**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:**

**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 encouariging 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 feelings, expectations and problems

7. Encourage chiildren to take responsibility for own behaviur

8. Have children make portfolio in which they will keep their works (after exhibitions and activities)

.

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 realization of 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 beahvior
* Apply assertive conflict resolutions skills
* Develop trusting and accepting relations

**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 among physical and emotional feelings

EARLY PRIMARY:

* recognize the essential components of emotional satisfaction
* become aware of their needs
* understand how to behave to meet their own needs

LATE PRIMARY:

* understand how to behave to meet their own needs
* 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 pencil 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 activities by inviting children to draw how they feel now on the small stickers and stick their drawing (feeling) on the big poster.

***Take Home Activity***

Tell children to draw, with parents’ help, one situation that made them most happy during the day and bring the drawing to kindergarten tomorrow. Use these drawings to make another 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. Have they recognized any of those feelings during the previous exercise?
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 ask their parents what they were afraid of when they were children, what made them happy, angry and sad. Ask children the next day, upon the arrival to the kindergarten, what has their parents told them.

**Activity 1.1.3. Where do my Feelings Live?**

***Learning Goal***

Help children to recognize in which part of their body they have a certain feeling and how do they express it.

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

Be more aware 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 some other children draw their friends’ shape until everybody shape is on the paper.
3. Remind children on the introductory exercise where they have tried to “catch” their thoughts and feelings. Ask them to draw “What is in my head” using symbols for their different thoughts and needs.
4. 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)
5. 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...
6. After anger, let them choose a colour for the fear and paint the body parts where they feel being afraid.
7. Remind them that they can mix the colours. I.e. if they choose a colour for joy, they can use it wherever they feel joy regardless if they feel sorrow or anger at the same spot.
8. Help the children who cannot write to make a legend around the silhouette on which colour indicates which feeling.
9. Make the exhibition of the painted silhouettes for the parents.

***Take Home Activity***

Suggest children to ask a member of family where his/her anger or some other feeling live.

**Activity 1.1.4. Happy Person’s Shirt**

***Learning Goal***

Help children to recognize the essential components of emotional satisfaction.

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

Contribute better to my emotional satisfaction.

***Age Group***

Early Primary

***Level***

Basic

***Materials Needed***

* “Happy Person’s Shirt” story
* Paper and colour pencils for each child

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Read to children “Happy Person’s Shirt” story

*A mighty king got sick of boredom and melancholy, not knowing what to love and wish for in this world. A mighty king started to wither away. Court heads and advisers became worried and started to think how to cure the king from this illness that affects content and rich people. After long consultations of the doctors and horoscope experts, the medicine has been prescribed: The king will get better as soon as he puts on a happy man’s shirt.*

*A number of delegates have been sent around the world to find a happy person. They have visited a number of villages and towns, settlements and farms and wherever they saw a person who did not look scared, grumpy and desolate they would ask him whether he was happy. But, the answer was always negative – everybody has had some misgiving that made him unhappy – no offspring, a family died of illness, being poor or worried about his wealthy, being lonely or living with people he did not like or loving people that did not live with him. Having searched everything high and low and returning to the capital desperate and tired, they have heard someone singing joyfully. They saw a man sitting in sun in front of s cabin and singing. When asking for the reason of his joy, he responded: “I have no reason, I sing just because I am happy. “*

*Having heard that, the kings delegated rushed to take off a shirt from this man. But, the happy man did not have a shirt on...*

1. Discuss with children how they have understood the story (What is the story’s moral?) Ask children what they need in life to survive, to be content, to grow and develop.
2. Ask them to remember last time they were happy or satified and to draw this situation.
3. When they finish drawings, everybody presents his/her work. Encourage them to explain what the others and they were doing than to make them emotionaly satisfied.
4. Exhibit the children’s drawings.

***Take Home Activity***

Suggest children to do something at home what will make their parents and themselves satified.

**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)
* Papers and coloured pencils or pastels

***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....”
3. Game lasts until each child has had his/her turn or until they are interested in it.
4. Finish the activity by asking children to draw what they could not live without.
5. Exhibit the drawings so that everybody can see them.

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

***Learning Goal:***

**Activity 1.1.6. Life Tree**

Help children to understand how to behave to meet their own needs

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

Express my own needs and desires

***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 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***

Have them realize during the following day what they have suggested in the activity.

**Activity 1.1.7. Life Tree**

**Activity 1.1.7.: Life Tree**

***Learning Goal:***

#### Help children to understand how to behave to meet their needs

#### **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***

Have them realize during the following day what they have suggested in the activity.

