base of the neck to the
shoulder using small circular movements. Keep the
pressure equal between your two hands. ease off if you
are causing any discomfort.

When the neck feels more realaxed, continue with the
shoulder blades. Follow the line of the shoulder blades
with each of your thumbs, pressing quite firmly.

Finish with long sweeping strokes from the neck down
the shoulders.

(This can be carried out standing in a circle, massaging the shoulders of the person in front of you. It is a good group building activity, but tends to not be as effective as pair work, as the person giving the massage is not entirely focussed on what they are doing.)

OWN SCALP MASSAGE AND EAR RUB

Close your eyes. Massage your own scalp lightly with the finger tips, starting from the base and moving slowly forward. Get to know your scalp. Feel all the little bumps and dents.

Then gently massage your forehead, stretching the skin from the centre towards the ears. Use very small circular movements with the tips of the fingers, over the forehead, round the eyes, and over the cheeks. Take your time to really explore your face and get to know the places where you like to be touched, and what sort of touch feels good.

Massage your chin, from the centre up towards your jaw, using more vigorous strokes.

Now the ears. Pinch and twist the top, middle and lobes. Using the first and second fingers, vigorously rub in front of and behind both ears. Finally gently pull your hair and run your fingers through your hair, from your scalp upwards into the air.

TAPPING YOURSELF

Stand with your feet shoulder width apart, and your legs slightly bent. Tuck your bottom under, and try to keep your back straight.

Using the fingers of both hands, tap lightly all over your scalp, moving from the back to the front. Continue tapping gently over the forehead, round the eyes, down the cheeks and over the chin.

Now clench the fist of your right hand, and reaching over tap along the muscles of your left shoulder. Continue tapping down the outside of your left arm, onto the hand and fingers, and then up the inside of your left arm.

Clench the fist of your left hand, and repeat down and up your right arm, as before.

Clench the fist of your right hand again, and this time work down the outside of your left leg, from the top down the outside of the knee, and to your toes..then up the inside of that same leg. Repeat clenching the other fist for the right leg.

Bend over, keeping your back straight. Clench the fists of both hands and tap quite hard on your buttocks and up both sides of the spine.

Flop forwards, letting your arms and head drop towards the floor.

Very gradually come up and lean back as far as you can comfortably go. Come back to your normal standing position. How do you feel? Hopefully you feel energised and less tense.

SECTION 8

MANAGING CHANGE IN SCHOOLS

Aim:

- ## exploring the skills of managing change effectively

SECTION 8: MANAGING CHANGE

READER

MANAGING CHANGE

Any attempt to promote mental and emotional health, whether in one's personal life or within an institution will involve 'managing change'. This paper attempts to outline some of the skills that are needed to manage change effectively.

Understand the process of change

It is important to recognise that change has powerful

effects on peoples' feelings. Even if the change is for the better, as for example in introducing health education into school education, it is often traumatic. People need to be allowed time to change, and the freedom to go through various 'stages' of emotional adjustment. The often difficult emotions that accompany change will probably be experienced by the person or people initiating the change too, which can be disturbing if you are not expecting it.

The stages of change can seem negative. They usually include denying the change at first, then feeling overwhelmed by it, or feeling depressed by it. People going through change need to be allowed time to let go of the past, which sometimes means they need to 'mourn the good old days' before they can move on to the new. Research suggests that these changes of mood and behaviour often follow a predictable pattern (Bolam, 1984; Havelock, 1970). This pattern is outlined in handout 7B called 'the process of change'. This pattern is not the same in all circumstances and for all people: the length of time spent in each phase will vary, and different stages will be revisited from time to time.

Have a clear vision of what you want to achieve and do not get distracted

Before beginning, it is important to know clearly what the final aim is. This vision of how things could be different needs to be held in mind through the long and often difficult times ahead. Without a clear ideal it is easy to become distracted and end up following paths that do not lead to where you really want to go. While it is important to co-operate with others, it is also important to be clear where your interests and concerns differ from theirs, and be able to say 'no' if necessary to suggestions that do not realise your aims.

Set clear and manageable goals

To be realised in practice, the overall vision has to

be translated into goals that are both achievable and possible in the situation. Goals are a series of small, gradual steps, which build on one another and gradually and progressively lead to the final aim. The steps should be able to be taken immediately, or at least in the very near future. It is important that goals are under the immediate control of the people involved. On its own each step might not seem very impressive, but in time these individual small steps can build to great things.

