

Enhancing Communication Skills

Sub-theme 1: Assertive Behaviour: I express and stand for myself

Set of Activities 1: Expressing feelings and needs

Set of Activities 2: Standing for oneself

Set of Activities 3: Assertive conflict resolution

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS:

- Recognize his/her feelings and needs
- Name his/her feelings and needs
- Express his/her feelings and needs

EARLY PRIMARY:

- Stand for him/herself and realize own wishes and needs without jeopardizing the others
- Tell others about the things, situations and events that bother them
- Recognize the importance of standing for own needs without jeopardizing other persons

LATE PRIMARY

- Recognise the difference between aggressive, compliant and assertive behaviour
- Apply assertive conflict resolution skills
- Develop trusting and accepting relations

Tips for Teachers:

1. Show children unconditional love and acceptance in a way appropriate to child's age.
2. Point to children the limits of the permissible behaviour, reminding them on the rules and encouraging them to express their feelings appropriately.
3. Talk with children about the values of behaviours that support them.
4. Commend children's assertive behaviour.
5. Provide situations in which children will have the opportunity to practice assertive behaviour.
6. Encourage discussions about childrens' feelings, expectations and problems.
7. Encourage children to take responsibility for own behaviour.
8. Have children make portfolio in which they will keep their works (after exhibitions and activities).

Set 1.1.: Expressing Feelings and Needs

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS:

- recognize basic feelings
- recognize and experiment with different ways of expressing feelings
- recognize a connection between physical and emotional feelings

EARLY PRIMARY:

- recognize a connection between physical and emotional feelings
- become aware of their needs
- understand how to behave to meet their own needs and fulfil their wishes

LATE PRIMARY:

- understand how to behave to meet their own needs and fulfil their wishes
- recognize the difference between the things they want and those they need
- understand how to meet their needs

Activity 1.1.1. The World of Feelings

Learning Goal

Help children to learn to recognize basic feelings

Learning Outcome: By the end of this study unit, I will be able to:

Recognize and name basic feelings (sorrow, fear, anger and joy)

Age Group

Early years

Level

Basic

Materials Needed

- Papers with hedgehog and squirrel drawings
- Colour pencils
- Big posters and stick-on papers

Activities

1. Start the lesson with a Mindfulness activity.
2. Divide children in two groups. One group represent hedgehogs, another squirrels. Ask them what makes them happy, what are they afraid of, what makes them sad and what angry.
3. Give each child colour pencils and the paper with animal drawing corresponding to his/her group. Tell them to colour the animal in a way that would show best their feeling of fear, sorrow, joy or anger. Children can choose the feeling to colour.
4. Exhibit the drawings and invite children to make a circle.
5. Ask children if they have such feelings. Ask them when they are sad, what makes them happy, what makes them sad, afraid and angry.
6. Finish the activity by inviting children to draw how they feel now on the small stick-on papers and stick their drawing (feeling) on the big poster.

Take Home Activity

Distribute hand-outs and tell children to draw, with parents' help, one situation that made them most happy during the day, and to bring the drawing to kindergarten tomorrow. Use these drawings to make an exhibition.

Activity 1.1.2.: How would you feel if...?

Learning Goal

Help children to learn to recognize and experiment with different ways of expressing feelings

Learning Outcome: By the end of this study unit, I will be able to:

Name some of the feelings

Age Group

Early years

Level

Intermediate

Materials Needed

Symbols for basic emotions (sorrow, joy, anger, fear)

Activities

1. Arrange a room so that the symbols for emotions are placed visibly in the four corners of the room.
2. Start the lesson with a Mindfulness activity.
3. Ask children whether they notice symbols for emotions. Tell them to name emotions that each symbol represents.
4. Tell them to stand by the symbol that describes best their current feeling.
5. Now, tell them that you are going to read about different situations. When hearing them, they should think a bit and then run to the symbol corresponding to what they would feel if they were in such situation (Find possible situation in Resource pack, Assertive behaviour 1.1.2.).
6. Invite children to sit in a circle. Ask them to tell you when they are sad, happy, angry and afraid.
7. Finish the activity by pantomime. The child who you touch will act certain feeling while the other children have to imitate her/him. After some time, touch another child who acts out another feeling while the others imitate him/her. The game lasts as long as there is interest in it.

Take Home Activity

Tell children to draw (with parents' help) on the hand-out would fear them most if they went to a foreign country, what would make them happy, angry and sad. Ask children to bring hand-outs the next day, and put them in their portfolios upon arrival to the kindergarten.

Activity 1.1.3. Where do my Feelings Live?

Learning Goal

Help children to recognize a connection between physical and emotional feelings

Learning Outcome: By the end of this study unit, I will be able to:

Recognize how I feel

Express in a simpler and clearer way how I feel

Age Group

Early years

Level

Advanced

Materials Needed

- big sheets of paper
- wax pastel for each child

Activities

1. Start the lesson with a Mindfulness activity.
2. Prepare large sheets of paper and ask some children to lie down on the papers. Use wax colour to draw child's shape. Have other children, following your example, help others until everybody shape is on the paper.

3. Let each child choose colour for sorrow and use it to colour his/her shape/silhouette on the places where s/he feels sorrow. Remind them to colour the places where this sorrow is shown (tears in the eyes, bent shoulders).
4. Have them now choose a colour for anger and paint the spots where s/he feels anger. Observe where children place their anger and encourage them to colour the places where they express anger – if by hands let them to add some colour to them, if in chest let them colour neck and mouth...
5. After anger, let them choose a colour for the fear and paint the body parts where they feel being afraid.
6. Remind them that they can mix the colours and that if they choose a colour for e.g. joy, they can use it wherever they feel joy regardless if they feel sorrow or anger at the same spot. Help the children who cannot write to make a small legend around the silhouette on which colour indicates which feeling.
7. Finish the activity by inviting children to talk about what they can do if one of their friends feels sad, angry or afraid.

Take Home Activity

Suggest children to ask their parents how they helped to someone who was sad or lonely. The next day in kindergarten ask the children did they talk to their parents and encourage them to share what their parents told them.

Activity 1.1.4. Where do my Feelings Live?

