

Power Up your Team Building Skills

How to do a Group Project and Keep on Liking People?
Handbook for Youth





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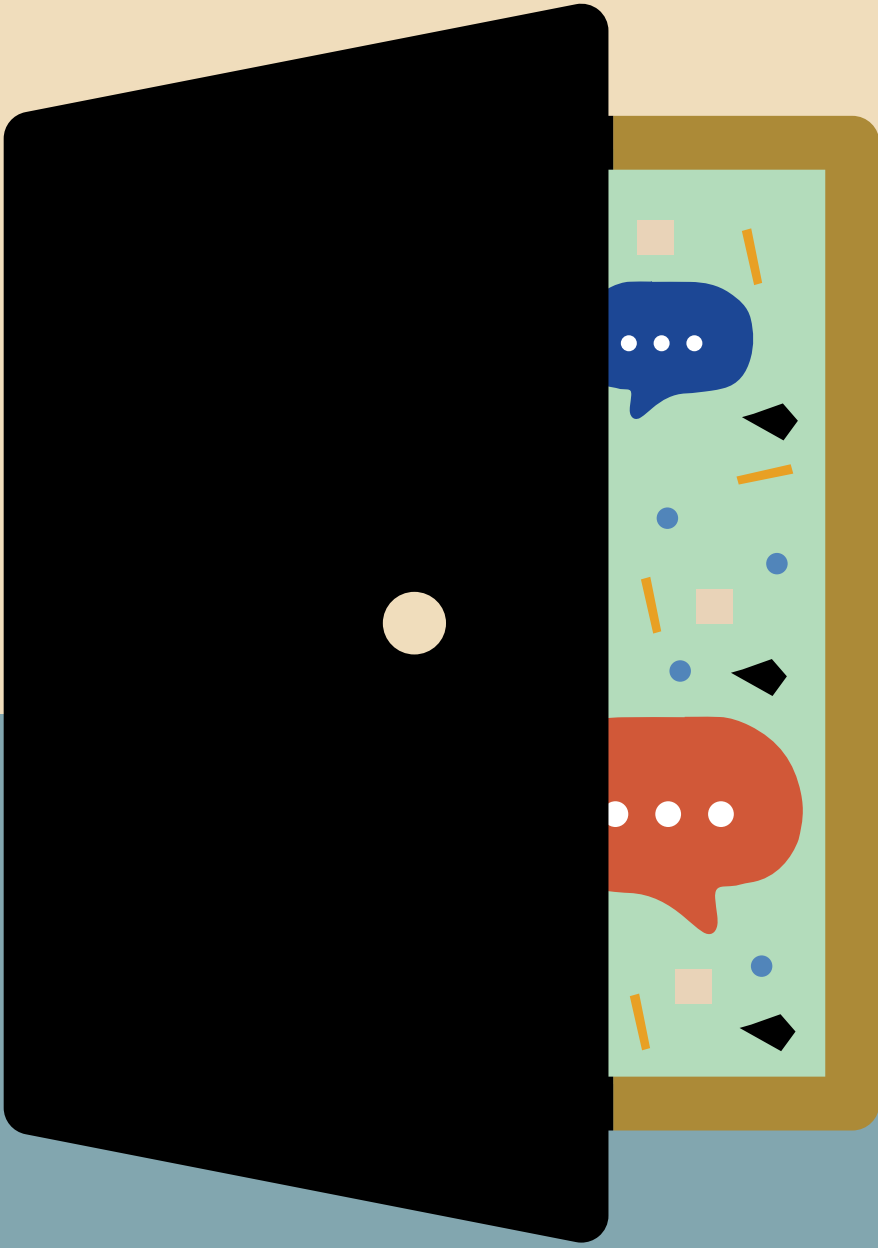
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Table of Contents

Introduction	3
Start	7
Chapter 1 Me in the project	8
Chapter 2 Me in the group	26
Chapter 3 Me and the teacher	42
Chapter 4 Let's Face the Challenges	48
Chapter 5 Nothing About Us Without Us	58
Chapter 6 Diversity in the Group	64
Chapter 7 My Voice Matters	72
Chapter 8 I evaluate	84
The Finish Line	92



INTRODUCTION

This guidebook will help you to improve your work in the group. You will be able to avoid old mistakes, plan your actions, and check if what you are doing is meeting your needs. Most of the exercises in this book will teach you different ways to work on a group project but you can also use them for working on your own.



What is the project method?

You might already know it right through and have possibly done many projects. What if you are just starting to work in groups? These tools allow you to work more effectively, no matter how much experience you have. Definition of the project method: planned activities in a group who has decided on and is working towards a goal. In this journal you will also read about emotions (both positive and negative ones) which are a part of group work.



What are the steps for completing the project?

Instead of lengthy descriptions, below you will find a short checklist:

- Getting to know the project facilitator
- Understanding the needs of the local community
- Setting the goal
- Planning the actions towards the goal
- Division of tasks so that each person knows their role
- Finding allies which means partners who can help you in the project
- Work, work, work
- Presentation of the project: the grand finale
- Evaluation of the whole project, including what worked, what didn't and what could be better
- Celebration.

In addition, the goal of each project is growth – educational, social, emotional or all of them. It is simply an opportunity to learn something new about others and yourself.



Why write it all down?

You don't have to write everything down. It does make sense to take notes in two areas: actions of the group and your own progress. Firstly, your group progress notes will help you to check who is doing what, what you have already done, and what is still ahead for the team. You can expect your facilitator to ask you to hand in written reports. Secondly, the notes on your own progress will allow you to take a look back at what you have learned. You will gain insight into what you enjoy and things you would like to change in the future and how you can continue to develop your strong points.



Why do we focus on emotions?

Whether you are a child, teen or adult, when you are in the group, you are entering something called “the group process”. This is a set of behaviours we all have in common. Scientists who study the way people work together in groups know that humans tend to behave the same way again and again when working on a group project. At the beginning of the project people are very enthusiastic. They grow trust as they get to know each other. The next phase involves conflicts and difficult moments. If, during a project, you feel like quitting and going away somewhere or at least slamming the door behind you, know that this is completely natural. Fortunately, there are ways to deal with difficult situations. This will allow you not only to work more efficiently but also to enjoy it.

What will the project facilitator be doing?

Their task is to guide your group and support you. Sometimes they will focus your attention on possible pitfalls and advise on what course to take. At other times, they will build up your confidence. They will walk beside you as you grow. Could this be the special person who will help you to understand your goals, needs and strong points? Both sides need to agree and trust each other.

The facilitators also have their own guidebook. They have an insight into the journal exercises. We encourage leaders to have the group try some of the activities from the journal together. Even if you first did them by yourself at home, they could take on a different meaning in the group. The facilitator might decide to adapt the exercises to the group setting.



Who is in charge of the project?

Think of your leader as a supporter who will make your life easier. At the same time, be ready to arrive at decisions about the project democratically, for example, choosing an idea. Make sure that each person in your group has a say in key decisions. This is what sensitive leadership is about. The whole group is in charge and mindful of each other. The loud ones do not shout over the quiet ones. Shy members will come out of their shell and try new experiences. Jokers can create a good atmosphere without ruining the work of others. You are aiming for a common goal while caring for yourself and the people around you.



How do we use the journal?

This journal is a set of exercises to be done individually while you are participating in an educational project. You do not have to do all of the activities. Choose those which you prefer and are most suitable for the type and stage of the project. Some of them are simple. Some need a longer reflection. Take your time. You do not have to share your journal entries with anybody unless you want to. You might find it helpful to discuss some of the activities with someone you trust.

Try to be honest and objective as it is only then you will be able to grow.

By redoing the exercise once in a while, you will notice how some of your answers are changing as you are maturing. Thanks to the journal, you will be able to see the development you might otherwise miss.

Do not worry if the leader suggests repeating an exercise or doing one similar to what you have already done. By doing it again with others, or in a different context, you may see something that you were not aware of while working on your own. It might be a good idea to discuss your conclusions together with the group. This will offer another way of looking at yourself, the project and its challenges.



START



Author: Judyta Ziętkowska

My path:

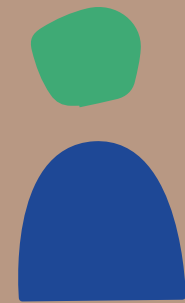
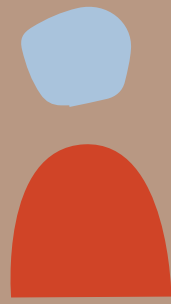
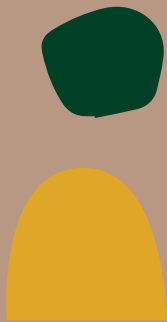
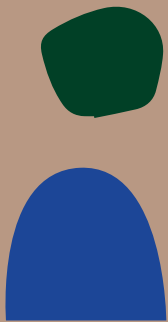
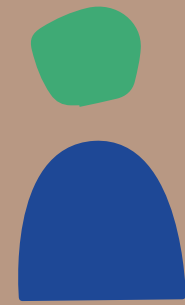
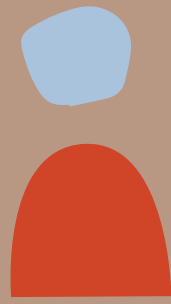
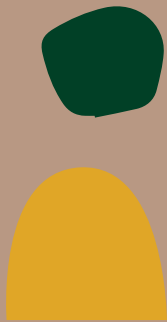
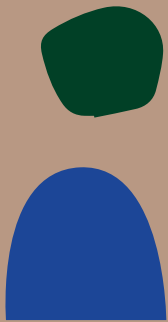
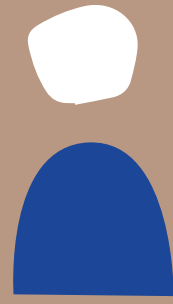
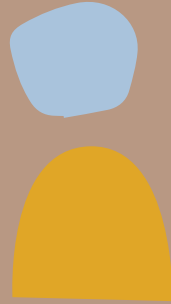
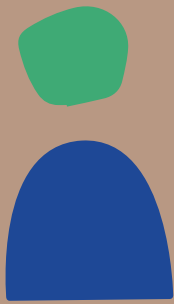
1. Together with the team, I choose the challenge.
2. I consider my resources.
What are my talents, skills and values?
How could they be useful in the project?
3. I set my goals.
What do I want to achieve?
4. I use my experience.
How can I use the experience from the other projects I took part in?
5. I plan my work.
What are my responsibilities in this project?



During my work:

- A. I conquer my gremlins.
What gremlins do I see? How can I deal with them?
- B. I check in with my emotions.
What do I feel? What are others feeling?
- C. I face the challenges.
What challenges do I see? How can I cope with them?
- D. I learn to disagree with others politely.
How do we discuss different opinions in the group?
- E. I practice the elements of a good conversation.
How do I listen to others? How do I ask the right questions?
- F. I find out what makes a sensitive leader.
What qualities do they have? Which of them do I recognize in me?
How can I develop them?
- G. I learn to cooperate in the group.
How do I feel about the team? What influences me most?
What are the pros and cons of working in the group?

Chapter 1



ME in the project

Author: Aneta Derda

I. We are entering the project path.

This part explains what an educational project is and how to take part in it consciously. The exercises can help you to understand your motivation and resources. They will also provide an explanation of how the educational project works and what its stages are.



EXERCISE: WHAT AM I STARTING OUT WITH?