Learn how to manage time

Real change takes a long time. Keeping up the effort over a long period needs time management skills. It is important not to confuse working effectively with working very long hours: too much work causes burnout and makes you less effective. To achieve more, learn to 'work smarter, not harder'. This means using time to the maximum effect. Plan carefully, set priorities and delegate anything you can. Try the 'swiss cheese' method of making small starts (or 'holes'!) in big tasks that would otherwise seem daunting.

Review the situation which you are attempting to change

Time is well spent reviewing the situation rather than plunging straight in. This makes it possible to analyze the forces that are ranged in favour of change and those that are against it, find the most appropriate starting point, and gather support for the effort. It is important to talk to as many people as possible, read widely and perhaps engage in some exploratory research to give a clear picture of the territory you are trying to change.

Gather and give support

It helps to work with others when at all possible, as a good team is stronger than the sum of its various members. Try to find like minded people, ideally those who are working in the same field as you, and combine forces. Lobby those who are in a position of power who

you want on your side, and try to find someone more experienced to guide you. Co-operate rather than compete with those on your level: the odd person who exploits you will be outweighed by those who give plenty back to you. Encourage those below you to support by taking the time to explain what it going on and why, and by listening to their point of view. Don't forget to spend time publicising your efforts and achievements to reach a wider audience.

Be realistic but positive about yourself as an "agent of change"

Be realistic about 'who you are' in the context you wish to change, and know your own strengths and weaknesses. Although it is obviously sensible not to 'bite off more than you can chew' it is also important to be positive about yourself and not sabotage yourself through self defeating beliefs. If you believe in yourself, others will too. Face the fears that you are inadequate for the task: remind yourself that the most successful people feel that way too, they just don't let it stop them.

Take time to celebrate your achievements

Don't be always pushing on to the next goal: consolidation and celebration are important to keep people motivated. From time to time stop and look back on how far you have come and pat yourselves on the back for your achievements. Plan celebrations for when you reach your targets: these periods of rest and enjoyment will make you and your team all the keener to continue to strive to do better in the future.

References and further reading

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SECTION 8: MANAGING CHANGE IN SCHOOLS

RATIONALE FOR ACTIVITIES IN SECTION 8

The activities in this section are intended to help participants understand more about change and their reactions to it, and manage change more effectively. It is suggested that this section be tackled towards the end of the course, as it helps participants plan how they will attempt to make changes in schools as a result of the course and also aims to prepare them for 're-entry'. The activities are structured to move from examining change in general and participants' personal reactions to it, through looking at change in schools, to exploring ways in which participants can manage the kind of changes in schools that may help bring about better mental and emotional health for those who work and learn there.

The section begins by looking at participants' experience of personal change. **Activity 8A** is an easy warm up, which invites participants to walk around and 'find someone who' fits into various categories. These categories are all examples of changes that people have experienced. **Activity 8B** builds on this by inviting participants to reflect on a recent change and whether it fits into the 'process of going through change' shown in handout 8B.

The focus then shifts to schools: participants are invited to interview one another in **Activity 8C** to discover what helped and hindered a change they recently experienced in their schools. Moving on to the kind of changes needed to promote mental and emotional health in schools, participants attempt in **Activity 8D** to set some goals that would make this happen. This process of setting and achieving goals is explored in greater detail in **Activity 8E,** where participants identify in a graphic way the supports, skills, problems and dangers they may encounter on their return to schools. In the final instance change

is brought about or sabotaged by people, and **Activities 8F** and **8G** explore what kinds of opposition participants will meet on their return, and invites them to role play in a 'carousel' what they might say in countering this opposition.

It is easier to plan change than to carry it out, and participants need to go back to their place of work feeling positive but realistic about what they can achieve. In order to help people make the transition from the safe and pleasant world of the workshop back to their place of work, **Activity 8H** takes them there with a 'visualisation' of their re-entry, focusing on what they can do to make it more enjoyable.

TIME FOR THIS SECTION: About 4 hours

ACTIVITY
8A

WARM UP: CAN YOU FIND SOMEONE WHO...?

OBJECTIVES	RESOURCES
To get people 'warmed up' and moving around. To begin the process of sharing experiences of change.	Handout 8A: ' Can You Find Someone Who..?' **Time: 15 minutes**

METHODS

1.   Give each participant a copy of handout 8A: "Can You Find Someone Who...?"

2.   Ask the group to move around and find as many people as they can who have experienced the changes described in the handout and write their names in the boxes.

3.   If you wish, after 5 minutes, sit the group in a circle. Call out each type of change in turn and invite all those who fit the description to stand up.

4.   Invite suggestions on how this activity could be adapted for use with other groups, including school students.

CAN YOU FIND SOMEONE WHO
IN THE LAST FIVE YEARS...?