Learning Goal

Help children to recognize a connection between physical and emotional feelings

Learning Outcome: By the end of this study unit, I will be able to:

Recognize how I feel

Express in a simpler and clearer way how I feel

Age Group

Early Primary

Level

Basic

Materials Needed

- big sheets of paper
- wax pastel for each child

Activities

1. Start the lesson with a Mindfulness activity.
2. Prepare large sheets of paper and ask some children to lie down on the papers. Use wax colour to draw child's shape. Have other children, following your example, help others until everybody shape is on the paper.
3. Let each child choose colour for sorrow and use it to colour his/her shape/silhouette on the places where s/he feels sorrow. Remind them to colour the places where this sorrow is shown (tears in the eyes, bent shoulders).
4. Have them now choose a colour for anger and paint the spots where s/he feels anger. Observe where children place their anger and encourage them to colour the places where they express anger – if by hands let them to add some colour to them, if in chest let them colour neck and mouth...
5. After anger, let them choose a colour for the fear and paint the body parts where they feel being afraid.
6. Remind them that they can mix the colours and that if they choose a colour for e.g. joy, they can use it wherever they feel joy regardless if they feel sorrow or anger at the same spot. Help the children who cannot write to make a small legend around the silhouette on which colour indicates which feeling.
7. Finish the activity by inviting children to talk about what they can do if one of their friends feels sad, angry or afraid.

Take Home Activity

Suggest children to ask their parents how they helped to someone who was sad or lonely. The next day in kindergarten ask the children did they talk to their parents and encourage them to share what their parents told them.

Activity 1.1.5. I Cannot Survive!

Learning Goal

Help children to become aware of their needs

Learning Outcome: By the end of this study unit, I will be able to:

Say what is important for me in life

Age Group

Early Primary

Level

Intermediate

Materials Needed

- Chairs (one less than the number of children)
- Rag ball
- 5 posters and a writing kit (felt tip pens)

Activities

1. Start the lesson with a Mindfulness activity.
2. Play a game “I could not live without”. Children stand in a circle and one child is in the middle of it. She says: My name is Maria and I could not live without ... (water, mother, friends, glasses, food...). After that, all children stand up and change the places. A child remaining in the circle says: “My name is Marko and I could not live without....” The game lasts until each child has had his/her turn.
3. Invite the children to sit in circle. Tell them that you will throw a ball to one of them and that you will pose one question to that child. Upon answering the question the child

should return the ball to you. Afterwards you will throw the ball to another child and the game lasts until each child has had his/her turn. Questions that you will ask them should refer to the children who are, due to different reasons, at risk of being excluded from the society. (Find possible examples of questions in Resource pack, Assertive behaviour 1.1.5.).

4. Divide the children in five groups. Each group should list on their poster everything that one of the following groups could not live without:
 - children from their class
 - gifted children
 - children with learning difficulties
 - children from other regions or countries
 - children from economically disadvantaged families.
5. Upon finishing, each group presents their poster. Encourage the children to notice similarities and differences between groups. Lead the conversation in such way that the children realize that we all have the same needs, but that some children need our additional attention for their needs to be successfully met.
6. Exhibit the posters on a visible place.

Take Home Activity

Invite children to bring to school the object that is very important to them. Next time, allocate certain time to have each child tell why s/he has chosen that particular object.

Activity 1.1.6. Life Tree

Learning Goal:

Help children to understand how to behave to meet their own needs and fulfil their wishes

Learning Outcome: By the end of this study unit, I will be able to:

Express my own needs and wishes

Age Group

Early Primary

Level

Advanced

Materials Needed

- Big poster with a tree drawn on it
- Coloured papers or colour pencils or pastels for each child
- Glue

Activities

1. Start the lesson with a Mindfulness activity.
2. Ask children to gather around the big poster with the tree drawn on it. Tell them: this is our group tree. If you look better, you will see that it is completely naked and sad. Are we going to help this tree to become alive and flourish with leaves?
3. Children have a task to make a wish they would like to fulfil. They choose the paper in colour that they like and draw or write their wish on it. If they have more wishes, they can write or draw on more papers.
4. When they finish drawing or writing, invite them to find a right place on the tree to stick papers with their wishes. Ask children whether the tree is now more beautiful and happier. Tell them that you would like the tree to grow and fulfil all children's wishes. But, the tree roots and the soil around it are empty. Ask them what and who will feed the tree. What does a tree need to make wishes come true?
5. Write down their answers at the bottom of poster, to make the tree roots. Encourage them to list characteristics, behaviours, persons necessary to fulfil their wishes.
6. Read aloud what you have written down and ask children what they can do today to get closer to making their wish come true.

Take Home Activity

Distribute hand-outs and tell children to make, with parents' help, Life tree of their family. The next day put the Life trees in children's portfolios.

Activity 1.1.7. Life Tree

Learning Goal:

Help children to understand how to behave to meet their own needs and fulfil their wishes

Learning Outcome: By the end of this study unit, I will be able to:

Express my wishes

Age Group

Late Primary

Level

Basic

Materials Needed

- Big poster with a tree drawn on it
- Coloured papers and colour pencils or pastels for each child
- Glue

Activities

1. Start the lesson with a Mindfulness activity.
2. Ask children to gather around the big poster with the tree drawn on it. Tell them: “This is our group tree. If you look harder, you will see that it is completely naked and sad. Are we going to help this tree to become alive and flourish with leaves?”
3. Children have a task to make a wish they would like to fulfil. They choose the paper in colour that they like and draw or write their wish on it. If they have more wishes, they can write or draw on more papers.
4. When they finish drawing or writing, invite to find a right place on the tree to stick papers with their wishes. Ask children whether the tree is now more beautiful and happier. Tell them that you would like the tree to grow and fulfil all children’s wishes. But, the tree

roots and the soil around it are empty. Ask them what and who will feed the tree. What does a tree need to make wishes come true?

5. Write down their answers at the bottom of poster, to make the tree roots. Encourage them to list characteristics, behaviours, persons necessary to fulfil their wishes.
6. Read loud what you have written down and ask children what they can do today to get closer to making their wish come true.

Take Home Activity

Distribute hand-outs and tell children to make, with parents' help, Life tree of their family. The next day put the Life trees in children's portfolios.

Activity 1.1.8. Desert Island

Learning Goal:

Help children to make difference between the things they want and those they need.