**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

* Basket
* 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 company 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? 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. kinder egg’s boxes) – one for each child
* Basket
* 4 symbols for needs (love, freedom, fun, respect)

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Put the boxes or envelopes with messages in the basket (Find possible examples in Resource pack, Assertive behaviour 1.1.9.):
3. Have each child read his/her message and tell what s/he thinks about it. Does s/he agree or not?
4. 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***

Suggest children to ask their parents which statements they like and why.

**Set 1.2.: Stand for Oneself**

EARLY YEARS:

**Learning Goals**

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

* 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:***

Listen when somebody tells me NO

***Age Group***

Early years

***Level***

Basic

***Materials Needed***

* Bell
* Drawing paper and coloured pencils

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Ask children the following questions:

* How would you define 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?

1. Can you remember situation when somebody told you NO what made you feel very bad. What did you do then?
2. 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.
3. 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

1. 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, 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. I messages**

***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 -*** none

***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 when they usually talk to the others about their feeling. 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. Ask them what they would tell to this girl. Let them respond in a circle. If other children like what they have heard, let them raise and wave their hands.
5. Play Centipede game for the end. Tell children to form a line according to the size of their feet. When the line is formed, tell them to start, on your mark, to lower down on the knees of child standing behind. If this is done slowly and simultaneously, all children will be sitting on somebody else’s knees. Let children wave their hands and move slowly like centipede.

***Take Home Activity***

Tell children to tell their parents in the afternoon how they feel when something what they do not like happens and what they would like instead. Have them retell this conversation the next day.

**Activity 1.2.3. Golden Word No**

***Learning Goal:***

#### Encourage children to stand for themselves by saying NO when asked to do something inappropriately.

#### **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, Assertive behaviour 1.2.3. & 1.2.4.)
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 there; 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 inappropriately.

#### **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, Assertive behaviour 1.2.3. & 1.2.4.)
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 there; 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 eyed. 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***

* The cards with roles/situation (the number of cards should correspond to the number of children while roles can be repeated).
* Box for cards

***Activities***

* + 1. Start the lesson with a Mindfulness activity.
    2. Explain children that you will practice acceptance and denial speech. Firstly, you read expressively the text from one card, using *warm snowdrops* language first and *cold snowdrops language afterwards.*
* WARM SNOWDROPS: I am angry for waiting here such a long time, I wish you would respect our agreement.
* COLD SNOWDROPS: You have let me wait for a whole hour. This is the last time!
  + 1. Having read this, ask children how those two speeches differ and explain them additionally the characteristics of each of those two speeches.
    2. Put remaining cards in the box and then have each child to draw one card. Tell them to first read silently what is written and put them in the given situation as best as they can prior to reading their sentence aloud (Find the Cards’ Examples in Resource pack, Assertive behaviour 1.2.5.)
    3. Each child reads what is written on his/her card. After him/her a child having the card with the same number, reads what is written but in a different kind of speech. When children recognize warm snowdrops, they raise and wave their hands. When they hear cold snowdrops, they hit the table with their fists.

***Take Home Activity***

Suggest children to use warm snowdrops language in conversation with their parents this afternoon.

**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:***

Practice 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?

1. 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***

Suggest children to ask parents to help them to remember the situation when the parents gave them what they wanted. Let them write or draw how it looked like.

**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?

1. 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***

Suggest children to ask parents to help them to remember the situation when the parents gave them what they wanted. Let them write or draw how it looked like.

**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:***

Understand 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 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 GOUP: you are tired, 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.
  + 1. Then you read “I have right” statements from the poster (Find the Poster in Resource pack, Assertive behaviour 1.2.8.)

1. 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 charachter 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.
2. When you have covered all the rules, 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?
3. 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***

Ask children to write down 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***

Choose an apply the best behaviour

***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 pare one paper (Find papers in Resource pack, Assertive behaviour 1.2.8.)
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/complaint behaviour.

***Take Home Activity***

Take down one I and YOU message they have heard at home. Discuss the messages next day in school.

**Set 1.3.: Assertive Conflict Resolutions**

EARLY YEARS:

**Learning Goals**

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

* 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
* apply nonviolent and assertive conflict resoulution

**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.

1. Comment with children what has happened with this squirrel. What do we say when somebody bids us good day? Wait for the answer.
2. 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.

1. 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?
2. 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!”

1. Ask children how did we recognize when squirrel was rude? How did we 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***

Tell children that tomorrow you will make an exhibition of nice words (please, thank you...) and to ask parents to help them with drawings to write those words (teacher instructs parents on the task).