Moved house	Changed job
Was promoted	Had a child
Had a relative or close friend die	Had a new boss
Got married or changed partners	Had time out from their job

Collect as many names for each change
as you can in the next five minutes

HANDOUT 8A

ACTIVITY
8B

BRAINSTORM: UNDERSTANDING THE PROCESS OF CHANGE

OBJECTIVES	RESOURCES
To explore the process of change and link this to participants' personal experiences of change.	Handout 8B: 'The Process of Change.' Flipchart paper and large felt tip pens **Time: 30 minutes**

METHODS

1.   Invite participants to think of two changes that they have experienced during the past five years. One of these changes should be one that they **chose**, and one should be a change which was **imposed** on them. (You may want to remind them of some of the changes in Activity 8A.)

2.   For each change identified, ask them to write down the range of feelings that went with the change. They may consider these feelings as positive or negative.

3.   Ask the group to call out feelings they have identified as you write them up on flipchart paper.

LEADER'S NOTES

You could explain that change is an inevitable part of life. Change can be stressful. This is true of changes which are seen to be positive (e.g. a holiday or a wedding), as well as those seen to be negative.

Tell participants that they do not have to disclose feelings unless they wish to.

ACTIVITY
8B (continued)

BRAINSTORM: UNDERSTANDING THE PROCESS OF CHANGE

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Distribute the handout 'The Process of Change' and talk through the different stages of change, explaining or elaborating on any that participants do not understand.

5.   Divide participants into groups of 3 or 4 and ask them to reflect on:

•   the relationship between their real life experience and the process outlined in the diagram;
•   whether they think the model should be changed in any way;
•   what helps people to move through the process of change.

6.   Discuss in the whole group. Point out that in any change in schools, people are likely to go through a similar process. The next activity 8C explores this in more detail.
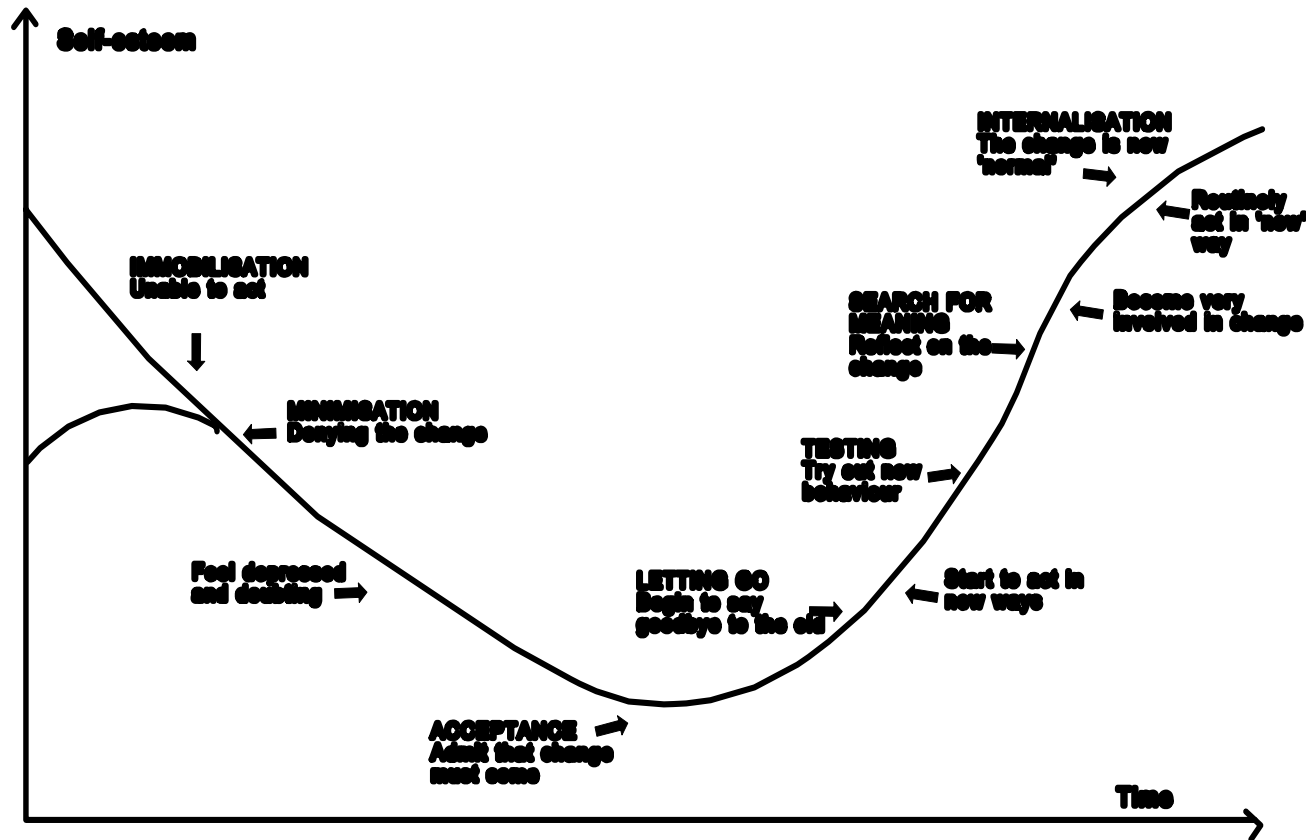
THE PROCESS OF GOING THROUGH CHANGE