Did somebody nominate you to take part in the project or did you apply yourself? Do you feel like working on it or are you doing it because you think you have to? Or, are you taking part because you want to work with the people you like who are also in the project group?

Indicate below your thoughts as you are starting out the project. Choose the right circle on the scale.

I am glad to be taking part in this project.



I know this project will help me to grow, learn something new.



There are people in the project group I could like.



VS.



Thanks to this project I will reach my goal
(e.g. a good mark, points for volunteering or something personal).



This project is in the area of my interests.



I have the time for this project.



You can sum up your attitude towards the project. Are your emotions helpful or are they standing in the way?

If you see many negatives, decide if anything could be done about them. If yes, what?

Are you seeing other advantages? List them.

What made you include them
or not at the beginning?



EXERCISE:
MY EXPECTATIONS TOWARDS THE PROJECT

Your expectations can be different from what the other group members want or what the leader is offering. They are your own and they can be your drive. Think and note down what this project could give you. Some of the sentences below may seem irrelevant. You can skip them.

1. What can you learn?

2. Which people from the group could make the project enjoyable?

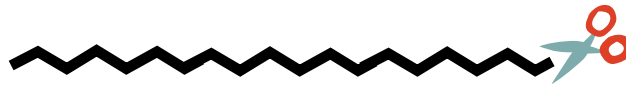
3. What incentives could you get for taking part in the project?

4. Who and how can you help through the project?

5. What skills can you improve or demonstrate in the project?

6. What difficulties can you overcome, thanks to this project?

EXERCISE:
MY RESOURCES



Thanks to this exercise you can think about your strong points and the areas you want to improve. If it is difficult for you to describe your strengths, talk to a school counsellor, an educator or other person you trust. Sometimes it is difficult to see your own talents or strengths. To name them and grow them is a whole process. Don't give up even if the exercise seems difficult at first. A stronger self-awareness will make it easier not just to work on this project but in other areas.

The exercise has three parts.

PART ONE: My values

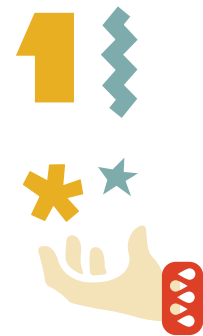
Do you know what values guide you in life? Below you will find selected values (of course there are more of them) which are important when making decisions. Choose the seven ones that are most important to you and then arrange them in the order from the most to the least. If there is a value missing, which you find important, then simply add it.

Underline the 7 most important ones

- acceptance, helping others, patriotism, efficiency,
- faith ship, truth, empathy, independence
- safety, friendship, family, cooperation, passion,
- efficiency, achievements, working with others, beauty,
- engagement, freedom, love, ingenuity, leadership,
- admiration, creativity, play, curiosity, pleasure,
- respect, wisdom

Arrange them from the most important one to the least important one.

1.
2.
3.
4.
5.
6.
7.
8.
9.

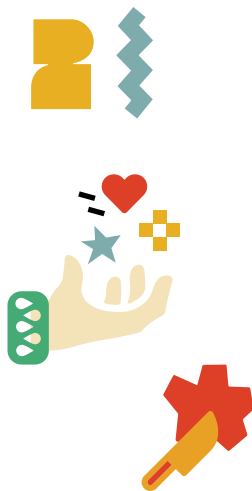


Sum-up

Write a short note summing up what kind of values you want to guide you. Think about whether the project in which you are taking part is aligned with them. How do you know?



PART TWO: My talents



Speaking of talents, we usually think of artistic and athletic talents or somebody who excels in a school subject. There are more though. The Gallup Institute made a list of 34 talents divided into four groups. They are linked to executing, relationship building, influencing and strategic thinking.

The talent killers are a group of villains who are able to convince you that you are talentless or give you a false image of your abilities. Among them are: low confidence, wishful thinking, lack of self-criticism, arrogance, feeling of superiority, a feeling you have no influence and too high expectations towards oneself.

You can get rid of these difficulties in only one way: by becoming self-aware, building the right self-esteem and feelings of self-worth.

Read the description of the set of talents below and mark those that match yours

Does the description match with myself?	Talent	Description
TALENTS LINKED TO EXECUTION		
<input type="checkbox"/>	Discipline	You like when the world around you is in order. You create structures, schedules and plans. You like routine.
<input type="checkbox"/>	Restorative	You fix and improve. You can solve problems efficiently. You notice mistakes and flaws easily.
<input type="checkbox"/>	Responsibility	You are honest and loyal. If you commit, you keep your word. You finalize what you started. Diligence and reliability are your strengths.
<input type="checkbox"/>	Arranger	You are a talented organizer and at the same time you are flexible so you are able to adapt plans fast to the circumstances.
<input type="checkbox"/>	Focus	You concentrate on the chosen goal and you persist.
<input type="checkbox"/>	Achiever	You have a lot of energy and you are able to work hard. Reaching goals is a source of tremendous satisfaction for you.
<input type="checkbox"/>	Belief	You have your principles and you act on them. They help you set goals.
<input type="checkbox"/>	Deliberative	Before taking any decision you think hard. You are able to foresee obstacles and avoid risk. You are cautious and alert.
<input type="checkbox"/>	Consistency	You are impartial, fair and treat people equally. You want everybody to have equal chances. That is why you make clear rules and you keep them.
RELATIONSHIP BUILDING TALENTS		
<input type="checkbox"/>	Adaptability	You take life as it is. You adapt to every situation and you can get along with almost anyone. You enjoy the moment and focus on the present.
<input type="checkbox"/>	Empathy	You understand the feelings and emotions of other people.
<input type="checkbox"/>	Individualization	You are fascinated that people are so different from each other. You see the strengths and weaknesses of each person. You are intrigued by uniqueness.
<input type="checkbox"/>	Connectedness	You don't believe in chance. Every event has its reason. We are part of a bigger whole and you like to connect people.
<input type="checkbox"/>	Includer	You accept others and make sure they feel included.
<input type="checkbox"/>	Relator	You need stable relations with others and you are happy with close relationships. You prefer working with people who are important to you and whom you like.
<input type="checkbox"/>	Developer	You see the potential of others and you make them bloom.
<input type="checkbox"/>	Positivity	Your enthusiasm is infectious. Thanks to you, others are fascinated with what they are asked to do.
<input type="checkbox"/>	Harmony	You avoid conflicts and always look for a way to reach an understanding.

TALENTS LINKED TO INFLUENCING



Woo

You have a lot of charm. You make friends easily and break the ice.



Command

You take charge easily. You set the course of action. You are not afraid of confrontation.



Maximizer

You want everything to be of the best quality and that people accomplish as much as possible. You discover people's strengths, and encourage the group and individual members.



Communication

You know how to create the mood. Thanks to you, events are interesting. Nobody is bored with you. It's easy to talk to you. You know how to tell anecdotes.



Significance

You want to be known and you need the acknowledgement of others, You value independence and recognition. You have the sense of being unique.



Self-assurance

You are not afraid of risk and you like making decisions. You know how to demand what is rightly deserved. In your opinion you are shaping your life as best as you can.



Activator

You transform thoughts into action. You encourage people to carry out their plans and you also take action. Sometimes you tend to be impatient but thanks to you a lot of ideas become real projects and actions.



Competition

You compete with others and you like winning. Treating people as rivals spurs you on.

TALENTS LINKED TO STRATEGIC THINKING



Strategic

You are able to plan long-term and complex projects. You predict what could happen and you choose the best option.



Learner

You like to learn, you sign up for any courses and training. Sometimes you are more interested in the process of learning than in the result.



Futuristic

You know how to dream and create visions, you can imagine events and discoveries which could happen in the future.



Input

You like collecting different things, even if others think they are absurd: photos, stamps, quotes, letters or books. The collections reflect an irrepressible hunger for knowledge.



Ideation

You are fascinated with new ideas. You discover connections between situations and things which might appear unrelated. People appreciate your wit and creativity.



Analytical

You have to know the causes and effects of events, you need proof. You analyze data, you want to know why something works in the way it works. You treat it as a challenge.



Intellection

You observe and investigate your own emotional experiences. You enjoy thinking. You try to understand emotions. You often think and you are satisfied with intellectual conversations.



Context

You take joy from thinking about the past. It helps you to understand the present. Thinking about various situations, you are pondering how they happened.

How many of the talents above did you choose? Did anything surprise you? Did you mark the talents you have not given much thought before? How do you feel about your list? Should anything else be added?

Large empty rounded rectangular box for reflection.

PART THREE: My Skills

Write down all your skills even if they do not seem to be related to the project: photography, writing skills, dance, IT skills, speaking a foreign language, cooking or anything else. Try to have at least three or more things. Underline those which could be useful in the project.



Large empty rounded rectangular box for writing skills.

Sum up

Now you know your values, skills and talents! Write them down one more time so you don't forget them. Look at this list each time you doubt yourself or you come across difficulties.



My most important values	My talents	My skills
[Lined area for values]	[Lined area for talents]	[Lined area for skills]



EXERCISE:
MY PROJECTS SO FAR

If you have ever done a project, come back to that experience. This might help avoid an old mistake or you will remember strategies and actions that have led you to success in the past. If you have never worked with a project method, remember the last task you did in a group.

Name of the project

What worked?

What mistakes did you make?

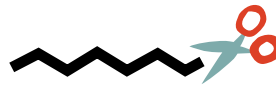
What are you proud of?

What would you change in your work?

What else would you like to apply to a different project?

EXERCISE:

SHARED UNDERSTANDINGS ABOUT THE PROJECT



Each project should have a clear goal, milestones and schedule. It should respond to specific needs of your group or of your community.

A good project is not art for art. Its goal is to solve a problem. That is why, before you begin any action, you should clearly name the need for change. Talk it through in your school or community group.

You can have a very specific **goal** such as painting a mural or doing a campaign in school. At the same time, you can choose something less tangible – like group bonding or increasing interest in a topic. **Milestones** are important events which push the project forward. Doing a survey, creating an action plan and meeting with an important guest are all possibilities here. After this event, you can pass to the other stage of the schedule. **A schedule** is a list of dates and activities which need to happen in order to achieve milestones and a final goal. All of this should be discussed in the group together with the group facilitator.

When setting the goal, check if it is possible to attain.

Once you determine the most important elements as a group, you can look at them from your own perspective. Your individual goal does not have to be the same as the project goal. Milestones are important and need to be reached but you can write down your own which will bring you closer to your goal. If your goal is different then the project goal, then you will monitor both at the same time. The schedule will assist you in planning the work, and to know what areas need the most attention and when you will need help.



Project goal and the problem it aims to solve

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Your notes

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What is important to you? What are your goals?

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How will you know that your personal goal has been reached?

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How will you know that the group's goal has been reached?

.....

.....

Milestones (most important events)

1. Creating the schedule
2. Division of tasks
3.
4.
5.
6.

Your notes, your own milestones, your comments

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Schedule

1.
2.
3.
4.
5.

How realistic is it to think that it will succeed? Do you see any risks? Which tasks do you might need help with?

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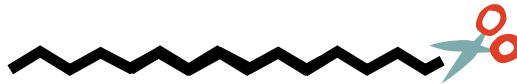
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How do we work?

Before you start working, make a short list of agreements. When do you meet and how long are the meetings? Are any snacks served? What if somebody cannot be at the meeting or do their work on time? How do you communicate and stay in touch in between the meetings? Do you need a treasurer and if yes, who will it be? If you decide that at the beginning it will be nicer for you and you might avoid arguments or disappointments.