**Activity 1.3.2. We agree/We disagree**

***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***

* Four cardboard or plastic boxes
* Drawings depicting different children where they argue or agree
* Empty posters (corresponding to the number of groups in which children are divided x 2)
* Glue

***Activities***

* 1. Start the lesson with a Mindfulness activity.
  2. Prepare four boxes containing mixed drawings, half of which (in each box) depict situations where children argue and another half depicting situations where children agree nicely and play, associate and cooperate well. Pay attention to have an even numbers of both situations in the boxes. Ask children to take each box to a different corner of the room.
  3. Tell children that boxes contain different pictures/drawings some of which representing children who play nicely and another children that argue. Their task is to find in a box a drawing depicting arguing (there are four boxes so direct children equally to each of them).
  4. After each child has found one drawing (check whether the drawing is correct) divide them in groups of five and ask to stick the drawings to the previously prepared poster.
  5. Then ask them to return to the same boxes, but this time they have to find a picture/drawing where children agree and have nice time together. When each child finds one of such pictures/drawings they again glue them on a big poster.
  6. Take down the posters and put them on the floor so that the posters with arguing children are placed on one side and with agreeing children on another.
  7. Invite children to make a circle around the posters and ask them how they like to associate – as on posters on one hand (show them) or as on another (show them). Ask them why they like to associate/play in this way.
  8. Finish the activity by asking whether they associate as shown on all the drawings displayed on the posters, do they like to associate in this way and why.

***Take Home Activity***

Tell children to draw at home (alone, or with parents’ or siblings’ help) own drawings showing children playing. These drawings will be exhibited in their room.

**Activity 1.3.3. Detective game**

***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 ones

***Age Group***

Early years

***Level***

Advanced

***Materials Needed***

* Story about Maya’s shirt
* The four drawings – story solutions

***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.

*Maya has received a new white T- shirt for her birthday which she liked very much. Maya wanted to wear it every day but it has to be washed sometimes. One day, Maya’s T-shirt appeared from a washing machine in a completely different colour – it was no longer white but yellow. Maya was very sad. She has noticed that all other clothes in the washing machine have become yellow. However, she also saw her sister’s yellow jeans. ‘But this jeans are not white, they are yellow’, Maya thought. And then it dawned on her: “these yellow jeans are the reason why my t-shirt is ruined, she went to her sister furiously...»* this is where the story ends and you ask children: What do they think Maya has done? Invite those who wish to share their ideas.

1. After that, tell them that there are four drawings showing different things Maya could have done. They should now be detectives and find those four drawings. On one drawing Maya throws jeans to her sister’s head, on another she pushes her, on the third she tries to tear the jeans and on the fourth Maya enters the room holding sister’s jeans in one hand and her T-shirt in another and asks her sister something. When children find all four drawings, stick them on the wall.
2. Ask them if those drawing are similar in something? In what? Are they different? Does any drawing differ completely from the others? Which one? Why do they think so?
3. Finish by pointing out that we can solve problems in different ways but some ways are not good and some are (For example, Maya went to ask sister whether she had deliberately put her jeans in the washing machine? Or something else happened accidentally?)

***Take Home Activity***

Ask children to make the possible conversation for the drawing where Maya enters a room and asks her sister something. Let them think about the solution that does not end with a fight.

**Activity 1.3.4. Detective Game**

***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 about Maya’s shirt
* The four drawings – story solutions

***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.

*Maya has received a new white T- shirt for her birthday which she liked very much. Maya wanted to wear it every day but it has to be washed sometimes. One day, Maya’s T-shirt appeared from a washing machine in a completely different colour – it was no longer white but yellow. Maya was very sad. She has noticed that all other clothes in the washing machine have become yellow. However, she also saw her sister’s yellow jeans. “But this jeans are not white, they are yellow”, Maya thought. And then it dawned on her: “these yellow jeans are the reason why my t-shirt is ruined, she went to her sister furiously...»* this is where the story end and you ask children: What do they think Maya has done? Invite those who wish to share their ideas.

* + - 1. After that, tell them that there are four drawings showing different things Maya could have done. They should now be detectives and find those four drawings. On one drawing Maya throws jeans to her sister’s head, on another she pushes her, on the third she tries to tear the jeans and on the fourth how Maya enters the room holding sister’s jeans in one hand and her T-shirt in another and asks her sister something. When children find all four drawings, stick them on the wall.
      2. Ask them if those drawing are similar in something? In what? Are they different? Does any drawing differ completely from the others? Which one? Why do they think so?
      3. Finish by pointing out that we can solve problems in different ways but some ways are not good and some are (For example, Maya went to ask sister whether she had deliberately put her jeans in the washing machine? Or something else happened accidentally?)

***Take Home Activity***

Ask children to make the possible conversation for the drawing where Maya enters a room and asks her sister something. Let them think about the solution that does not end with a fight.