HANDOUT 8B

ACTIVITY
8C

GRID: MANAGING CHANGE IN SCHOOLS	
OBJECTIVES	**RESOURCES**
To help participants identify factors which help and hinder the management of change in schools.	Pens. Large paper. Large felt tip pens. OHT 8C: 'Changes in schools', or a similar grid drawn on flipchart paper or a board. **Time: 45 minutes**

METHODS

1. Ask participants to think of a change which they have experienced personally in their teaching career. (See the leaders notes below for some ideas that you might suggest to them.)

2. Ask them to work in pairs to interview one another in turn about this change, using the questions below as a guide:

•   what or who helped you with the change, and how?
•   what or who hindered you with the change, and how?
•   how did you help or hinder yourself?

3. Ask the pairs to form groups of four, and give each group a large sheet of paper and large felt tip pen.

LEADER'S NOTES

You may need to give them some examples of changes - a new job or responsibility, a change of headteacher, a new class, moving to a different building, being asked to teach a different programme or subject.

ACTIVITY
8C (continued)

GRID: MANAGING CHANGE IN SCHOOLS

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

4.   Show them OHT 8C, or a similar grid drawn on a board
     or flipchart, and ask them to draw the same on their
     sheet of paper.

5.   Working in their small groups, ask them to bear in
     mind the changes which they have discussed, and to
     record in the appropriate boxes what people they know
     or structures within which they work did to help and
     to hinder change.

6.   Ask them to share their results in the whole group.

CHANGES IN SCHOOLS

Complete the grid below by writing in how you, other people and structures helped or hindered the process of change.

	Helped by	Hindered by
You personally		
Other people (in and outside of school)		
Structure, organisation , systems, etc		

ACTIVITY
8D

INDIVIDUAL WORK: GOAL SETTING	
OBJECTIVES	**RESOURCES**
To help participants to set realistic goals for achievement in their efforts to manage change.	Handout 8D 'Setting realistic goals': one each **Time: 20 minutes**
METHODS	

1.   Distribute handout 8D and invite participants to complete it individually. Ask them to think about the kind of changes they might realistically hope to make in attempting to change their school or other institution so that it promotes mental and emotional health more effectively.

2.   Ask them to make sure that the goals they set are achievable, realistic, and build on one another in small steps.

SETTING REALISTIC GOALS

Fill into the blocks below what your goals might be
for achieving change at the various points in time

**next week   next month   six months   one year   two
years   five years**

HANDOUT 8D

ACTIVITY

8E

DRAWING: MY PARACHUTE

OBJECTIVES	RESOURCES
To help participants identify the goals, skills and supports they need to manage change, and the problems and dangers they may experience.	A large sheet of paper for each participant. Large felt tip pens. Handout 8E or copy on the board 'My parachute' **Time: 30 minutes**

METHODS

1. Explain the objectives of the activity and, using handout 8E, or a similar copy, talk through the parachute model, explaining the significance of each part.
    The **person** is you, trying to achieve change.
    The landing site is where you want to get to, your goal (they can use the goals they identified as appropriate for the first few months in activity 8D).
    You are attached to your **parachute**, which is your support to reach your goal.
    The **canopy** is what or who can offer you support.
    The **strings** are the skills you need to access that support.
    The **weather** is all the circumstances, issues, events or people that may hinder your progress.
    The swamp is the danger into which you may fall if you are not careful.

2. Give each person a large sheet of paper and pens, and ask them to draw and label their own version of the picture. They should put names and precise details in the relevant parts of the picture.

LEADER'S NOTES

Some participants may feel reluctant to draw. Make sure they know that drawing skills are not important.

ACTIVITY
8E (continued)

DRAWING: MY PARACHUTE

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

3. Ask them to work in pairs to explain to their partner what they have drawn or labelled. Invite them to help one another fill in any details they cannot easily identify, especially their own skills and supports.