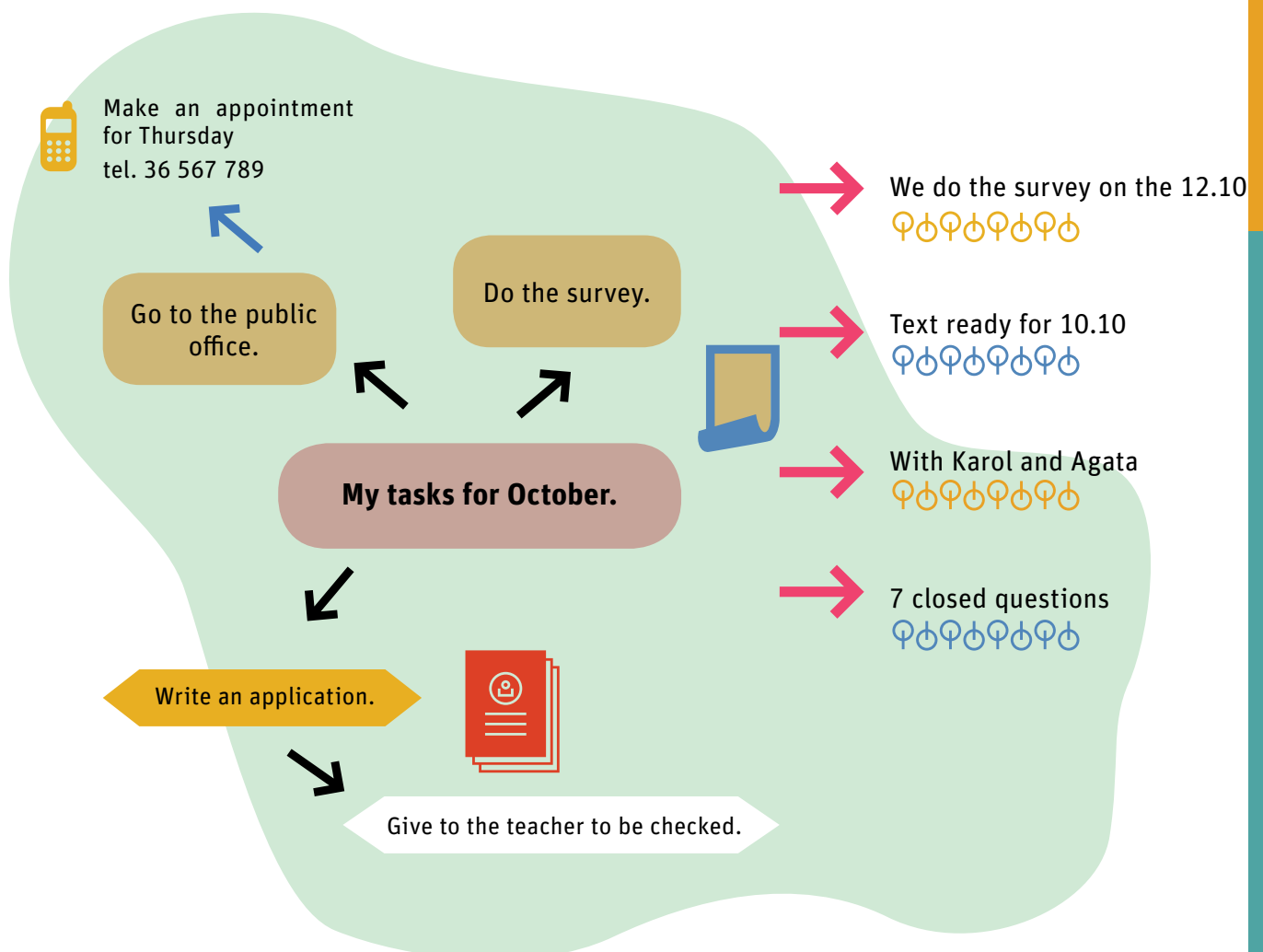
EXERCISE:

WHAT SHOULD I BE DOING?



Do you know for sure what you are going to do in the project? Are you engaged at every step of the action or are you just doing an element of it? When you share the tasks in the group, remember to write down any agreements. Create your own list of tasks. Below, you will find an example. You can also draw a timeline or a mind map. You can use a different structure as long as you manage to gather the most important information.

Mind map



EXERCISE:
HOW TO DEFEAT GREMLINS



Have you ever seen films about gremlins, those sweet creatures who start to make a mess and wreck everything? All the “It won’t work!” and “It can’t be done!” are the gremlins of the projects. We bother with them in order to name them and get rid of them.

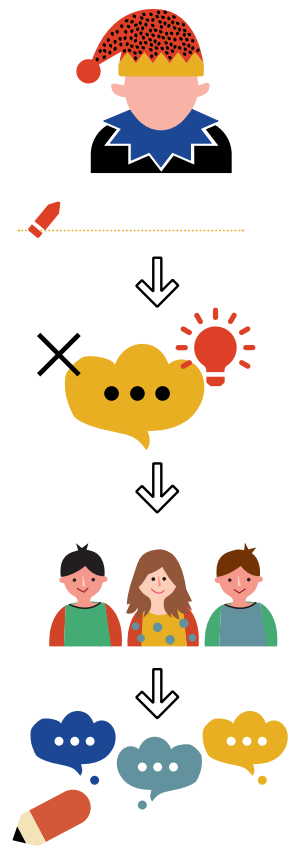
Name all the things which might make the project fail, aside from a comet or alien attack. These are things you cannot influence.

It is best to write down the types of gremlins and ways to neutralize them. This makes it easier to put aside emotions and focus on possible solutions.

Let’s get to work:

1. First let’s **name the gremlin**. It could be the fact that there are a lot of tests in the nearest weeks and little time or that Wiktor is running late with submitting his part.
2. We look for a **way to get rid of it**. As for tests, you can ask to move them to another period or change the project schedule. We won’t get rid of Wiktor. His lateness is the problem. It is good to know why he is late and who can help him come up with plan B if for some reason he doesn’t do his task on time.
3. We find people who will do these unappealing tasks (or we do it ourselves). Anyhow, somebody has to do it and you need to say who it is out loud. You can always include the teacher.
4. **We neutralize them**. We ask the teachers to postpone the tests and we discuss the project schedule. We talk to Wiktor and we ask the group leader to talk to him. We come up with plan B, just in case, and we decide on the division of work with Wiktor and the facilitator.

We tackle them, gremlin by gremlin. It is better to predict what could happen and prevent it from happening than to be constantly putting out fires.





FREE THOUGHTS

A series of horizontal dotted lines for writing.

Chapter 2



ME in the group

Author: Aneta Derda

Let's talk about emotions

You will have a lot of different emotions in the project. Sometimes they will be positive but conflicts are not something you can totally avoid. They are part of the natural process which almost always happens during group work. Knowing that, we can prepare for these situations.



EXERCISE:

WHAT ARE YOU ACTUALLY FEELING?

Sometimes, it is difficult to say what you are feeling but, the more often you ask yourself, the more precisely you will be able to name your emotions. With time, this question becomes natural. If you know what you feel, then it is easier to understand what is pleasurable and what is difficult. It is easier to avoid an argument or solve problems.

Look at the table below. Tick those emotions you have felt in a situation linked to a project. You can mark their intensity on a scale from 1-3 where 1 is a weak feeling and 3 very strong.

Linked to anger	Agitation, frustration, irritation, anger, hate, fury, impatience, indignation
Linked to joy	Amusement, happiness, joyfulness, delight, gratitude, bliss, euphoria. excitement, hope, kindness, pride, love, friendliness
Linked to fear	Anxiety, fear, panic, uncertainty, shyness, confusion
Linked to sadness	Disappointment, desperation, regret, worry, apathy, upset
Other	Shame, feeling of inferiority, disappointment, embarrassment, humiliation, safety, self-worth, guilt

Once you tick your emotions, think about what you felt the strongest or the longest. Was it linked to positive or negative events?

What kind of impact did you have on this situation?

If this feeling was good, can you do something so that a similar situation happens again?

If it was difficult for you, can you avoid it in the future? Would you like or should you talk about it with someone?

It is good to talk about emotions but there are those you might want to keep only for yourself. Here, there is a place for it. Write, draw or doodle all that you are feeling and don't want to talk about. Time to get it out of your system.

EXERCISE:

WHAT ARE OTHERS FEELING?



It's difficult to guess, right?

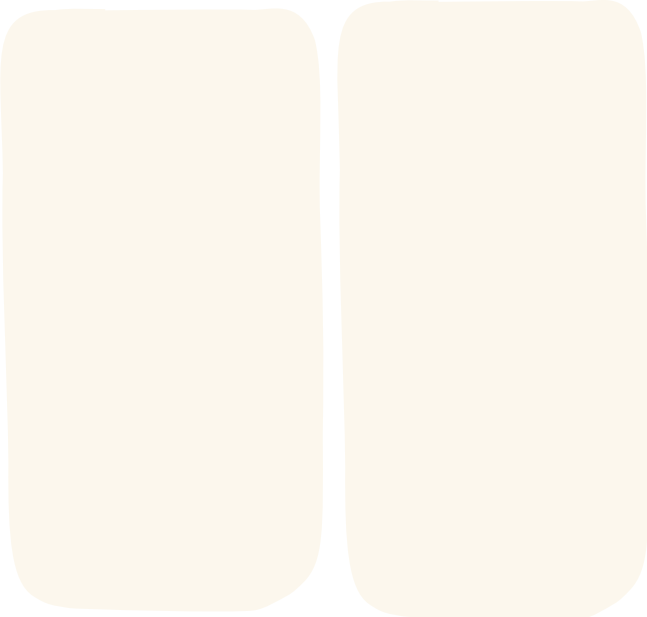
Fortunately, people's feelings during the whole project, and the group process in general, have been studied. You can check here and see whether it was true.

Stage of the project	What emotions do appear?	Do you see such emotions becoming stronger in the group or in yourself? If yes, give examples. If not, what other emotions do you see? What are those emotions? Think about specific examples.	How can you manage that situation in the group? How can you manage by yourself?
Group forming At this stage, there is a strong need for safety, fear of the new, need for acceptance...	<ul style="list-style-type: none">- Fear of being rejected by the group- Shyness, feeling alienated or on the contrary a strong need to be seen- Curiosity- Confusion		
Anticipated conflict Conflicts come up and they are almost always a part of working on a project and you can deal with them	<ul style="list-style-type: none">- Resistance, frustration- Anger, aggression- Defiance, indifference- Disappointment		

The atmosphere calms down.

The group begins to collaborate, act together, sometimes new subgroups are formed.

- Trust
- Focus, zeal
- Tiredness, fear of a new crisis
- Individuals can feel lonely
- Need for acknowledgement



The group is in the action mode.

The project is in full speed, you can already see the outcomes. If conflicts do happen, they are not as intense.

- Calm, joy and enthusiasm
- Need for acknowledgement
- People who are insecure about their tasks could feel lost.



The group finishes up the work.

The project is coming to an end.

- Joy and relief because of the end of the project
- The group wishes they did not have to say goodbye if they were a tightly-knit group.
- During the presentation of the project: stress, anxiety for some and withdrawal for others.