Learning Outcome: By the end of this study unit, I will be able to:

Understand what is important for me in life

Age Group

Late Primary

Level

Intermediate

Materials Needed

- Prepared drawings or lists containing the following things (half less than a number of children in a group):
 - healthy food, potable water, house building material, toys, warm clothes and footwear, nice and fashionable clothes and footwear, medicines, television set, friends, computer, parents, cakes, a book with survival instructions, money, ball

(children can prepare drawings at the art class or you can use the drawings from Resource pack, Assertive behaviour 1.1.8.

- Basket (optional)
- Board or flipchart

Activities

1. Start the lesson with a Mindfulness activity.
2. Split children in pairs. Tell them that they are chosen to go to a desert island and organize their community there. They have to take with them what they need to live and grow. Due to the limited space, they cannot take all the things from the list but only 12. Therefore, they have to decide what not to take with them. They can cross out or throw in the basket the drawings representing things they do not need.
3. Now tell them that there is still not enough room on a boat so that can take only 6 things they believe are the most necessary and decide again what to take and what to leave behind.
4. Invite children to the circle. Ask them which things they have left behind in the first round. Write their answers on the board or flipchart. Then ask them what they have left in the second round? What has remained on the list? Why are those things important to them? What is the difference between needs and wishes? What is more important?
5. Finish the activity by game “Impressions line.” Draw a long line on the board or flipchart. Write “I did not like this activity at all” on the left end of the line and “I liked the activity very much” on the right end. Have each child to mark a part of the line which best describes his/her feelings and thoughts about the activity.

Take Home Activity

Suggest children to talk with their parents about the things and persons they would take with them to a desert island (maximum 5).

Activity 1.1.9. I want ... Need – Exist!

Learning Goal:

Help children to understand how to meet their needs.

Learning Outcome: By the end of this study unit, I will be able to:

Meet my own needs

Age Group

Late Primary

Level

Advanced

Materials Needed

- Chairs (one less than a number of children)
- Small containers or envelopes with messages (e.g. chocolate egg's boxes) – one for each child
- Basket
- 4 symbols for needs (love, freedom, fun, respect)

Activities

1. Arrange the room so that the symbols that stand for four needs are allocated in different parts of the room.
2. Start the lesson with a Mindfulness activity.
3. Put the boxes or envelopes with messages in the basket (find possible examples in Resource pack, Assertive behaviour 1.1.9.):
4. Have each child read his/her message and tell what s/he thinks about it. Encourage them to comment in a way that relates to children at the risk of social exclusion because they are different from majority – whether they are poor, have developmental difficulties or learning difficulties, coming from migrant families or have a different cultural background (e.g. Roma children), are gifted etc. Ask the questions in such way to encourage them to think about the ways these children can meet their needs as well (for example “Do you think that a blind child can be successful?; Do you believe that a Roma child has everything

he/she needs?; Do you think that all children have the opportunity to be satisfied?; How do you imagine the success of a boy in a wheel chair?"...).

5. When all the messages have been read and commented, have each child take his/her message to the place where s/he thinks the message belongs to.

Take Home Activity

Give a hand-out to each child and suggest children to ask their parents which statements they like and why (other than the statements included in the activity). Tell them to write at least three statements on the hand-out. Put hand-outs in children's portfolios.

Set 1.2.: Stand for Oneself

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS:

- learn that answer NO is the answer to be respected
- use I messages in expressing their feelings
- stand for themselves by saying NO when asked to do something inappropriately

EARLY PRIMARY:

- stand for themselves by saying NO when asked to do something inappropriately
- distinguish accepting and denial speech
- practice how to say NO, make decisions, stand for themselves and their rights

LATE PRIMARY:

- practice how to say NO, make decisions, stand for themselves and their rights

- notice the difference between standing for themselves in an effective or non-effective way or at the other's expense
- apply assertive behaviour

Activity 1.2.1. How to Say No?

Learning Goal:

Encourage children to learn that answer NO is the answer to be respected.

Learning Outcome: By the end of this study unit, I will be able to:

Respect when somebody tells me NO

Age Group

Early years

Level

Basic

Materials Needed

- Drawing paper and coloured pencils

Activities

1. Start the lesson with a Mindfulness activity.
2. Ask children the following questions:
 - How would you describe NO?
 - Can NO sometimes mean YES or MAYBE? If so, when? If not, why not?
 - To whom you would always say NO? To whom you would never say NO? Why?
 - Can you remember situation when somebody told you NO what made you feel very bad. What did you do then?

3. Describe the following situation: “You have very active friend who constantly pushes and pulls you. Sometimes, when she wants to show you something she thinks interesting, she grabs your hand and pulls hard not paying attention to your reaction. Sometimes she runs to you suddenly and pushes your back wanting to play “catch.” Once she ran to you very loudly and suddenly while you were with your mother in a department store looking for new shoes. Her behaviour started to bother you.” (In accordance with teacher’s appraisal, this situation can also be performed as an act).
4. Ask them what they would do in such a situation. If you find necessary, offer the answers:
 - I will push, pinch and pull her hard in turn, hoping that she will get the message.
 - When she does it next time, I’ll tell her: “Don’t! I really do not feel comfortable when you do this.” and explain why.
 - I shall try to avoid her
5. Ask children which behaviour they like and which do not. Elicit the conclusion that it is OK to say NO when somebody asks them to do something against their wishes, decisions and needs.

Take Home Activity

Suggest children to talk with their parents about when they have told NO to each other. Why was this important?

Activity 1.2.2. Different Than The Others

Learning Goal:

Encourage children to use I messages in expressing their feelings.

Learning Outcome: By the end of this study unit, I will be able to:

Tell other what I like without hurting anybody.