4. In the whole group, invite them to display and compare their pictures, and compare the supports, skills, problems, dangers and goals they anticipate.

MY PARACHUTE

ACTIVITY
8F

BRAINSTORM:
PEOPLE WHO MAY RESIST CHANGE

OBJECTIVES	RESOURCES
To help participants to explore in more detail the types of people who may block their proposed change, and what those people might say or do.	A board or flipchart paper Large felt tip pen or chalk Paper and pens **Time: 20 minutes**

METHODS

1.   Ask participants to think of a change which they would like to bring about in school, which would involve gaining other people's cooperation. If you are thinking of continuing with activity 8G, it would help to write down some of these changes. (You could refer them to their 'landing site', in activity 8E).

2.   Invite the group to call out the types of people who may block the change or be resistant to it. Write these on a board or flipchart paper.

3.   For each type of person named, ask for a few suggestions about what he or she might say in resisting the change.

LEADER'S NOTES

The types of people frequently mentioned are: other teachers (e.g."I've not got time to take on anything new" or "I'm here to teach my subject"), headteachers (e.g.who give little active support), parents (e.g.worried that their child is being given different messages at school to at home) and other staff, such as the caretaker or cook.

ACTIVITY
8F (continued)

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BRAINSTORM:
PEOPLE WHO MAY RESIST CHANGE

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OBJECTIVES

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RESOURCES

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METHODS

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4.   Most people resisting change are actually 'defending' something which is important to them. Ask the group for ideas about what the different people on their list are defending and how they might best win them over.

5.   Continue with Activity 8G.

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ACTIVITY
8G

CAROUSEL:
HOW TO INFLUENCE KEY PEOPLE

OBJECTIVES	RESOURCES
To offer participants an opportunity to practise some of the skills needed in communicating with people who are resistant to change.	Chairs which are moveable **Time: 45 minutes**

METHODS

1.   Explain the objectives of the activity. Bearing in mind the changes which they wrote down in Activity 8F, ask the group to choose two types of people with whom they would find it most useful to improve their skills in communication.

2.   Divide the group in half. Call one half A's and the other half B's

3.   Move the chairs to form two concentric circles. Ask the A's to sit facing outwards and the B's to sit opposite an A, facing him or her.

4.   Explain that the A's are to pretend to be the first type of person identified by the group (e.g. an unsupportive headteacher). The B's are to be themselves and are to communicate assertively about the change which they have written down.

LEADER'S NOTES

Some participants may be inclined to talk **about** the situation with one another, rather than trying it out. Encourage them to put themselves in the role of the two people, as this is the only way to **practise** skills.

ACTIVITY
8G (continued)

CAROUSEL: HOW TO INFLUENCE KEY PEOPLE

OBJECTIVES	RESOURCES
see previous page	see previous page

METHODS

(continued)

5.   Ask the B's to begin the conversation.

6.   After 3 to 4 minutes, stop the role play. Still in
      their pair, ask each person to share how they felt,
      what person B did well and what might have improved
      the communication.

7.   Ask the B's to stand up and move one seat to the
      right, so that they have a different person opposite
      them. Repeat steps 4, 5 and 6.

8.   Ask the A's to stand up and move one seat to the left.
      This time it is the A's turn to be themselves,
      communicating about the change which they personally
      wrote, and for B's to be the second type of person the
      group chose at the beginning of the activity.

9.   Repeat the process as before, so that A has a chance
      to practise his or her communication skills with two
      different people.

10.   Ask two pairs to join together, to discuss what they
      have learnt from these role plays:

•   what helped the communication to go well?
•   which arguments were persuasive?

ACTIVITY
8H

VISUALISATION:
RE-ENTRY

OBJECTIVES	RESOURCES
To help participants to prepare for the personal change of going back to school after the workshop, by visualising what they might do to make it more pleasant.	**Time: 15 minutes**

METHODS

1.   Remind the group about the parachute which they drew in activity 8E. Ask them now to make themselves comfortable because you want to take them on a magic parachute ride.

2.   Ask them to relax and close their eyes. Read out the the instructions on the leader's notes - slowly and gently.

3.   Invite them to talk in pairs about what they experienced. They should only share as much as they want.

4.   In the whole group, invite any comments about the activity. Is this something which they could use with students and, if so, how?

LEADER'S NOTES

People are likely to experience this in very different ways. Some may find it difficult to visualise. Make sure that they know that there is no 'right' way.

LEADER'S NOTES:8H

INSTRUCTIONS FOR THE VISUALISATION

"I want you to concentrate on how you feel. Go inside yourself for a moment and notice if you are feeling tense in any part of your body. If so, relax it.