How to fight well

It is difficult to avoid conflict in the group and sometimes you need to allow emotions to pour out even though it does not feel nice. It is difficult to come to an understanding if everybody gets upset, throwing accusations and rubbing things in. Instead of ranting and raving, try to direct the conflict towards a different course.

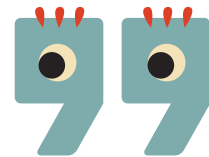
Read the proposals on how you can fight well. You will do some small tasks. Do not worry if, during a serious conflict, you will not be able to control your emotions. It takes time to get the hang of it.

1. Always use the “I message”.

It feels a bit weird at first but helps to avoid accusations. As with everything, what we believe about the feelings of others are only our own ideas. It is better that everyone speaks out loud about their own feelings.

Structure: I+how you feel+when the other person is doing (x)

For example: I am afraid we will not make the deadline when you don't hand in a part of your work on time.



EXERCISE: THE “I” MESSAGE



Karol talks a lot and jokes but does not do much. When the majority is working hard, he is entertaining the group and trying to pass along his assigned tasks to others.

Tell him what you think, using the “I” message.



2. Throw away all “because you” and “you always”.

“You are always failing us”, “You know nothing”, “You are stupid”. The “because you” is a form of accusing and humiliating the other even if it is non-intentional. “Because you always” just as “always” and “never” humiliate the other person and fuel the argument. By talking like this you will not change the person or the past you are reproaching.

3. Judge the behaviour not the person.

We must communicate without “because you” and “always”. Nobody likes to be seen negatively, whether on the level of their appearance or character. That is why we judge specific behaviours and the situation.

Example: Let us go back to Karol. Talk about specifics, through the use of the “I message”. Let’s state facts. He tried to talk Janek into doing his part. He goes around the room and plays music. It disturbs a few people. He did not hand in work on time. These situations did take place and they can be solved. Don’t say to Karol that he is a clown, a lazy bum etc. Try not to turn your back even if you do not like him.

4. Look for solutions.

Karol, can you use headphones? Agata, can you come on time this week? Iza, can you see that the deadline is coming and your part is not done yet? Do you need help? Zosia, I cannot do my part of work. I have a lot of mine. Please ask somebody else. Tomek, can you set the alarm in your phone so that you bring your own materials? Dear group, I don’t think I can manage. Would anybody swap tasks with me or work together? If you help me, I will help you.

Solutions, solutions, solutions. Even if you are allergic to each other, try to focus on solutions and compromise.

5. Focus on the goal.

Which is more important from the perspective of the project – for Jacek to do his part or to have the satisfaction of putting him in his place? We are not imposing the right answer.

6. Reach for help.

Are there mediators in your school? If not, there maybe somebody else could support you: the school counsellor, the project facilitator or a friend. The important thing is that this is a person who is impartial, not engaged in the conflict and is able to avoid taking sides. It is somebody who can help.

7. Don’t try to win points.

Conflict is not a sport in which you get scores. You won’t get a chocolate medal for the best swear word or the loudest door slamming. Regardless of who you are fighting with and why, you don’t always have to win. Sometimes it makes sense to see somebody else is right or meet them halfway.



EXERCISE:
HOW TO FIGHT WELL



Remember the last situation when you were fighting with someone.

Difficult? At first, yes. With time, you will see that, by adopting the rules above, you will accomplish more. Remember to avoid “because you...” , “you always...” accusations. Don’t let somebody humiliate and mock you. At that point you have the right to stop the conversation.

What was the argument about?

**Did one of you say something which made the conflict worse?
What was it?**

**What could you say instead?
What could your opponent say?**

The suggestions above will be useful, not only during big fights, but they also help to communicate in a balanced way about everyday problems.



EXERCISE:
3D PERSPECTIVE

Are you constantly going over and over the conflict which upset you? You might not know why somebody reacted so aggressively in that situation. Take a moment to take a deep breath and try to gain perspective. This is not easy if somebody makes us really upset but it is worth a try. This is what the 3D perspective is for.

Think about a specific situation and describe it from three perspectives.

How do you see the situation?

How would the other side of the conflict describe it?

How would a person not involved in the situation (a witness) describe it?

Does the other side of the conflict have arguments that should be taken into consideration? Name them. How would somebody impartial judge your behaviour? Would they say you were right? If yes, what are the reasons? If not, what can you do about it? Write down your conclusions and a possible way of solving the conflict.

How to talk

Now you know how to fight but do you know what is a good conversation about? Naturally, it is important to express your thoughts in a coherent way, in a language adapted to the receiver. We speak differently with the teachers than to our friends. If you don't want this exchange to end up a self-centred monologue, you need the skills of listening and answering questions.



How to listen

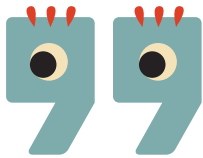
1. **Stop!** Don't think about the future. Focus on what the other person is saying at the moment.
2. **Let them know you are listening** – through gestures, facial expression, words. You are encouraging them to continue speaking and making the other person appreciate your acknowledgement.
3. **Don't interrupt.** Except for when it is already decided that each person has a limited time to speak or in those cases where somebody is taking so much time that there is not going to be enough left for others. You can let them know that it is time to come to land.

4. **Paraphrase.** This means to repeat what the other person said in your own words to make sure you understand them well.
5. **Ask questions.** “Do I understand that...?”. “Can you explain to me...?”. Or simply “What happened when...?”. You can ask any other question.
6. **Be a mirror.** If you want to understand the other person, try to adjust to their pace of talking and emotions (provided they do not overstep your boundaries and your sense of safety). If you do not agree with the views of the speaker, tell them.
7. **Appreciate.** If you have anything nice to say to the other person, do it.
8. **Recap.** If you have agreed to something, sum it up. That is the last moment when you can correct mistakes and avoid unnecessary conflicts.



Paraphrasing for the advanced

You have probably had the chance to practice paraphrasing. You can just repeat in your own words what the other person said. You can also add phrases which will help you to decide if you understand what was communicated well: “If I understand well”, “ So you mean that...”.



Example

Kalina: I have a headache. I haven't slept all night and I am fed up with everything. I studied all night but I'll get a failing grade. Everything is irritating me. I still have these classes... I wish I were home.

Igor: You studied all night but you are afraid it is not enough?

Kalina: Yes, exactly.

EXERCISE:
PARAPHRASE



Your turn now. Find your own paraphrase.

Kalina: I have horseback riding on Wednesday. I don't want to give up. Next week there are three tests plus an overdue essay. I won't be doing this poster. I will be absent at the next meeting. I am going to sleep around midnight and I have extra classes during the weekend. I like this project and I want to do it but I quit.

Your paraphrase:

The best thing is to practice in real life, in a real conversation. Only then will you get a response and make sure you understand well. Try! Every once in a while try to paraphrase somebody's statement. It will become a good habit of yours.



How to ask questions?

How can you find out what others think aside from paraphrasing? If you want a different response than a simple "yes" or "no", ask open questions. Good questions encourage the other person to think and to continue the conversation. How do we ask questions?

Don't worry! You don't have to think about the most sophisticated questions. That is not the point. Your questions can be quite simple.

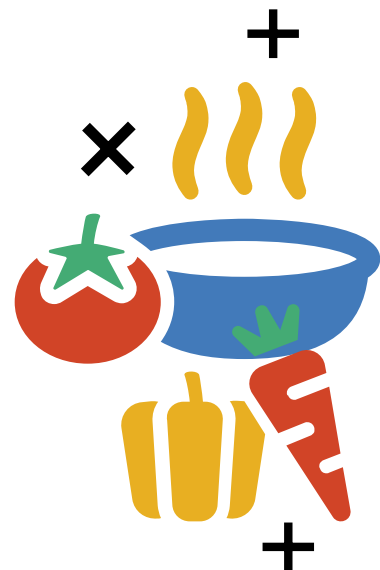


What do the "if" questions do?

Do you like tomato or chicken soup? You want tea? Do you have homework?

By asking these kinds of questions, you will get simple, short answers. Sometimes they are needed but, if you want more details, you can ask differently. What is the best recipe for soup? What do you feel like when it is cold? What do you think about your essay?

By asking these kinds of questions, you can learn somebody's motivation, emotions and thoughts. To put it simply, you get to know the other person.





EXERCISE:
OPEN QUESTIONS

Try to change the questions below into more open questions:

What will you have for lunch?

**Are you choosing
English or French?**

**Are you going
to the movies on Friday?**

Try to ask an open question in a real conversation. If you manage to find out something which surprised or intrigued you – note it down.

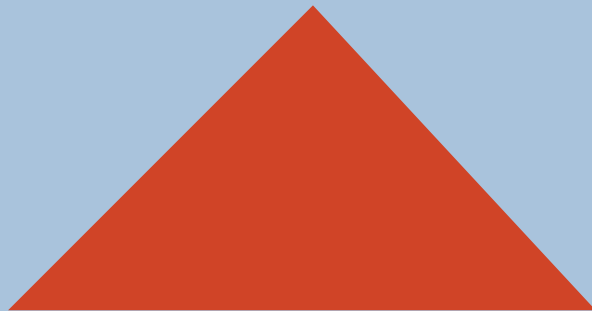
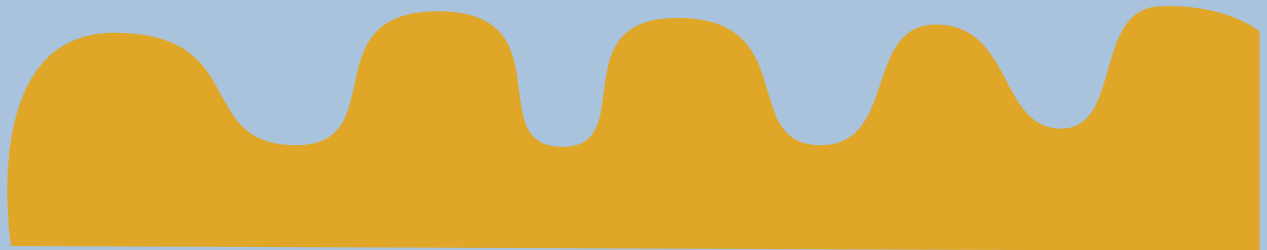
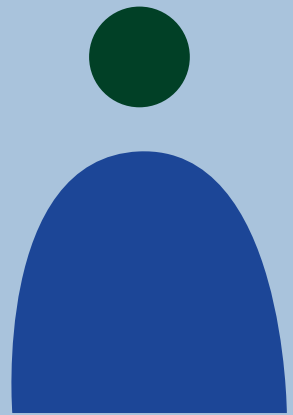
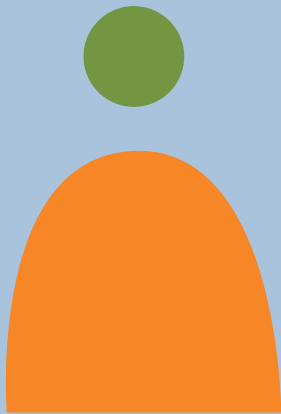
How did you feel asking this question?
What new information did you learn?
What other questions would you like to ask this person?



FREE THOUGHTS

A series of horizontal dotted lines for writing.