**Activity 1.3.5. Give me my Pencil Back**

***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***

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 “votes.” They should write number 1 on one paper and number 2 on another.
4. Explain the “actors” the imaginary situation:

*A pupil has come to school with a new pencil he likes very much. His desk partner takes away this pencil and does not want to give it back because he also likes it very much. 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 he likes really very much 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).

1. When children clearly understand their roles, return to the classroom and ask children have they got their votes ready. Explain them that their task is to watch carefully what and how the actors act and that they will vote at the end.
2. 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).
3. 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***

Have children 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.

**Activity 1.3.6. Let us Solve a Conflict**

***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***

* 3 posters – one has a title Conflict, the second How to solve the conflict while the third does not have any title.
* Tip felt pens
* Cartoon schemes (with empty boxes)
* Coloured pencils (for each child)
* Glue

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Write the word “Conflict” on one poster and “How to solve the conflict” on another. Ask children to explain what is conflict (if they need help, explain that it is a situation when two (or more) people cannot agree about something). Then give two your examples of conflict and ask children to give their examples. Use tip felt pens to write short versions of the conflict in the numbered order given by children.
3. Now ask children to give different possible ways of resolving the written down conflicts. They can tell whatever comes to their mind. Write those ways briefly on the paper “How to solve the conflict?” On one side of the paper write the ways which will make parties in conflict unsatisfied and on another side the desirable ways (do not comment it during writing).
4. When children finish producing ideas, ask one of them to read the ways written on the undesirable conflict resolution side of paper (For example: Read what is written on the left/right side). Then ask another child what is written on the other side – desirable ways of conflict resolution.) When everything has been read, ask them if they notice the difference in conflict resolutions ways (if necessary, encourage them by additional questions). Explain that conflicts can be resolved so that somebody feels good and somebody bad, or that both feel bad or that both feel that another party has been fair to them (and they to her).
5. Give children cartoon schemes. Tell them to think about conflict and suggest solution that will be fair. They can use the cartoon boxes to write or draw the conflict.
6. When everybody has finished, ask children to stick their cartoons on the poster (send the poster around the classroom so that each child can glue his/her cartoon when the poster reaches him/her).
7. When everybody has glued their cartoons on the poster, stick the poster on the board and wall to enable all children to see different ways of fair conflict resolutions.
8. Finally, chose the 5 best solutions and award them by applause.

***Take Home Activity***

Invite children to take their cartoon home and suggest the different solution of conflict with their parents help.

**Activity 1.3.7. Let us Solve a Conflict**

***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***

* 3 posters – one has a title Conflict, the second How to solve the conflict while the third does not have any title.
* Tip felt pens
* Cartoon schemes (with empty boxes)
* Coloured pencils for each child)
* glue

***Activities***

1. Start the lesson with a Mindfulness activity.
2. Write the word “Conflict” on one poster and “How to solve the conflict” on another. Ask children to explain what conflict is (if they need help, explain that it is a situation when two (or more) people cannot agree about something. Then give two your examples of conflict and ask children to give their examples. Use tip felt pens to write short versions of the conflict in the numbered order given by children.
3. Now ask children to give different possible ways of resolving the written down conflicts. They can tell whatever comes to their mind. Write those ways briefly on the paper “How to solve the conflict?” On one side of the paper write the ways which will make parties in conflict unsatisfied and on another side the desirable ways (do not comment it during writing).
4. When children finish producing ideas, ask one of them to read the ways written on the undesirable conflict resolution side of paper (For example: Read what is written on the left/right side). Then ask another child what is written on the other side – desirable ways of conflict resolution.) When everything has been read, ask them if they notice the difference in conflict resolutions ways (if necessary, encourage them by additional questions). Explain that conflicts can be resolved so that somebody feels good and somebody bad, or that both feel bad or that both feel that another party has been fair to them (and they to her).
5. Give children cartoon schemes. Tell them to think about conflict and suggest solution that will be fair. They can use the cartoon boxes to write or draw the conflict.
6. When everybody has finished, ask children to stick their cartoons on the poster (send the poster around the classroom so that each child can glue his/her cartoon when the poster reaches him/her).
7. When everybody has glued their cartoons on the poster, stick the poster on the board and wall to enable all children to see different ways of fair conflict resolutions.
8. Finally, chose the 5 best solutions and award them by applause.

***Take Home Activity***

Invite children to take their cartoon home and suggest the different solution of conflict with their parents help.

**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/candy man, while the other three will be costumers – 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 was each costumer 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 costumers 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 talk and agree with others when we face the problem.

***Age Group***

Late Primary

***Level***

Advanced

***Materials Needed***

* Pen 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 the list those things that are common to all and then chose from the other lists. 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?

**The authors found the ideas for the suggested activities in the following publications:**

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