Notice how you are breathing. Try to breathe in deeply. As you breathe in, imagine that you are breathing in warmth, and as you breathe out imagine that you are getting rid of tension and worries.

Now that you are relaxed, imagine that you are floating through the air, on a magic parachute. This parachute is very strong and safe and is sure to get you where you want to go. It is taking you in to work on the first working day after this workshop. You are coming in to land above the school. Look at the school below you and choose a safe place to land.

You are on the ground. Safe. Take off your parachute and find your usual way into the building. What is does it feel like to be in the building? Is it quiet or noisy? Is it cold or warm? What does it smell like? Are there many people around? Who do you meet when you go in? Is anyone there to greet you? Are you pleased to see them? What do they say? What do you want to say in return? Someone asks you about the workshop you have been on. What are you going to say?

You leave that person. Where are you heading? How are you feeling? Is there anything which would help you to feel better?

What are the first jobs that you are likely to have to do? How do you feel about doing them? Is there anything you need to do to enjoy them more?

Once you have been there long enough, and have a feeling of what it is like to be back at work, imagine coming out of your place of work. This time there is a magic carpet waiting for you. You step onto it and it carries you safely through the air, and back to this room.

Begin to be aware again of how you are breathing. Listen to any sounds around you. Bring yourself back to the room and to now. When you are ready open your eyes."

SECTION 9

ENDING THE WORKSHOP: LOOKING BACK AND LOOKING FORWARD

Aims:

*   **evaluating the workshop and identifying what participants intend to do with what they have learnt**

*   **helping participants to leave feeling positive about themselves**

For the rationale for activities in this section, see the rationale given in Section 5, on ending the first workshop.

ACTIVITY
9A

QUIZ: VIEWS ON THE WORKSHOP

To encourage participants to express their views on the workshop. To get some written feedback on the workshop.	Handout 9A - 'Views on the Workshop' Pens **Time: 10 minutes**

1. Explain that it is important for you to know their reactions to the workshop.

2. Give out the quiz, asking participants to complete it on their own, as quickly as they can.

3. Ask them to add one statement of their own, about which they would like to know other people's opinions.

Collect in the quizzes after Activity 9B, so that you have a written record of their responses.

QUIZ: VIEWS ON THE WORKSHOP

How far do you agree with the following statements? Please put a cross on the answer which reflects your opinion.

	YES!	yes	?	no		NO!

1.   My 'wants' have been met

2.   I already knew the methods used

3.   The aims of the workshop have been achieved

4.   We tried to do too much in a short time

5.   I will use many of the methods with students

6.   I found the content of the workshop helpful

7.   I would have changed certain sessions

8.   The workshop has helped me personally

9.   I have enjoyed the workshop

10.   *Please add one statement of your own and give your own reply...............*

ACTIVITY
9B

VALUES CONTINUUM: SHARING VIEWS

	RESOURCES
To get a fuller picture of participants' reactions to the workshop. To give them a chance to find out how others felt.	Handout 9A – 'Views on the Workshop.' A clear space, the length or width of the room. Two large pieces of paper, with **'YES!'** on one and **'NO!'** on the other, stuck up at opposite ends of the room. **Time: 20 minutes**

METHODS

1.   Ask participants to imagine that the two ends of the room with **'YES!'** and **'NO**!' represent two ends of an imaginary line that runs across the room. Where they place themselves on this line will show their answer to a statement in the quiz.

2.   Choose up to five questions from the quiz (handout 9A), which you would like more details about. For each statement you read out, ask participants to go to the place on the imaginary line which best represents their response.

3.   Ask them to discuss with somebody near them why they are standing at that point.

4.   Ask if anyone at different points on the line is willing to voice his or her opinions to the whole group.

5.   Invite them to share the statements which they have written themselves (as number 10) and to choose one or two on which they can all show where they stand.

ACTIVITY
9C

SAYING GOODBYE: POSITIVE STROKES

OBJECTIVES	RESOURCES
To end the workshop on a positive note. To help develop participants' self esteem. To practise giving and receiving compliments.	**Time: 10 minutes**

METHODS

1.   Explain that it is important to end on a positive note. Ask the group to all stand.

2.   Ask them to walk around and shake hands with everyone in the group.

3.   As they meet, they should say something positive to the other person about that other person. It can be about something they did, their attitude, their manner or even their appearance.

4.   When on the receiving end, they should not deny what is being said, and just accept it with thanks.

LEADER'S NOTES

This version is best used with a group which has worked well together and is at ease with one another.

