

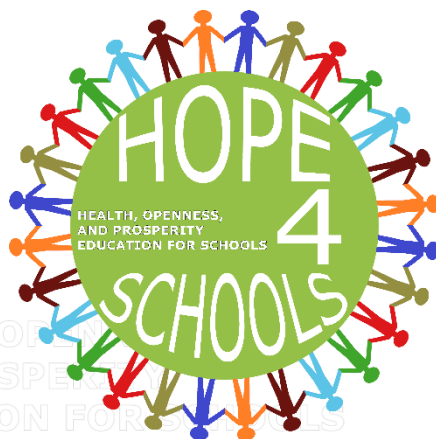


GREEK MINISTRY OF EDUCATION  
AND RELIGIOUS AFFAIRS  
REGIONAL DIRECTORATE OF PRIMARY  
AND SECONDARY EDUCATION  
OF WESTERN MACEDONIA



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# “Social skills development” - the first unit of the project Prevention of violence-



HEALTH, OPENNESS,  
AND PROSPERITY  
EDUCATION FOR SCHOOLS

HOPE4schools

Health, openness, and prosperity education for schools

2021-1-RO01-KA220-SCH-000024401



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**PROJECT VISION: Development of mental health of our students, reducing of the level of stress and teaching students how to develop a satisfactory, versatile personality which possesses spiritual peace, harmony and the high level of empathy and understanding of himself and world around.**

The "Violence Prevention" project consists of 10 workshops, divided into 2 parts:

- Development of social skills;
- I love myself, the world around me, with an increased emphasis on spiritual development.

TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES
invents	invents
plans	explores
implements ideas	participates in activities
motivates	tells affirmations
gives instructions	keeps a gratitude diary
corrects	critically analyzes, discusses
acts	acts
clarifies	finds solutions
demonstrates	meditates, exercises
...	...



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## Workshops “Social skills development”

1. Nonviolent communication
2. Peer violence
3. Emotions
4. Non-verbal communication
5. Assertive communication



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## MAIN ELEMENTS of the WORKSHOPS

- POSITIVE AFFIRMATIONS
- GUIDED MEDITATION
- YOGA and VISUALIZATION
- DIARY OF GRATITUDE
- EVALUATION and DISCUSSION



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### AFFIRMATION according to the topic:

- I AM READY TO CHANGE AND PROGRESS.
- ALL IS WELL IN MY WORLD, I AM PERFECTLY SAFE.
- I LOVE, I AM LOVED AND I AM WORTHY OF LOVE.

### GRATITUDE DIARY - HOMEWORK...

- I am grateful:
- for the cooperation with my friends;
- my dad for finding me a bunny;
- my grandmother for giving me a parrot.



deep  
breathing



„Sun salutation“



„hugging trees“  
(Tai chia chuan)

### Basic yoga



guided meditation



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## Nonviolent communication (1st workshop)

### GOALS:

Introducing the concept of violence; recognizing the emotions with which we reject ourselves from others. Adoption and application of breathing techniques with the aim of calming down; finding ways to calm down the bully and turn him into a friend.



Intro sketch



Getting to know the members of the project



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## Peer violence (2nd workshop)

### GOALS:

Introducing children to the term "peer violence"; learning to recognize a situation of violence, noticing the difference between the terms "tolerance" and "suffering";

Disciplining the child's way of thinking in the direction of a constructive solution.



The concept of peer violence through an educational film



The "Six Hats" method when finding a solution in relation to a situation of peer violence



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## Emotions (3rd workshop)

### GOALS:

Recognizing basic emotions, practicing recognizing emotions in others; angle of observation of the situation.



Recognition of emotions



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## Non-verbal communication (4th workshop)

### GOALS:

Introducing children to non-verbal communication (eye contact, facial expression, head movement, gestures, posture and attitude, distance); noticing non-verbal signs that contribute to healthy communication.



"Cross your other arms"



Zone of feeling (un)pleasant



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## Assertive communication (5th workshop)

GOALS: Practicing making a good first impression. Enabling children to fight for their place, defend their position; verbal fights with bullies. Emphasizing the importance of expressing opinions, communication.



first meeting - first impression



How to say "NO" - sketch



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## RESULTS

The impressions after the completion of each workshops are positive. Using the observation method, we concluded that each child progresses according to his abilities and character.

### Achivements:

- Degree of gratitude for everything they have in life, gratitude towards parents, friends, and nature;
- The children's responsibility towards themselves and others has increased;
- The number of conflicts among peers has decreased, the degree of inclusion of children with specific behaviors into groups has increased, and tolerance among children has increased;
- In some children there was a surprisingly rapid awakening and development of spirituality and progress in the field of meditation and empathy;
- Children with difficulty in following lessons are apparently more attentive, more patient;
- More withdrawn children freed themselves and were noticeably active during the course.



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