Chapter 3



ME and the teacher

Author: Agnieszka Jarmut



EXERCISE: ME AND THE TEACHER

Remember the teachers you have had so far, including primary school, middle school or even educators at camp. What type of behaviours made you feel important and safe? Write them down:

Now think: Were there any things which were missing in the behaviours of teachers? Were there any moments when you felt that the facilitator did something that hurt you? Were there moments when you expected the facilitator to behave in a certain way and it never happened? Write down these moments below.

What happened?	From the facilitator I needed...

How do you feel about the project you are now in? Come back to the list from the first task and put pluses next to those behaviours which you observe taking place in the project. Have you marked all of the items? Are there situations which you described in the column “What happened?”

No?

How can you get support from the facilitator? You might want to ask them to talk after school and use the know-how from the previous parts of the journal (“How to talk”, “How to fight well”) and talk about your needs. If this is too difficult, you can write a letter or email. Remember that a teacher can also be wrong and does not know everything. A wise teacher will appreciate feedback.

You can suggest an interesting exercise to your teacher. It comes from a book in Polish by Anna Konarzewska “Być (nie)zwykłym wychowawcą”. [To be an (un)usual educator] which has inspired us. Thanks to it you could do a mini evaluation to see how well you know the teacher and how much they know you as a group. What is the activity about?



EXERCISE:
EVALUATION OF THE WORK OF A PROJECT LEADER



Draw a human figure (symbol of the facilitator) in the centre of the page. Write down a sentence next to the drawing: “What is important for my facilitator?”. You can also draw a few speech bubbles. Fill in the bubbles. You can also use a list below.

- How do you see your facilitator?
- What kind of a facilitator are they?
- Do they lead the group well?
- Is anything missing?

If you are doing an exercise together with the group, it is good to discuss it. But that is the role of the teacher. If you are doing the exercise by yourself at home, it could help you to prepare to talk with the teacher.

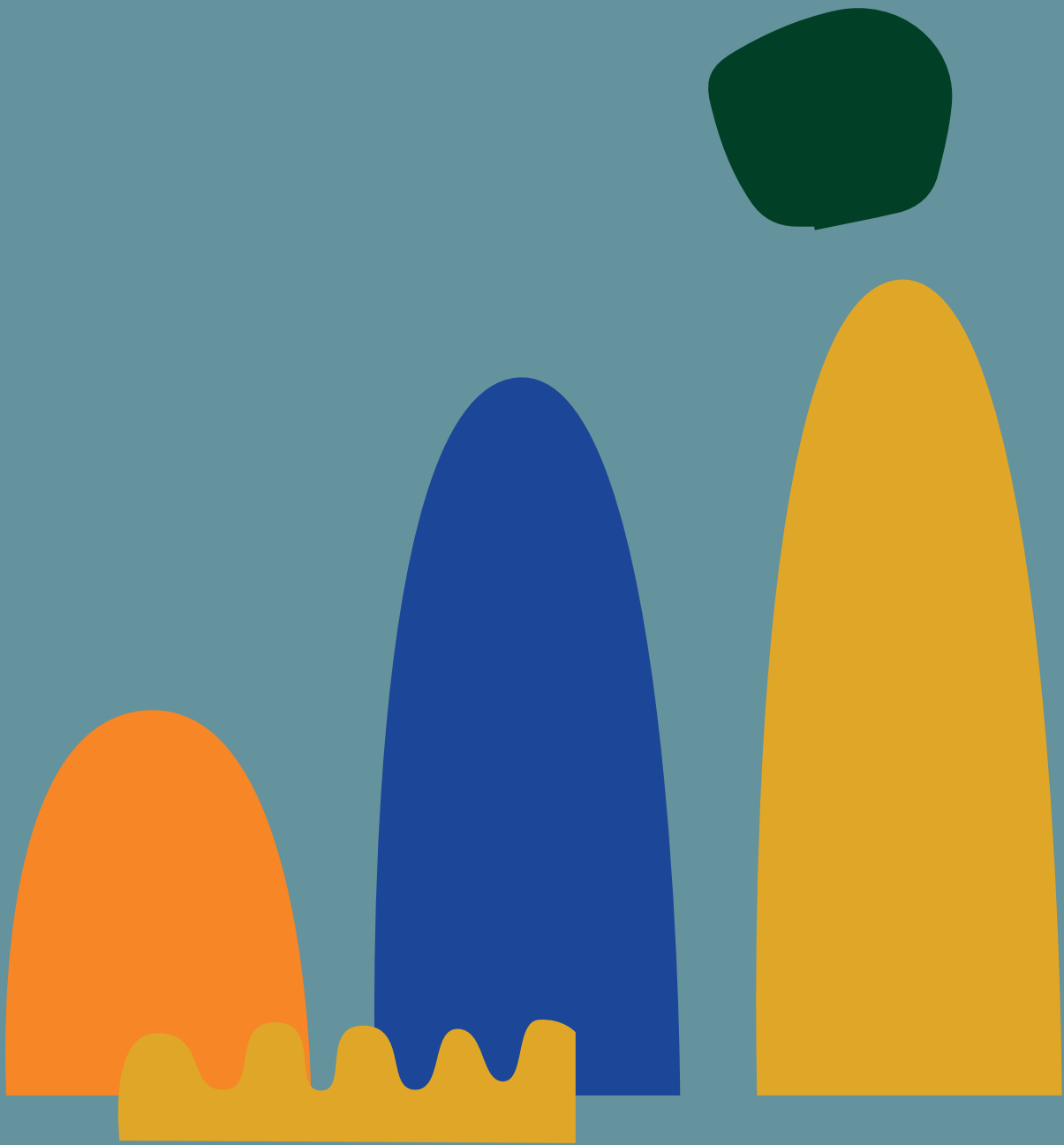

FREE THOUGHTS

A series of horizontal dotted lines for writing free thoughts.

What is important for my facilitator?



Chapter 4



Let's Face the Challenges

Author: Agnieszka Jarmut

There are many days when the group feels they can do anything but on some days problems come like an avalanche down a mountain. There are different emotions that go with that. Some, like joy, are pleasant and welcome. Some, like anger or sadness, we don't deal with quite as well.



EXERCISE: I KNOW I CAN!

Some days, you might be flying and manage to do something that appears to be impossible. You are proud that no obstacles are terrifying. Maybe somebody praised you and appreciated your job. In other words, you know you can do everything. Remember this day and write a letter to yourself. Tell yourself about the events of the day. In difficult moments, you will be able to reach for it to remind yourself how you managed even bigger problems.

A large, stylized writing area designed to look like an envelope. It features a yellow border and a red base. The main body is white with horizontal yellow dashed lines for writing. A red flower with a yellow center is on the right side, and a blue triangle is on the left side. The envelope is set against a background of yellow and red shapes.

Something went wrong

You must have heard that every failure contains a lesson. Do you know that Bill Gates started his career with finding mistakes in software? Thanks to that as a thirteen year old he had free access to computers. Do you know that all the games you like go through a process? It is a long journey from the test version until we see the final product. Mistakes in a project are inevitable, even necessary.

The word “failure” has a negative connotation. It can sound sort of ominous. So, instead of calling something a failure, you can talk of temporary difficulties.

Need some more examples? Dorothy Hodgkin did hundreds of failed experiments before she managed to decode the penicillin structure and then produce this antibiotic on a mass scale. Walt Disney launched a few companies. Those ventures turned out to be a fiasco before he managed to create the Disney empire. Steven Spielberg was rejected many times by the USC School of Cinematic Arts and later won three Oscars. Thomas Edison made a thousand failed attempts before he made a well-functioning lightbulb. In his youth people told him he was too stupid to learn anything. He was fired by the first two companies he worked at. In 2002, the singer Katie Perry published a debut album and sold only ... 200 CDs.

What would happen if all these people gave up after the first or second failed attempt? We wouldn't be watching Walt Disney's stories, Jurassic Park, Indiana Jones and others today.





EXERCISE: FAILURE AS CHANCE



Let's look at Majka's example.

"The group did not like the poster I made. I actually know that it does not look good. I made it last minute. I found a few pictures on the Internet and pasted them into a Word document. I promised to fix it. I looked on the Internet and it turns out that there is a cool, free program to make posters. I made a few versions and I presented them to the group. Together, we chose the most interesting one.

What did I gain from the fact it did not work out the first time? I already know that it makes sense to look for solutions, even the simplest ones, such as finding a graphics program. It is a very bad idea to leave something for the last moment. I might also be getting into graphic design. The school director who saw my work asked me to make a Christmas poster".

What will happen if you give up after your first failed attempt? How will the project go? How will you take part in another activity? Give yourself the permission that something might not work out. Think about the positive sides. Three questions will be helpful:

- What could you gain?
- What new possibilities does it open?
- What are the opportunities?



Let's talk
about emotions,
p. 27.

Jane Hopper, Obi Wan-Kenobi and the Hulk in the world of anger¹

It is possible that during the project you will experience anger. You might be angry at someone who didn't do their job on time. Perhaps your teacher was upset with you, simply because something went wrong. The more you advance in the project, it is likely there will be anger. When the anger intensifies in the group, and the finale is very stressful, then a small spark becomes enough to trigger an explosion.

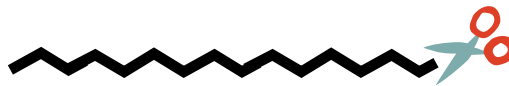
Come back to the part, "Let's talk about emotions". What did you learn about anger? To what extent do you allow yourself to feel it? Unfortunately, this is an emotion which is often rejected. You must have heard: "Calm down! Be good". We quickly learn to suppress anger.

You might want to take advantage of your time in the project to learn to express this emotion.