APPENDIX 1:   *ENERGISERS*

RATIONALE FOR ENERGISERS

Groups go through many different moods and stages when they work, some of them useful and some not so useful. At the beginning of a session and/or after a break the group may not feel very much like a group at all, but a collection of individuals, all in their own little worlds. People may be preoccupied with something outside of the workshop, or feel lethargic and unfocused.

This is where 'energisers' can help. These are brief activities, that are active and easy to do, which involve the group working together as a whole in ways which are fun and lively. They literally help 'energise' by getting people to move around and get the blood flowing and the muscles relaxing. They also help people feel more cheerful and thus more positive towards the activities to come. They help people feel like a group or even a team, which in turn helps them work productively together with what follows.

So group leaders need to use energisers to set the mood, rather than plunging straight into the main more serious activity. It helps a great deal for people to loose any reticence they may have if the leader is prepared to show the way. It is also important to explain the value and rationale for these activities, otherwise some participants may dismiss them as 'silly games'.

It pays to choose the energisers carefully. It is helpful if the energiser is in some way linked with what follows, so for example **Energiser 4**: 'Knots' can be used at the beginning of managing stress or managing change, to get people experiencing the problem of getting themselves in a knot and having someone else help them solve the problem. A few words from the leader pointing out the link at the end of the energiser can help people to see its point.

Do not push people too far too quickly. If the group is not used to lively energisers, and contains several people who might be embarrassed by them or find them silly, or if the workshop is in its early stages and people are still a bit 'tight' it is sensible to stick to more intellectual warm up activities such as Activity 1C:'Coats of Arms', Activity 6A:'Envelopes' or Activity 8A:'Can You Find Someone Who'. That being

said, it is surprising what risks people are prepared to take with their dignity once they feel among trusted friends, so the leader needs to be prepared to try some of the more energetic activities if at all possible.

ENERGISER
1

ROPE BRIDGE

	RESOURCES
To remind participants of names. To encourage people to make contact and to cooperate to achieve a task.	A long piece of rope or string (or pieces of paper cellotaped to make a long strip), placed along the floor in an open space in the room **Time: 10 minutes**

METHODS

1.   Ask participants to stand with one foot on the rope, arranging themselves in alphabetical order of their first names.

2.   Check that they are in the right order by asking them to call out, slowly, their names.

3.   Ask them to imagine that they are standing on a rope bridge, and below them is a fast flowing river. There are crocodiles in the river.

4.   Invite them to change places, helping one another to move along the rope so that the person with the darkest brown eyes is at one end, and the lightest blue eyes is at the other. They must always keep one foot on the rope bridge to avoid falling and being killed.

5.   Once they have been successful, lead a discussion in the whole group, asking:
•   how did they feel doing the activity?
•   could they use this activity with students?

LEADER'S NOTES

This is a good energiser to introduce work on managing change and the importance of having others to support you.

ENERGISER

2

FOLLOW MY LEADER	
OBJECTIVES	**RESOURCES**
To encourage movement. To have fun.	Room to move around A hat or scarf **Time: 10 minutes**

1. Ask participants to stand in a circle.

2. Put on the hat and explain that it is a magic hat. When someone is wearing it the rest of the group must follow his or her lead and do whatever he or she is doing. Show what you mean by e.g. hopping on one leg, or making a particular noise while flapping your arms. Ask them to keep repeating the movement until the next person is wearing the hat.

3. Pass the hat to the person standing next to you and ask them to continue.

4. When everyone has had a turn, ask for comments about the activity. How did they feel taking the lead?

ENERGISER
3

CHANGE SEATS IF........

OBJECTIVES	RESOURCES
To encourage movement. To have fun.	Chairs in a circle **Time: 5 minutes**

METHODS

1. Ask participants to sit on their chairs in a circle, and to make sure that any papers or books are under or behind the chairs. Remove any spare chairs from the circle and remain standing yourself (with no chair).

2. Explain that you are going to call out a statement and if it applies to them, then they must get up and move to another chair. Think of a statement which you are sure will get several people moving, eg. "Change chairs if you are wearing brown shoes" or "change chairs if you came here by train."

3. After they have moved on a couple of statements, explain that this next time you are going to try and sit down. The person left standing must think of another statement and try to find an empty chair.

4. Continue until everyone seems wide awake...but not exhausted!

5. Ask for comments about the activity. Could they use it with students?

ENERGISER
4

KNOTS

OBJECTIVES	RESOURCES
To encourage movement and have fun. To develop a sense of team 'spirit'.	An open space in the room **Time: 10 minutes**

METHODS

1. Explain that for this activity you need someone to volunteer to leave the room. Let them know that while they are outside, the rest of the group will tie themselves in a knot. When the group calls out "ready!", the volunteer will come back in and try to untie them.