Age Group

Early years

Level

Intermediate

Materials Needed

- poem Šarenko is not alone after all (by Vanja Kožić)

Activities

1. Start the lesson with a Mindfulness activity.
2. Divide children in two groups. One group are hedgehogs, another squirrels. Let squirrels and hedgehogs hold their hands. A hedgehog tells squirrel how s/he feels and then squirrel does the same to hedgehog.
3. Ask children to form a circle. Ask them when they talk to the others about their feeling. Then read them the poem Šarenko is not alone after all (find the poem in Resource pack, Assertive behaviour 1.2.2.). Then, tell them a fictive situation when a girl named Maya has been rude. Tell them what you have told her, using I-message (Maya, I am upset when you are rude because it hurts other children and I would like that everybody is satisfied; Maya, it makes me sad when you use bad words because I would like that you respect our agreement.).
4. Discuss the poem with children by asking the following questions:
 - Why the other cats did not want to play with Šarenko?
 - Do they find justification of behaviour of the others towards Šarenko?
 - How did Šarenko feel?
 - Is Šarenko less worth than the others because he is different?
 - What makes Šarenko same as the other cats?
5. Ask children how would they feel if they were in Šarenko's place when everyone avoided him. How would they describe their feelings to others? Give them an example of I-message that Šarenko could say to others (Šarenko: "I am angry when you don't want to play with me because I am bored then and I would like you to be my friends").
6. Ask them what they would tell to the cats if they were Šarenko. Let them respond in a circle. If other children like what they have heard, tell them to raise and wave their hands.

Take Home Activity

Distribute hand-outs and tell children to draw Šarenko in the afternoon and to retell their parents the story about Šarenko. Suggest them that they write down (with their parents' help) how they feel when something what they do not like happens and what they would like instead. Have them bring their drawings the next day and exhibit the drawings with the title "We are all Šarenko".

Activity 1.2.3. Golden Word No

Learning Goal:

Encourage children to stand for themselves by saying NO when asked to do something inappropriate

Learning Outcome: By the end of this study unit, I will be able to:

Say No in an acceptable way

Age Group

Early years

Level

Advanced

Materials Needed

- Colour book „How to say no“
- Drawing paper and coloured pencils

Activities

1. Start the lesson with a Mindfulness activity.
2. Read them a Colour book "How to Say No?" (Find the colour book in Resource pack).
3. Initiate conversation on how did they like the story, what they think about it, have they ever been in a situation when they have wanted to say no to someone but did not dare; what have they done then, how have they felt etc.
4. After children have told their impressions and experiences, ask them to draw a part of the book they have liked the most.

5. Exhibit drawings on the visible place in the room. Let them be there at least for a week.
6. Play Trust game for the end. Place several obstacles in a room (chairs, desks...) Split children in pairs. One child will be the leader while another will be blindfolded or have closed eyes. Leader's task is to lead his/her partner carefully and safely around the obstacles, taking care that the partner does not hit an obstacle. It is done in a complete silence. After several minutes, children change the roles.

Take Home Activity

Suggest to children that the next time they say No they explain their answer to the person they have said it to.

Activity 1.2.4. Golden Word No

Learning Goal:

Encourage children to stand for themselves by saying NO when asked to do something inappropriate

Learning Outcome: By the end of this study unit, I will be able to:

Say No in an acceptable way

Age Group

Early Primary

Level

Basic

Materials Needed

- Colour book „How to say no“
- Drawing paper and coloured pencils

Activities

1. Start the lesson with a Mindfulness activity.

2. Read them a Colour book “How to Say No?” (Find the colour book in Resource pack).
3. Initiate conversation on how did they like the story, what they think about it, have they ever been in a situation when they have wanted to say no to someone but did not dare; what have they done then, how have they felt etc.
4. After children have told their impressions and experiences, ask them to draw a part of the book they have liked the most.
5. Exhibit drawings on the visible place in the room. Let them be there at least for a week.
6. Play Trust game for the end. Place several obstacles in a room (chairs, desks...) Split children in pairs. One child will be the leader while another will be blindfolded or have closed eyes. Leader’s task is to lead his/her partner carefully and safely around the obstacles, taking care that the partner does not hit an obstacle. It is done in a complete silence. After several minutes, children change the roles.

Take Home Activity

Suggest to children that the next time they say No they explain their answer to the person they have said it to.

Activity 1.2.5. Warm and Cold Snowdrops

Learning Goal:

Help children to distinguish accepting and denial speech.

Learning Outcome: By the end of this study unit, I will be able to:

Express kindly what I do not like, respecting the other’s feelings.

Age Group

Early Primary

Level

Intermediate

Materials Needed

- stick-on papers (equal to total number of pupils) in five different colours
- 5 envelopes including papers with following words written on papers (one paper in each envelope): “nerds”, children with learning difficulties, Roma children, children with developmental difficulties, immigrants
- 5 papers and pens
- box
- blackboard and chalk or a flip-chart and a felt tip pen

Activities

1. Start the lesson with a Mindfulness activity.
2. Have each child take one stick-on paper from the box (each colour of the stick-on paper should be represented in an approximately equal number).
3. Tell children to form groups according to the colour of their stick-on papers. After the groups have formed tell them that each group represents one specific group of pupils. Each formed group should take one envelope with the paper with written name of the group of pupils that they will represent.
4. Invite children to write down all emotions that cross their mind for which they believe that children from that group have. Let them do this assignment for five to ten minutes.
5. Upon completing previous assignment, invite group representatives to read aloud (in first person) written feelings which you will at the same time write down on the blackboard or a flip-chart (e.g. “I belong to the “nerds” and I feel...”). Classify the feelings in positive and negative column.
6. Ask the children how they can express their dissatisfaction with those things that make them have negative feelings. Encourage them to conclude that dissatisfaction can be expressed in an acceptable and unacceptable ways; using *warm snowdrops language* and using *cold snowdrops language*. Give the children an example of *warm snowdrops language* (acceptance speech) and using *cold snowdrops language* (denial speech):
 - WARM SNOWDROPS: I am angry because you laugh at me when I read poorly. I would like you to respect me and to give me enough time to read.
 - COLD SNOWDROPS: You are laughing at me again! Shame on you! I’ll punch you the next time!

7. After giving these examples, ask the children to explain you the differences between these two speeches. Explain them that warm snowdrops are I-messages clearly expressing which of our feelings provokes certain behaviour in others and our expectations about desirable behaviour of the person we are addressing. Write the structure of I-message on a blackboard or a flip-chart:

I FEEL.....WHEN..... . I WANT.....

8. Finish the activity by having each group thinking out two warm and two cold snowdrops about the feeling they have previously written down on their papers. Let them role play these statements in front of the classroom.