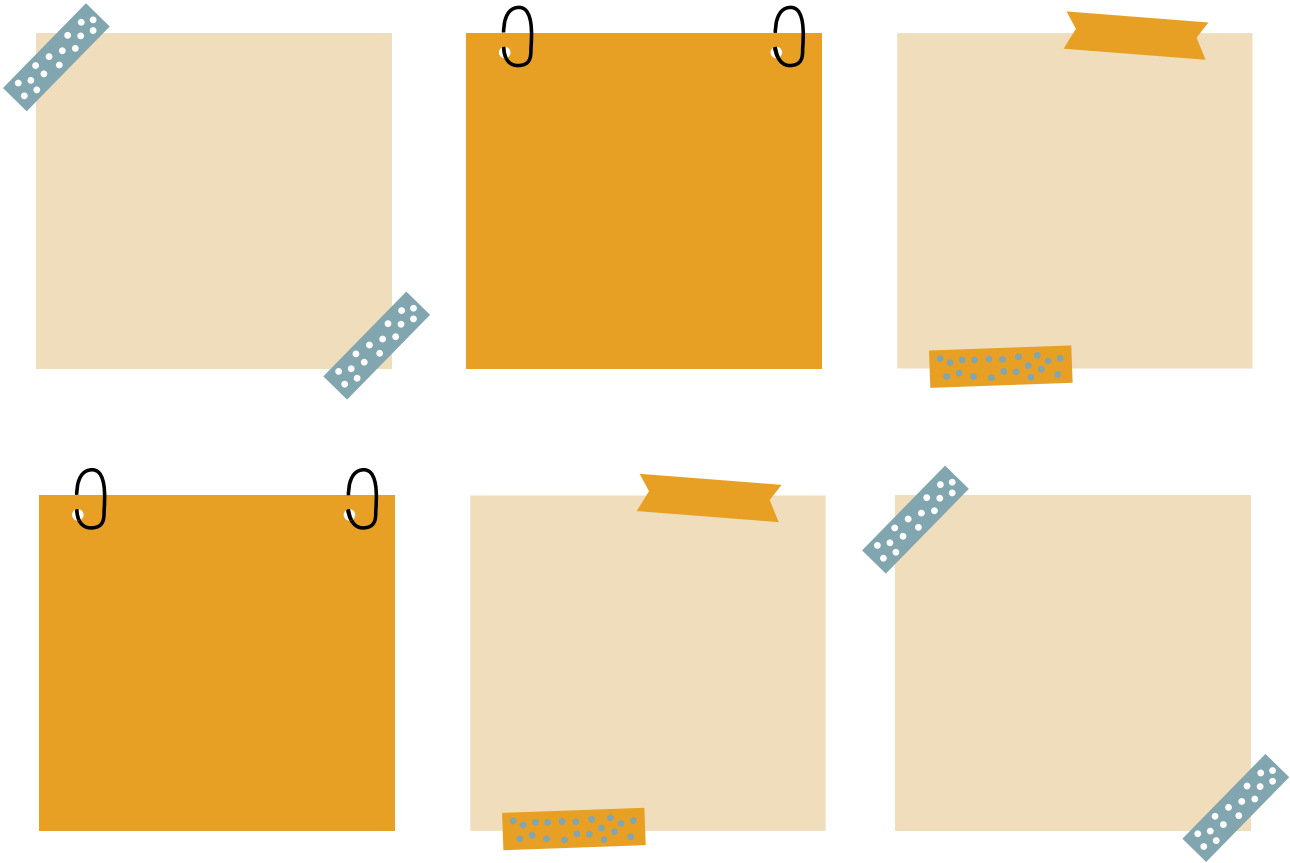
¹

We were inspired to create this exercise by the Polish blog of A. Konarzewska, "Być nauczycielem..." [Accessed on 23.03.2021. www.bycnauczycielem.blogspot.com.

EXERCISE:
ASSOCIATIONS WITH ANGER



Write down your associations with the word anger.



EXERCISE:
MY ANGER



Do you remember Jane Hopper from the “Stranger Things” series? Nobody taught her to work with her anger. She accumulated her anger for so long that she blew up, wreaking havoc everywhere. What to do so that your anger dissipates and does not hurt people around you?

Read the text below:

“From stories about young people with superpowers, we know that when they are cared for by wise grownups, they make sure that they learn to deal with their powers. You can see that in ‘X-Men’. You can see it in ‘Star Wars’....

Our emotions and our needs are like our super powers. They inform all of us about what is important. If we treat the world of our feelings, our reactions and our needs as the reality of such powers, we can ask, “Where are the adults?” and “Where is the training?”. Unfortunately, the response is very sad. There are almost no adults or special training available. Some are lucky and are born into families in which the child learns to manage

their emotions....There are no classes about human beings and the world of their emotions, personalities and needs. Psychology is not taught in school unless you are lucky.

We are all like Jane Hopper in this sense. We move among people but we do not understand why there are moments when we want to cry and other times we laugh, why our relationship falls apart, or why we sometimes blow up or gossip. Sometimes, after we say a few words too many, we shout at someone and when we hit them we are almost scared of ourselves. The more afraid we are, the bigger the tension which demands to be let out. We are not taught to liberate it in a wise and good way. We usually do it in a violent way. Our psyche is a very complex world It is there that we can find the answer to why we do certain things and or why we refrain from action. It is a beautiful but dangerous world”².

²
Quote taken from the book in Polish by P. Staroń, “Szkoła bohaterów i bohaterów, czyli jak radzić sobie z życiem”, Warszawa 2020, p. 97.

After reading this excerpt think:

In what situations are you usually angry?

What happens in your head when you start feeling angry?

How is your body behaving?

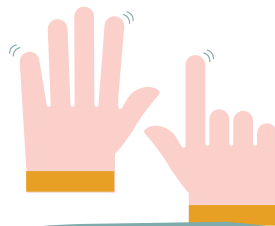
Why is anger such an important emotion?

What does anger help you with?

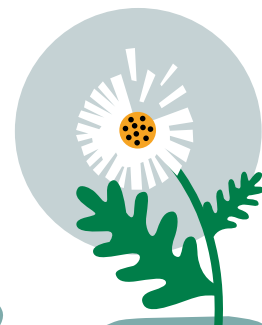
There are a few ways to deal with anger:



controlled screaming



counting down from ten to zero



breaths



physical activity



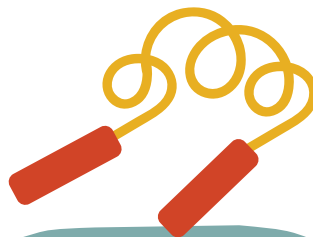
talking to a close person



crying



hugging



physical exercises



tidying up



EXERCISE:
HOW I COPE WITH ANGER

What is your chosen strategy? How can you vent your anger without hurting others? Write your strategy below and read it again whenever you feel that an eruption of anger is coming.



You now know how Jane Hopper was fighting with monsters and how you can deal with anger. Time for a new monster!

Here comes the Procrastinator!

There are times when our energy seems to disappear. The enthusiasm we had at the beginning is gone. Days go by and you know the group is waiting for you to inform them if the seller from the local shop will allow a poster about your project to be hung up. Go and ask about the possibility of leaving the poster. It would seem there is nothing simpler. Five minutes and it's over. But no! You are getting ready to do it and promise to yourself that you will do it in 15 minutes, at a full hour, then tomorrow for sure. But still nothing. What is happening?

The Procrastination monster has got you.

What sets him apart? Procrastination means putting off things for later or for the last moment. Don't worry. Many of us experience that.

EXERCISE:

BATTLING THE PROCRASTINATOR



How will we fight this monster? Piece by piece!

We will do the same thing with your tasks. If you divide them into smaller “monsters”, then they will be easier to defeat.

What is your task? Break them off into smaller tasks and determine how much time you need for each. Now you know what you have to do and where to start. You can go towards the goal step by step.

Emotions, conflict, procrastination – what else could be awaiting you in the project? There is a new task up ahead. Are you scared of the responsibility you have taken on? Try to look at your various problems and difficulties from a different perspective. What would you advise to a friend if he or she turned to you with such doubts? For a moment, try to forget these are your own problems. This will help you to look at them from a distance.



Write down a prescription which will help with your problems and fears:

Diagnosis:

Patient:

Date of birth:

Additional
qualifications:

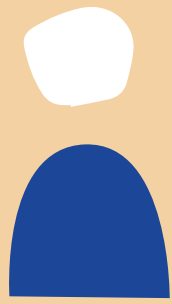
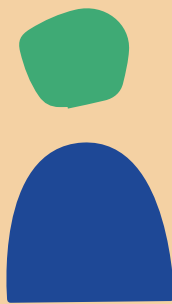
Clinic:

Recommendation:

Date of implementation of the prescription:

Signature of the
physician:

Chapter 5

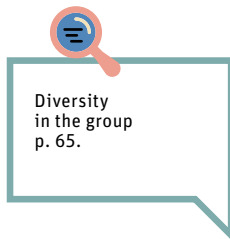


Nothing About Us Without Us

Author: Agnieszka Jarmuż

Who is a sensitive leader?

Being a leader in the group often seems to be the most important role you can have. Remember that every person on the team has an important role to play. Without their engagement the project would not have taken place or would be very different. (You can read more about it in the next part “Diversity in the group”.)



Who is this famous leader, in addition a sensitive one? Remember how it was to take part in the projects before. What did you feel when the leader was listening to you? When he or she asked for your opinion about your part of the project did she or he support you in difficulties? What words did they use? Did they appreciate your success? What did they say?

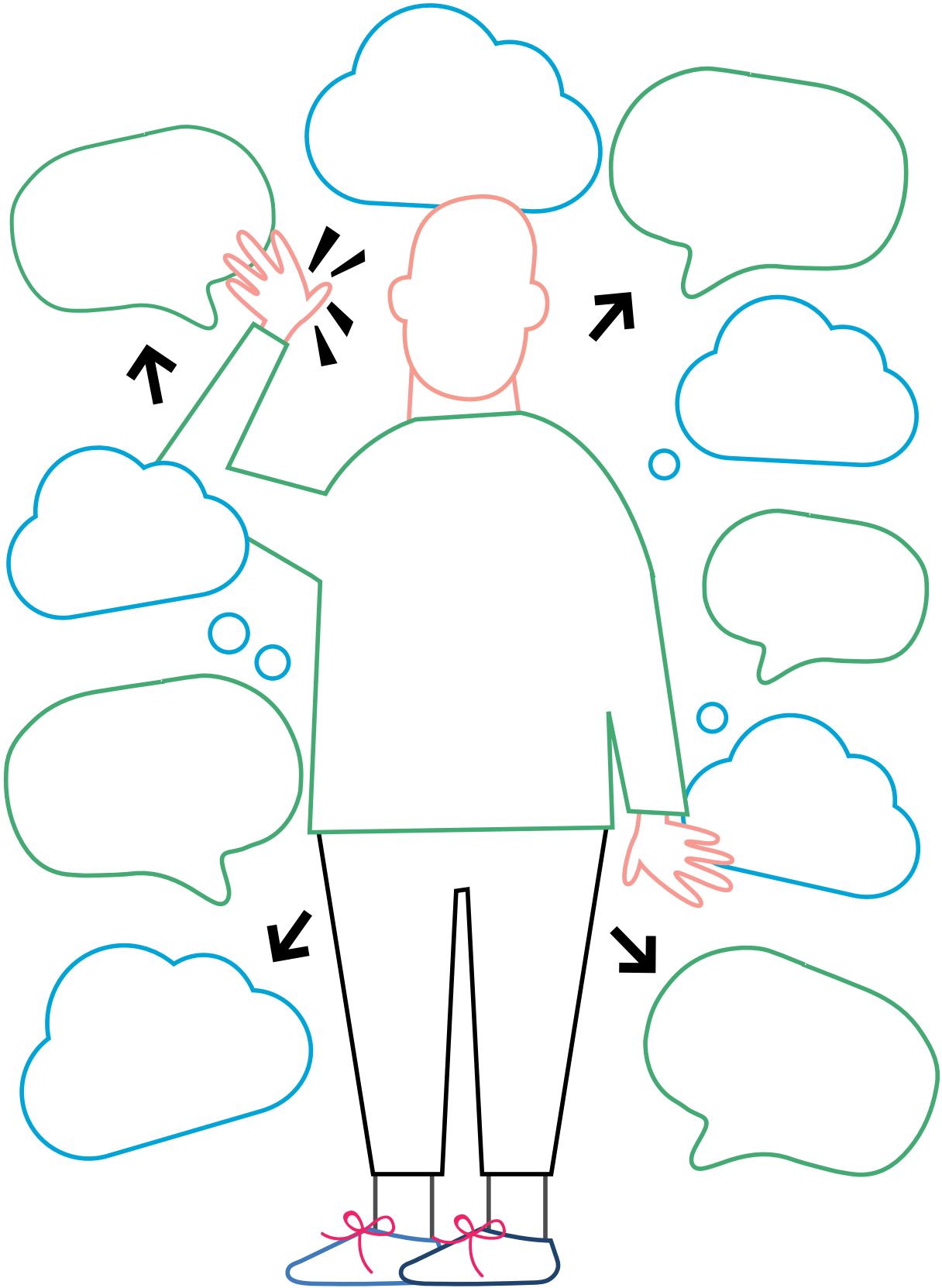


EXERCISE:

WHO IS A LEADER?