2. Once someone has volunteered, ask all the other participants to stand in a circle, joining hands.

3. Ask the volunteer to leave the room. Invite the remaining particpants to weave in and out, maybe stepping over or under someone's hands, until they are completely knotted.

4. Call "ready!", and ask the volunteer if they can now get everyone back in the same unknotted circle, which they were in before he or she left the room. They are not allowed to break the link of hands.

5. Once they have been successful, lead a discussion in the whole group, asking:
   - how did they feel doing the activity?
   - could they use this activity with students?

LEADER'S NOTES

This is a good energiser to introduce work on problem solving and managing change.

APPENDIX 2: *FORMING GROUPS*

RATIONALE FOR GROUPING ACTIVITIES

The grouping activities in this appendix are types of energisers, so that the rationale given for energisers apply to these.

In order to create a good group atmosphere it helps if participants get used to changing groups readily and are prepared to work in any combination of people. Simply asking them to form groups of certain numbers, or always turn to the person next to them may mean that some people get in a habit of always working with certain others. If this happens it is easy for antagonisms and prejudices to form within the group, and for participants to get too 'cosy' working with people who always agree with them. Some group members may always feel left out.

So these grouping activities have the added benefit that they help get participants into groups of certain sizes, mixing them up as they go. With a bit of subtle planning '**Animals'** and '**Jigsaws'** can even be used to move people into groups of the leader's choosing without participants having to be aware of it. Perhaps the leader wants to break up a pair that keep working together and are getting in a rut, or put several quiet people together so they have to come out of themselves a little more.

Other activities than those described here can be used to form new groupings. For example the 'lines' formed by alphabetical order or eye colour, as in Energiser 1: 'Rope Bridge', can be divided up by the leader at certain points, which means that people are randomly grouped.

Sometimes you do not want randomly mixed groups of course, so other methods can be used that invite people who share a characteristic or a problem to work together. Perhaps you want to group all who work in the same location, or with the same age group of young people.

When inviting people to take part in very personal activities, such as in Activity 3D:'Lifelines' or Activity 7D: 'Your Sources of Stress' it may be important to allow them to choose someone with whom they feel comfortable working.

The key point is that it is important that the leader thinks about how they want to use groupings, positively and actively, and does not just allow them to 'happen'.

GROUPING
1

ANIMALS	
OBJECTIVES	**RESOURCES**
To divide people into groups or pairs. To encourage movement and sound. To have fun.	An open space in the room A small piece of paper or card for each participant, with a drawing or name of an animal. If you want to form pairs, there will be two cards with the same animal, if threes, there will be three cards with the same etc. **Time: 5 minutes**

1. Give each participant a card and ask them not to say what is on it.

2. Ask them to stand in a circle in the open space in the room. Tell them that there are 2 (or more) people with the same animal as them in the room.

3. Ask them to close their eyes and to find others who are the same animal as themselves, by making the noise of that animal.

4 Once they have all found one another, encourage a brief discussion on their reactions to the activity.

This can be a useful activity to introduce assertiveness. How easy do people find it to make themselves heard?

GROUPING
2

BEES	
OBJECTIVES	**RESOURCES**
To divide people into groups or pairs. To encourage movement and sound. To have fun.	An open space in the room **Time: 5 minutes**
METHODS	

1. Explain that in this activity you want participants to be bees. As they know, bees make a noise when they fly, while in their hive they are quiet. Explain that when you call out "bees fly away", they should run around the room buzzing and flapping their wings; when you call out bees make a hive of a certain number, they should group with the right number of people to make the number called out, and stay quiet. Any bees left...keep buzzing.

2. Start them buzzing by saying "bees fly away", and then call out any number (2's, 3's, 4's etc.

3. Repeat several times. The last time call out the number you need in groups for the next activity.

LEADER'S NOTES

Before the activity, you need to know how many people you want in each group at the end!

JIGSAW PUZZLES

	RESOURCES
To divide people into groups.	Full page pictures from a magazine - one for each small group which you want to form. To strengthen them, glue them on to card Cut each picture into the number of people that you want in each group. **Time: 5 minutes**

1. Shuffle the jigsaw pieces and give one to each person. Do not tell them what their complete picture looks like.

2. Ask them to find the people who have the other pieces of their puzzle.

LEADER'S NOTES

If you want this to go on a little longer and to contribute to the team building of the small group, you could ask each small group if they can think of an amusing caption or title for their picture and share these in the whole group.

If you have any comments or suggestions which you might like to make on this manual, in order to develop it further, then please contact:

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