Take Home Activity

Distribute hand-outs and suggest children to use warm snowdrops language in conversation with their parents this afternoon and to write them down on their hand-out. Let them bring you these hand-outs and role play these statements in front of the classroom. Put the hand-outs in children's portfolios the next day.

Activity 1.2.6. Clenched Fist

Learning Goal

Encourage children to practice how to say NO, make decisions, and stand for themselves and their rights.

Learning Outcome: By the end of this study unit, I will be able to:

Say No, so that I protect myself and my rights

Age Group

Early Primary

Level

Advanced

Materials Needed - none

Activities

1. Start the lesson with a Mindfulness activity.
2. Split children into two equal groups. Have one group to stay in a room and another to leave it briefly. Instruct children remaining in the group to clench their fist on the teacher's mark (clap) and that they should not open it at any cost. Leave the room and tell the group outside to persuade their pair to open the fist using all means, strategies and methods s/he usually applies when wanting to get something.
3. Enter the room and split children in pairs so that a child with clenched fist is paired with the child who is going to persuade him/her to open the fist. Give the agreed mark. Let children talk 3-5 minutes (depending on their mood) and stop the game by the agreed sign.
4. Invite children to sit in a circle. Ask them if they have opened their fists. Ask them the following questions:
 - What did they do to make child open the fist? How did they feel then?
 - What did they think about with clenched fists? How did they feel then?
 - Which behaviour did not help them in persuading?
 - Which behaviour helped them in persuading?
5. Finish the conversation eliciting the children's conclusion on when somebody can persuade them to do something against their will? What do they have to do then?

Take Home Activity

Distribute hand-outs and suggest children to remember (with their parents' help) the situation when the parents gave them what they wanted. Let them write or draw how it looked like and bring you their hand-outs the next day. Put hand-outs in children's portfolios.

Activity 1.2.7. Clenched fist

Learning Goal

Encourage children to practice how to say NO, make decisions, and stand for themselves and their rights.

Learning Outcome: By the end of this study unit, I will be able to:

Practice to say No, so that I protect myself and my rights

Age Group

Late Primary

Level

Basic

Materials Needed - none

Activities

1. Start the lesson with a Mindfulness activity.
2. Split children into two equal groups. Have one group stay in a room and another leave it briefly. Instruct children remaining in the group to clench their fist on the teacher's mark (clap) and that they should not open it at any cost. Leave the room and tell the group outside to persuade their pair to open the fist using all means, strategies and methods s/he usually applies when wanting to get something.
3. Enter the room and split children in pairs so that a child with clenched fist is paired with the child who is going to persuade him/her to open the fist. Give the agreed mark. Let children talk 3-5 minutes (depending on their mood) and stop the game by the agreed sign.
4. Invite children to sit in a circle. Ask them if they have opened their fists. Ask them the following questions:
 - What did they do to make child open the fist? How did they feel then?
 - What did they think about with clenched fists? How did they feel then?
 - Which behaviours did not help them in persuading?
 - Which behaviours helped them in persuading?

5. Finish the conversation eliciting the children's conclusion on when somebody can persuade them to do something against their will? What do they have to do then?

Take Home Activity

Distribute hand-outs and suggest children to remember (with their parents' help) the situation when the parents gave them what they wanted. Let them write or draw how it looked like and bring you their hand-outs the next day. Put hand-outs in children's portfolios.

Activity 1.2.8. I Have a Right

Learning Goal

Encourage children to notice the difference between standing for themselves in an effective or non-effective way or at the other's expense.

Learning Outcome: By the end of this study unit, I will be able to:

Realize the importance for standing for my own needs without violating the other person's rights

Age Group

Late Primary

Level

Intermediate

Materials Needed

- Big poster with written rules, strategies and good choices of standing for oneself

Activities

1. Start the lesson with a Mindfulness activity.
2. Stick the big poster displaying the list of good choices and strategies of standing for themselves. Point out that standing for oneself must not be done at the other person's damage.

3. Split children in three groups and tell each group: Try to play the role of a person having one or more of those characteristics:
 - THE FIRST GROUP: “You tease and make fun of those that are in some way different than the others, push this person from your company, you tend to push and fight with others, make the weaker do what they do not want, you have broken some of your classmates things because you were angry with something, you like revenge, get angry easily, show off and want to be a boss in a class, you often make up gossip about some persons in the class, you curse, etc.”
 - THE SECOND GROUP: “You are timid, withdrawn, shy, often alone, physically weak, poor, insecure, quiet, clumsy in the school yard, do not have good grades, etc.”
 - THE THIRD GROUP: “You are self-confident, know how to stand for yourself, you are calm, composed, well mannered, help the others, you are good and reliable friend, respect everyone even those different from the majority, liked in the company.”
4. Then you read “I have right” statements from the poster (Find the Poster in Resource pack, Assertive behaviour 1.2.8.) The member from each group has to state the behaviour characteristics of the persons whose roles they have assumed (say made-up sentence on how would the character s/he impersonates do it). Besides paying attention to the message content, children have to pay attention to the tone, way of expression, gestures. The order of saying the sentences is always the same: somebody from the first group speaks first, then somebody from the second and finally children from the third group.
5. When you have covered all the rights, ask children how they felt in their roles. Which roles they found the easiest, which the most difficult? How would you describe children from the first group, from the second and from the third? Which group they have liked the most. Why? What do we usually do when somebody provokes us and treats us badly? What is effective in such situations?
6. Encourage children to notice the difference between standing for themselves in an effective and non-effective way or at the other’s expense.

Take Home Activity

Distribute hand-outs and ask children to write down their own three golden rules of standing for themselves. Let them bring those rules to school and put in their portfolio.

Activity 1.2.9. Choosing the Best Behaviour

Learning Goal

Encourage children to apply assertive behaviour

Learning Outcome: By the end of this study unit, I will be able to

Behave in an assertive manner

Age Group

Late Primary

Level

Advanced

Materials Needed

- papers describing different situations from children's life

Activities

1. Start the lesson with a Mindfulness activity.
2. Give children a paper describing different situations. Ask them how they would describe assertive, compliant and aggressive behaviour.
3. Split children in pairs and give each pair one paper (Find papers in Resource pack, Assertive behaviour 1.2.9.)
4. Let them decide together whether the behaviour is assertive, compliant or aggressive. When they finish and agree on their decision, children make proposal for assertive solutions in the situations they judged as aggressive or compliant behaviour.
5. After that, children propose I-messages (which behaviour bother them, how that feel) for the situations related to aggressive/compliant behaviour.