Who is a leader? Write the words or sentences which the leader could say to the rest of the team in order to mobilize them, support and give feedback. Write the qualities of a sensitive leader into the bubbles.

Which of the qualities do you have? Which ones do you want to work on? How can you develop them?





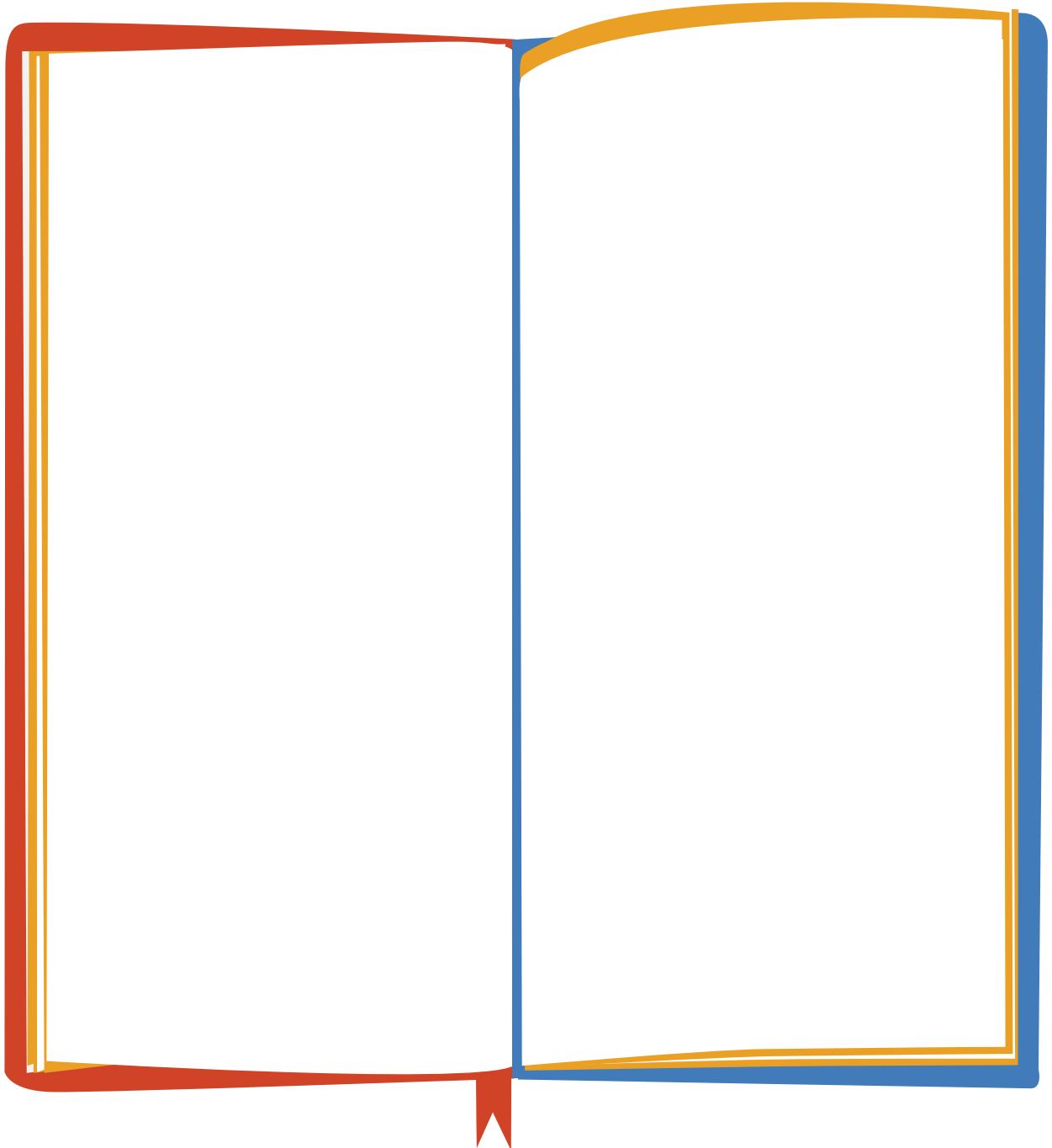
A story about a leader

Perhaps you are a leader within your group and you want to prove yourself or your future dream job demands leadership skills. From the previous exercise, you already know who a sensitive leader is, what skills they have, and how you can strive to be that person.



EXERCISE: STORY ABOUT LEADERSHIP

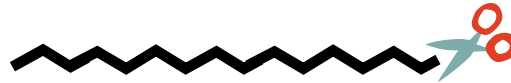
Think about being a leader as if you are in a story which is full of plot twists, themes and has a climax. What would the chapters of your book be? Give them titles and write them down.



What do the next chapters of becoming a leader look like? Which of them seem the hardest? Which theme is the most important one? What is the climax? Do you see the next part of your story? What will it be about? How will the main character change?

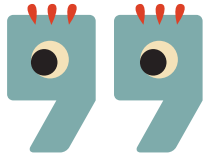
Keep the list of contents. It will be your resource. During the next project, you will want to try out your leadership skills.

EXERCISE:
MY ROLE MODELS



You can also understand who a sensitive leader might be by taking a look at public figures. Can you think of any known leaders such as the local mayor, MP? Are you inspired by Greta Thurnberg and Malala Youzsaifai? Or Kamala Harris? Why do you admire them? Write the names of five people and say why you are impressed.





Now have a look at people who are closer to you. It is said we are the product of five people with whom we spend the most time. It might make sense to add people who fulfil the definition of a sensitive leader for you. Name those people and write how you could deepen your relationship with them and learn from

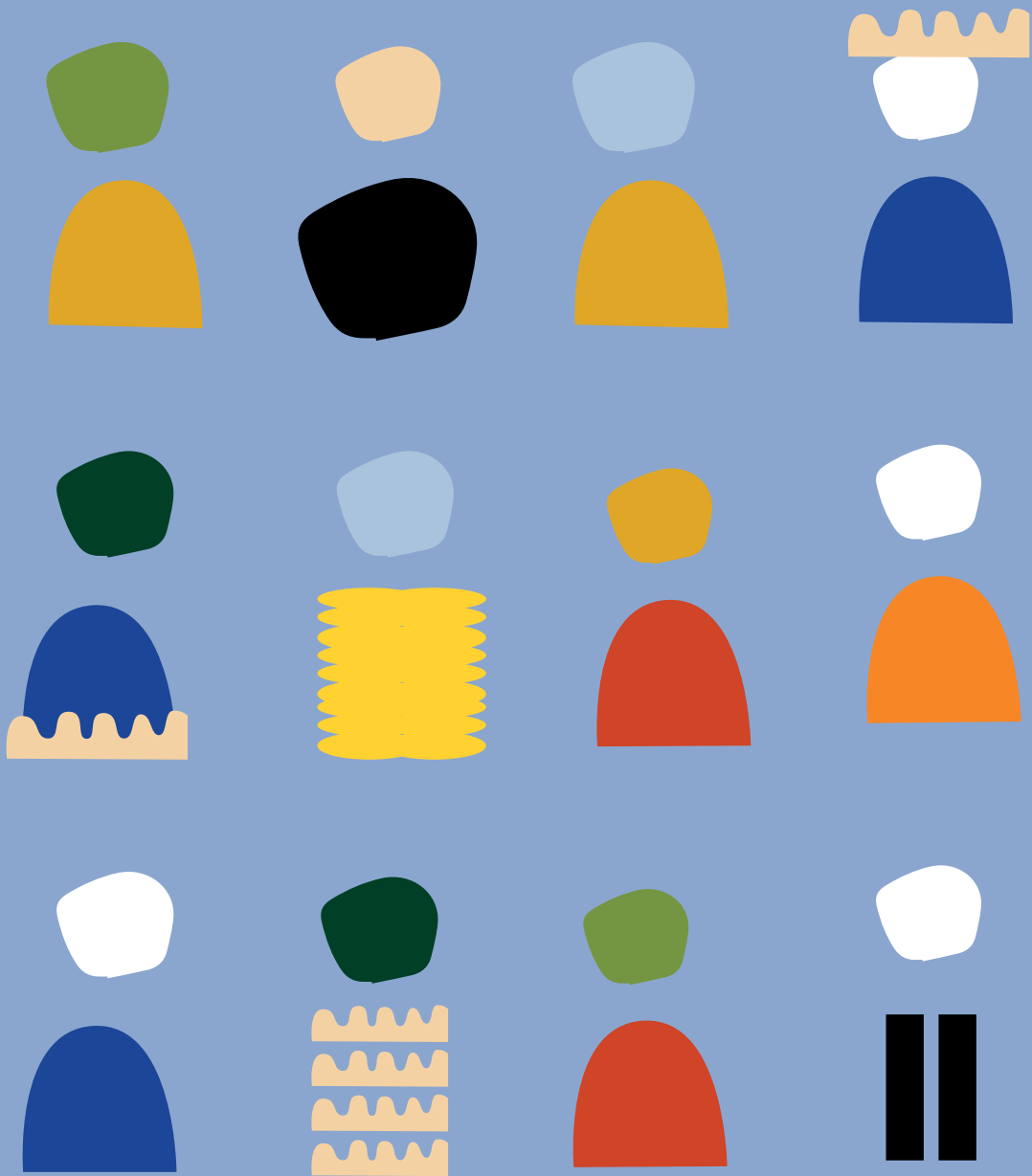
Example :

Prospective Mentor	How can you meet them? How can you learn from them?
English teacher	Sign up for additional classes they offer.
Singer of the local band	Ask if you can come to the rehearsal.
Coordinator of the local NGO which is responsible for animal welfare.	Ask about the possibility of becoming a volunteer.

Your examples:

Prospective Mentor	How can you meet them? How can you learn from them?

Chapter 6



Diversity in the Group

Author: Agnieszka Jarmut



EXERCISE:

ALL DIFFERENT ALL EQUAL

Do you remember the first days in the project when you talked about your strengths and shared tasks to be done? Look at your group and try to answer these questions.

Name of the person from the group	Tasks they signed up for	How are they doing?	What does their presence contribute to the project?	What can I learn from them?

Every person brings their potential and different skills into the group. They allow the project to progress and push it forward. You can also draw on the example of people in your group and imitate behaviours which you see as good such as effective communication.

Not everything that we contribute to the group consists of hard skills, such as writing and editing, shooting films or processing photos. There is a whole other set of skills that make working in the group easier, for example, some people know how to clear the air or make the atmosphere more friendly, while others support those who are tempted to give up. Others undermine every idea or they will accept all proposals but carry out none. Do you have such people in your group? You can learn many things from them too. They are also important.



EXERCISE:
WE ARE ALL IMPORTANT



You might have some responses to the question “How are they doing?”. For example, “They are not doing their part” or “They do not know how to do it” or “They are doing it badly”. Think what the reason for such behaviours might be. Perhaps this person needs a helping hand? They might have been defeated by a gremlin or a procrastinator and need help to face them. What if the strength of this person is not in writing texts or in making graphics but they would make an excellent leader? You might want to suggest taking a look at the tasks the group has delegated one more time.