Take Home Activity

None

Set 1.3.: Assertive Conflict Resolution

Learning Goals

By the end of this unit, children will be able to:

EARLY YEARS:

- recognize decent and indecent speech
- make the difference between situations that show agreement and conflict
- notice different ways of conflict resolution

EARLY PRIMARY:

- notice different ways of conflict resolution
- recognize desirable and undesirable behaviours in conflict resolution
- recognize what is conflict and different ways of conflict resolution

LATE PRIMARY:

- recognize what is conflict and different ways of conflict resolution
- notice that the nonverbal communication is also important for the effective conflict resolution
- resolve conflict in a nonviolent and assertive manner

Aactivity 1.3.1. Squirrel, Behave Yourself

Learning Goal

Help children to recognize decent and indecent speech

Learning Outcome: *By the end of this study unit, I will be able to*

Recognize what is decent and what indecent conversation.

Age Group

Early years

Level

Basic

Materials Needed

- Squirrel and hedgehog dolls

Activities

1. Start the lesson with a Mindfulness activity.
2. Invite children to sit in a circle and tell them that hedgehog and squirrel have met in the wood so that now they can listen to their conversation. Using hedgehog and squirrel dolls act the following situation:

3. Hedgehog: "Hey, squirrel, good day to you".

Squirrel does not respond but turns her head in the opposite direction.

4. Comment with children what has happened with this squirrel. What do we say when somebody bids us good day? Wait for children's answer.
5. Tell them that you will continue and ask them to look and listen carefully.

Hedgehog: "Squirrel? Have you not heard me? I told you good day."

Squirrel: "I did, I did but I had just spotted some hazelnuts and forgot to tell you good day."

Hedgehog: "I also saw some hazelnuts while I was walking around wood so I remembered you and took some to give them as a present. Here you are."

Squirrel does not say anything but takes hazelnuts and starts eating them.

6. You stop the story and ask: What has squirrel forgotten to say to hedgehog? What do we say when we get a present from somebody?
7. Then you continue a story:

Hedgehog: “Hey, squirrel you are really rude today. Next time I will not bring you hazelnuts as presents. And I think that I do not want spend time with you today when you behave like this.”

Squirrel: “Sorry, hedgehog, I am very hungry today and have forgotten to behave properly. But, please do not be angry with me. Can you please bring me hazelnuts next time when you find them? You know that I like them very much. And I do not like when you are angry with me and when we quarrel.”

Hedgehog: “When you have asked me so nicely, I will bring them again too. Let’s walk around the wood and look for hazelnuts?”

Squirrel: “Yes, yes! Perhaps we shall find a pear for you!”

8. Ask children how did they recognize when squirrel was rude? How did they know when s/he behaved decently? Will hedgehog bring her/him more hazelnuts if s/he is decent or rude to him/her? Why do they think so? Do we argue more when we are rude or when we are decent?

Take Home Activity

Suggest children to use magical words “please” and “thank you” in conversation with their parents as often as possible in the afternoon. The next day ask them if they did the task and how did they and their parents feel.

Activity 1.3.2. Conflict or Cooperation

Learning Goal

Encourage children to make the difference between situations that show agreement and the ones which show conflict.

Learning Outcome: By the end of this study unit, I will be able to

Recognize the difference between agreement and conflict

Age Group

Early years

Level

Intermediate

Materials Needed

- rag ball
- big blank sheet of paper for drawing one child's silhouette

Activities

1. Start the lesson with a Mindfulness activity.
2. Invite children to stand in a circle. Start the sentence: "I am angry when ... (I can not find a toy that I want to play with; have to stand in line for a long time,...)". Tell them that their task is to finish the same sentence when they get the ball, and then throw the ball to one of them. The game lasts until each child has had his/her turn or until children are interested.
3. Ask children about their usual reactions when they are angry. Stimulate conversation by asking them few questions ("What do you say then?"; "What do you do then?", "How do you speak?"; "How do you show your anger?"). Encourage few pupils to retell some situations when they had a quarrel with someone. Ask them how did they feel then and could they resolve disagreement (conflict) in a different way.
4. Put the big blank sheet of paper in the middle of circle and ask one child to lie down on it. Draw a silhouette of that child on the paper. Ask children what do they do when they are in a conflict and write down their answers around the silhouette.
5. Now ask children to tell you what could they do to avoid dispute in a conflict and to achieve agreement good enough for all involved instead so that no one gets angry. Help them by asking questions ("Could you say something else?", "Could you suggest different solution?", "Could you ask an adult for help?", "Could you ask additional explanations?", "What else can you do?", "How can you behave?"). Write down their answers inside the silhouette.
6. Finish the activity by agreement that, during the next week, they will as often as possible use behaviour described inside the silhouette. Name that silhouette and display it in a classroom on a visible place.

Take Home Activity

Distribute hand-outs and suggest children to draw at home (with their parents' or siblings' help) how to transform conflict into cooperation. Make an exhibition of these drawings.

Activity 1.3.3. It Can Be Different as Well!

Learning Goal

Encourage children to notice different ways of conflict resolution and to recognize desirable and undesirable behaviours.

Learning Outcome: By the end of this study unit, I will be able to

Recognize different ways of conflict resolution and recognize the best one

Age Group

Early years

Level

Advanced

Materials Needed

- story “Coward”
- blank sheets of paper and coloured pencil for each child
- flip-chart and a felt tip pen

Activities

1. Start the lesson with a Mindfulness activity.
2. Invite children to sit comfortably in a circle. Tell them that you will read a story and ask them to listen carefully.

Mirko and his friends played soccer in the yard. Everyone was enjoying the game when Luka suggested a “brilliant” idea: “Do you see that window at the roof? Let’s see who dares to climb up and down the gutter. The winner is the fastest one.” Some boys thought that this is a great idea, but not Mirko. He said to others: “That is stupid. I’ll tell the teacher.” Luka started to make fun of Mirko and called him a coward. The others immediately joined Luka. Mirko felt frightened and uncomfortable. He knew that he cannot climb down the gutter; height always made him nauseous. Besides from that, he did not want to do that because he wanted to play with friends and not compete with everyone.

This is where the story ends and you ask children: “What do you think happened then?”

3. Distribute blank sheets of paper and coloured pencils and ask children to draw or write how do they think this story ends.
4. When children are ready, each child tells his/her story ending. They are all instructed to show thumb up if they think that the problem is solved in an acceptable way or thumb down if the problem is solved unacceptable. You count the total number of thumbs up and thumbs down and write each sum in “+” and “-” column on a flip-chart.
5. Discuss with children whether they are satisfied with the number of acceptable problem solutions. If the number of such solutions is small, encourage them to fill the “+” column together (expressing feelings clearly, referring to the rules, seeking help from adults, asking for explanations, suggesting new ideas). Ask children what would they do if they were Marko.
6. Finish the activity by jointly thinking out at least one rule on acceptable ways of conflict resolution in your group.

Take Home Activity

Suggest children to use agreed rule on acceptable conflict resolution as often as they can during the week.

Activity 1.3.4. It Can Be Different as Well!

Learning Goal

Encourage children to notice different ways of conflict resolutions and to recognize desirable and undesirable behaviours.

Learning Outcome: By the end of this study unit, I will be able to

Recognize different ways of conflict resolutions and recognize the best ones

Age Group

Early Primary

Level

Basic

Materials Needed

- story “Coward”
- blank sheets of paper and coloured pencil for each child
- flip-chart and a felt tip pen

Activities

1. Start the lesson with a Mindfulness activity.
2. Invite children to sit comfortably in a circle. Tell them that you will read a story and ask them to listen carefully.

Mirko and his friends played soccer in the yard. Everyone was enjoying the game when Luka suggested a “brilliant” idea: “Do you see that window at the roof? Let’s see who dares to climb up and down the gutter. The winner is the fastest one.” Some boys thought that this is a great idea, but not Mirko. He said to others: “That is stupid. I’ll tell the teacher.” Luka started to make fun of Mirko and called him a coward. The others immediately joined Luka. Mirko felt frightened and uncomfortable. He knew that he cannot climb down the gutter; height always made him nauseous. Besides from that, he did not want to do that because he wanted to play with friends and not compete with everyone.

This is where the story ends and you ask children: “What do you think happened then?”

3. Distribute blank sheets of paper and coloured pencils and ask children to draw or write how do they think this story ends.
4. When children are ready, each child tells his/her story ending. They are all instructed to show thumb up if they think that the problem is solved in an acceptable way or thumb down if the problem is solved unacceptable. You count the total number of thumbs up and thumbs down and write each sum in “+” and “-” column on a flip-chart.
5. Discuss with children whether they are satisfied with the number of acceptable problem solutions. If the number of such solutions is small, encourage them to fill the “+” column together (expressing feelings clearly, referring to the rules, seeking help from adults, asking for explanations, suggesting new ideas). Ask children what would they do if they were Marko.
6. Finish the activity by jointly thinking out at least one rule on acceptable ways of conflict resolution in your group.

Take Home Activity

Suggest children to use agreed rule on acceptable conflict resolution as often as they can during the week.

Activity 1.3.5. Give me my Pencil Back

Learning Goal

Encourage children to recognize desirable and undesirable behaviours in conflict resolution

Learning Outcome: By the end of this study unit, I will be able to

Recognize desirable and undesirable behaviours in conflict resolution

Age Group

Early Primary

Level

Intermediate

Materials Needed

- Cardboard (ballot) box
- Papers to make voting sheets

Activities

1. Start the lesson with a Mindfulness activity.
2. Choose the four children to play roles in front of the others.
3. Take chosen children out of room to explain them their roles. Prior to leaving rooms, ask children to prepare the two “voting sheets.” They should write number 1 on one sheet and number 2 on another.
4. Explain the “actors” the imaginary situation:

A pupil whose family is economically underprivileged has come to school with a new pencil. His desk partner takes away this pencil and does not want to give it. One child has to play the pupil who does not want to return the pencil while the three others play the boy with new pencil but in a different ways, i.e. with different behaviours.

- One pupil (after the pencil has been taken from him) acts being very sad, gives in to the other and remains downcast and visibly sad;
 - The second pupil (having the pencil taken from him) will yell and push the other student, snatching a pencil from his hand;
 - In the last situation, the third pupil will calmly explain that this is his new pencil and ask him nicely to return it. He may also suggest to another pupil to ask his parents, grandparents, aunt...anybody to buy him exactly the same pencil for birthday (or some other occasion).
5. When children clearly understand their roles, return to the classroom and ask children have they got their voting sheets ready. Explain them that their task is to watch carefully what and how the actors act and that they will vote at the end.
 6. After the acting is finished, children on their paper No. 1 vote for one of the three pencil owners who will, in their opinion, most probably get his pencil back (they can write down a name of pupil who acted that behaviour). Then, the votes are counted. It can be expected that the “downcast” will get least votes while the “assertive” and “aggressive” owners will get more. After that, children vote again on the paper No. 2 but this time they vote for the situation they believe will not finish by anger and fight. Count the votes (it is expected that the third situation will get most votes).
 7. Discuss with children about voting results and how different ways in which we try to solve problems can lead to a stronger argument and anger but we can all try to resolve problem without arguing.

Take Home Activity

Distribute blank papers to children and have them remember the situation when they have argued with someone but managed to resolve the problem without anger and fight. Ask them to bring to school their examples so that you can collect as many ideas about ways in which we can resolve problems peacefully, without anger and quarrel. Display their ideas on a board for a week.

Activity 1.3.6. Conflict and I

Learning Goal

Help children to learn what is conflict and ways in which it can be resolved

Learning Outcome: *By the end of this study unit, I will be able to*

Recognize conflict and different ways of resolving conflicts

Age Group

Early Primary

Level

Advanced

Materials Needed

- papers with written roles (different children can have same roles – find example of the roles in Resource pack, Assertive behaviour 1.3.6. and 1.3.7.)
- box for papers with roles
- large package of candies

Activities

1. Start the lesson with a Mindfulness activity.
2. Divide children in pairs or triples, depending on the total number of children. Let children take one paper each, instructing them not to tell anyone what is written on his/her paper.
3. Now ask children to identify with their role. When they are ready, tell them that their assignment is to talk to the child in pair about possible solutions to following problem:
Marijana's acquaintance gave her back CD from Mirjana's favourite band that she borrowed. Few classmates see this CD and make fun of Mirjana for listening that band; they sing to her in a distorted way loudly repeating famous choruses from some of their songs, take her CD and pass it on until it finally brakes.
4. Tell children that they have 10 minutes to discuss possible solutions reminding them that they should discuss from their role's perspective.

5. When the time runs out, ask them how did they deal with their role. Could they “walk in someone else’s shoes”? What did they find easy and what did they find difficult?
6. Let each pair present their solution. Instruct children to wave their hands if they like the solution i.e. if it is an acceptable one not resulting in further conflict. Instruct them not to comment or react if proposed solution is unacceptable.
7. Having all pairs presented their solution, discuss with children about solutions they liked the most and why. Encourage them to conclude that, when conflict occurs, it is always important to see the situation from different perspectives and that different options should always be reconsidered before jumping to the wrong conclusions.
8. Finally, award children with candies for participation.

Take Home Activity

Distribute cartoon templates. Invite children to take their cartoon template home and (with their parents help) think out certain conflict and suggest its fair solution. Conflict in the cartoon template can be drawn or written. Have them bring their cartoons to school the next day and put them in their portfolios.

Activity 1.3.7. Conflict and I

Learning Goal

Help children to learn what is conflict and ways in which it can be resolved

Learning Outcome: By the end of this study unit, I will be able to

Recognize conflict and different ways of resolving conflicts

Age Group

Late Primary

Level

Basic

Materials Needed

- papers with written roles (different children can have same roles – find example of the roles in Resource pack, Assertive behaviour 1.3.6. and 1.3.7.)
- box for papers with roles
- large package of candies

Activities

1. Start the lesson with a Mindfulness activity.
2. Divide children in pairs or triples, depending on the total number of children. Let children take one paper each, instructing them not to tell anyone what is written on his/her paper.
3. Now ask children to identify with their role. When they are ready, tell them that their assignment is to talk to the child in pair about possible solutions to following problem: *Marijana's acquaintance gave her back CD from Mirjana's favourite band that she borrowed. Few classmates see this CD and make fun of Mirjana for listening that band; they sing to her in a distorted way loudly repeating famous choruses from some of their songs, take her CD and pass it on until it finally brakes.*
4. Tell children that they have 10 minutes to discuss possible solutions reminding them that they should discuss from their role's perspective.
5. When the time runs out, ask them how did they deal with their role. Could they "walk in someone else's shoes"? What did they find easy and what did they find difficult?
6. Let each pair present their solution. Instruct children to wave their hands if they like the solution i.e. if it is an acceptable one not resulting in further conflict. Instruct them not to comment or react if proposed solution is unacceptable.
7. Having all pairs presented their solution, discuss with children about solutions they liked the most and why. Encourage them to conclude that, when conflict occurs, it is always important to see the situation from different perspectives and that different options should always be reconsidered before jumping to the wrong conclusions.
8. Finally, award children with candies for participation.

Take Home Activity

Distribute cartoon templates. Invite children to take their cartoon template home and (with their parents help) think out certain conflict and suggest its fair solution. Conflict in the cartoon template can be drawn or written. Have them bring their cartoons to school the next day and put them in their portfolios.

Activity 1.3.8.: Forgotten Cake

Learning Goal

Encourage children to see that the nonverbal communication is also important for the effective conflict resolution.

Learning Outcome: By the end of this study unit, I will be able to

Recognize that during the conversation it is important not only what we hear but also what we see because it can help us when we try to resolve some problem.

Age Group

Late Primary

Level

Intermediate

Materials Needed

- Not necessary but the agreed roles should be practiced in advance

Activities

1. Start the lesson with a Mindfulness activity.
2. Ask children-volunteers (four of them – one will act the shopkeeper in a pastry shop, while the other three will be customers – each in his/her own version agreed two or three days in advance so that everybody exactly knows what to do to act the agreed situation in front of the rest of the class (Find Situations in Resource pack, Assertive behaviour 1.3.8.)
3. Having children seen all the three scenarios, ask them what each customer was like and what helped them to decide this (remind them to pay attention to everything else, not only to what was told: they have show themselves what they have seen to emphasise the noticed nonverbal part).
4. Ask them what they think how each of those three situations could continue/resolve – how could shopkeeper react toward the customers and why. What are the ways, other than words, in which we can communicate with others and what kind of communication helps us to resolve conflicts more successfully?

Take Home Activity

Ask children to talk with their parents about the ways they would suggest them to resolve a certain conflict (for example, when somebody constantly asks to copy their homework). Have them talk with parents whether the suggested ways are passive, aggressive or assertive ways of conflict resolution.

Activity 1.3.9. Leave a Ship

Learning Goal

Encourage children for the nonviolent and assertive conflict resolution

Learning Outcome: By the end of this study unit, I will be able to

See that is important to stand for own needs but without violating the needs of others and that is important to negotiate with others when we face the problem.

Age Group

Late Primary

Level

Advanced

Materials Needed

- Paper and pencil for each child

Activities

1. Start the lesson with a Mindfulness activity
2. Split children in the equal small groups or pairs, depending on the number of children. Tell them to imagine that they are on a boat that is about to sink. They have a life boat but can take only 10 things from the boat each. Let each child write 10 things s/he would like to take from the boat.
3. After that they need to negotiate among themselves what to take with them and what not. Tell children to choose from their lists those things that are common to all and then chose other things which are not common. Each group has to have 10 things total on the list.

4. When they finish, ask them to come together in a big group. Their task now is to choose in the same way the 10 common things they will take with themselves.
5. Discuss with children how they have chosen the things, how they have felt, how they have stood up for the things important to them. Ask them if they are satisfied with a final list, how they have negotiated etc. Help them to reach the conclusion that it is important to stand out for own needs without violating the needs of others.

Take Home Activity

Suggest children to try to play the same game with their parents during the weekend and to act very angry if the parents do not want to take any of their things. They should insist strongly that just their things should be taken from the boat. Let them pay attention to the parents' behaviour when the children start to get angry – do they withdraw, persuade, yell? Have the parents tried and succeeded in resolving this problem peacefully?

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