Each person has an assigned responsibility.
Write yours below:

A large, empty, rounded rectangular box with a light blue border, intended for students to write their responses to the exercise prompt.

Think: What if everybody in the group wanted to make posters or collect dog food for the shelter? What would happen if the whole group wanted to make a photo documentation of the project?

Why is it important to have people with different talents?

D

Why is it so important that you were there with your talents in this project?



EXERCISE:

WHY IS THE WHOLE BAR OF CHOCOLATE BETTER THAN ONE PIECE?

Imagine the following situation:

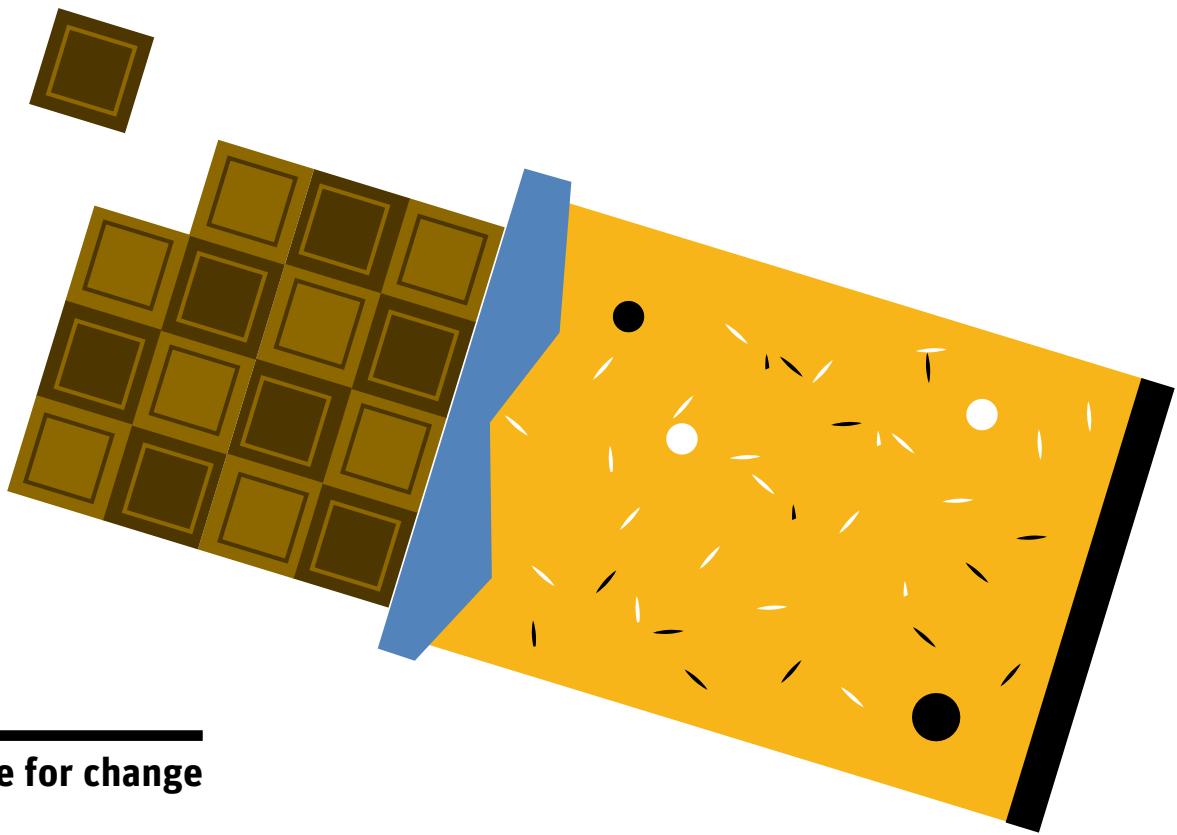
A group decided to organize a promotion to support reading. Arek came up with “Spend the night with a book”, a sleepover in the library reading mysteries. Kasia made up a competition for primary schools for the most interesting book jacket which makes compulsory school reading more fun. Kamil proposed a field exercise in his town.

In the end, the group decided to organize a night game in the library where one of the tasks was to find works made by younger students.

What would happen if Kamil was not there? What if Ania was not there? How could the project change if Judyta, lover of TikTok and Instagram, joined? Why is diversity in the group so important? List the gains your group has made thanks to the fact that different people are there:

1.
2.
3.
4.
5.
6.

And now it's time to eat chocolate!



Time for change

Remember that we keep on changing our whole life. Perhaps at the age of twelve you could not say a word in front of the group and now you are the party animal. You used to love painting and now you prefer texts? Or, you were the leader in the last project and now you prefer to deal with a specific task like project publicity.

There is no role which is assigned forever.

What will you do if you want to try something different? Apply for the next task, saying that you want to prove yourself. Take the time to work on your skills. You want to do some photography? Sign up for a course at a local community centre. You want to do public speaking? You might need to participate in the meetings of a local discussion club.



EXERCISE:
PLANS FOR THE FUTURE

What would you like to do in your next project?

Large empty rounded rectangular box for writing the answer to the first question.

Why is this important to you?

Large empty rounded rectangular box for writing the answer to the second question.

What can you do to help yourself to meet this goal?

Large empty rounded rectangular box for writing the answer to the third question.



EXERCISE:
COMPLETELY DIFFERENT!

In every group we find a bond with certain people. We feel good in their company or we have similar views. That is probably the case with your friends group. In a project group there might be people who do not yet know each other. You will like some of them instantly. Some will feel more distant and some you might not like at all.

Choose the person you do not always get along with or understand. Put a dot on the line which corresponds to your perception of this person.

Put a square on the same line which will show how you see yourself. Be honest. Do not judge just because you might not like someone. This exercise is just for you.

Spontaneous Reasonable

Extravert Introvert

Extravert Logic oriented

Takes control Adapts to the situation

Competitive Cooperative

Independent Looking for relationships

States opinions Asks questions

Tense Relaxed

Emotionally engaged Emotionally disengaged

Controls others Controls oneself

Is relaxed about rules Follows rules

Look at your responses:

- Are you very different from this person?
- Are there similarities between you two? If yes, do you like what you have noticed?
- Do the similarities you discovered impact the way you see the person? How?
- Do the differences you discovered impact the way you see the person? What can you do so that these differences do not disturb the work in the group?
- What can you learn from this person?



EXERCISE:

HOW NOT TO LOSE ONE'S MIND IN THE GROUP

Being in a project together is constantly being in a group: talking, planning, spending time. There is a lot of laughter and fun but sometimes you are fed up with each other. You might be pressed for time, perhaps somebody is failing or simply you are tired?

What could help you in a moment like this? Is there anything you could suggest to the group?

Have a laugh and do a TikTok recording	<hr/> <hr/> <hr/> <hr/> <hr/>	Go for bubble tea
<hr/> <hr/> <hr/> <hr/> <hr/>	How to be together and not lose one's mind?	<hr/> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>

Chapter 7



My Voice Matters

Author: Agnieszka Jarmut

At times we are able to think positively about others. We appreciate Magda's creativity, Bartek's sense of humour and Natalia's sense of good organization. What tends to be problematic is to showcase one's own skills. It is only when someone else tells us that "Wow, you did great during that presentation! You have a very sophisticated vocabulary and you speak so fluently.", then we know that we are good speakers. Did the whole class love your poster even though you thought it was nothing? Do your friends often tell you that you are a good listener and that you feel at ease in their company?

Why is it difficult to see our own strengths and speak well of ourselves? One of the reasons is that, growing up, we are not taught to do it and self-appreciation is seen as arrogance. Let's help you see how important you really are. Your voice matters. You matter.



EXERCISE: I APPRECIATE MYSELF

Imagine you are one of your friends, a teacher or even a parent. Weird, isn't it? What compliments would these people say to you? Fill in the table:

My friend.....	
My classmate.....	
My uncle.....	

My X teacher.....	
The lady from the local shop.....	
..... (write your own)	

And now time for a second task. Write to your ten friends and ask what they think you are good at.

1.....
2.....
3.....
4.....
5.....
6.....
7.....
8.....
9.....
10.....

Are there any responses that surprised you? What did you learn about yourself? Did any of the answers contradict each other? Remember that we can take on different roles in the group and demonstrate new skills.



EXERCISE:
MY BEST DAY IN THE PROJECT

There might be a moment when you will ask yourself the question: “What am I actually doing here?”. This is normal. All of us sometimes doubt their usefulness in the group. Do you remember the exercise about the talent killers? Come back to it and recall your talents. Remember that they are all needed in the group. Without you, this project would be completely different.

You could be still asking yourself the question: “What am I actually doing here?” Remember your best day in the project. What happened then? What were you doing? Who was with you? How did you feel?

Describe or draw this day.

Place for drawing this day.

EXERCISE:

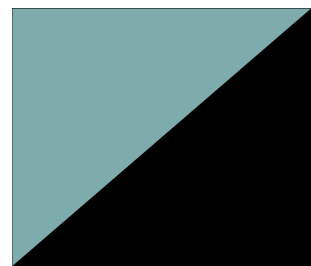
FAREWELL TO THE TORMENTOR!



You must have seen that some worries, like the lack of self-confidence or undermining your significance in the group, would come back like a boomerang. Frustrating isn't it? Start arguing with them. Stand up for yourself when you don't like that your worries are becoming tormentors.

Imagine what the tormentor who is worrying you may look like. Is it a malicious, ugly monster with bad breath and long nails? Does it climb on your shoulder and whisper depressing things in your ear? What is it saying?

Draw your tormentor,
rip out the sheet of paper
and destroy it.

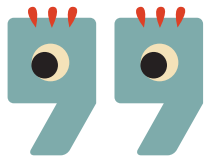


Draw your tormentor,
rip out the sheet of paper
and destroy it.





EXERCISE:
HOW TO GET ALONG



There might have been conflict situations in the project that left you feeling helpless. Problems seemed unsolvable and you did not know what to do. Come back to these moments and think how you could have behaved better.

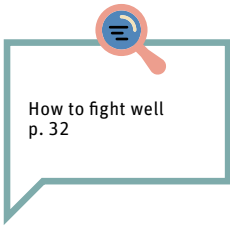
Example

What happened?	What did you do at the time?	What would you do now?
<p>Kamil took the camera from my desk which I had borrowed from dad to take pictures in the project. He managed to put it back before I saw him.</p>	<p>I started shouting at him. I told him that he was an idiot and that, if he broke anything, his parents would never pay up.</p>	<p>First I would count to ten. I might even leave the room to take a few deep breaths.</p> <p>I would say that I am hurt because I trusted he would respect my ownership. I would add that I was worried because my camera was good and Dad had entrusted it to me. I would tell him firmly that it was irresponsible behaviour.</p>

Your situation:

What happened?	What did you do?	What would you do now?

The more advanced the project, the more difficult situations can be. Do you remember the pattern of fighting well? If you had a conflict with another person from the team, recall that moment. How did the conversation go?



If there were no such situation, you can recall the conflict.

What was the argument about?

[Large empty rounded rectangular area for writing]

**Did one of you say something which made the conflict worse?
What was it?**

[Large empty rounded rectangular area for writing]

**Did you manage to use the "I" message?
What sentence did you use? Did you use the elements of the "I" message? If not, how should it sound?**

[Large empty rounded rectangular area for writing]

**Did you tell the person which of their behaviours upset you?
Did you manage not to judge?**

[Large empty rounded rectangular area for writing]

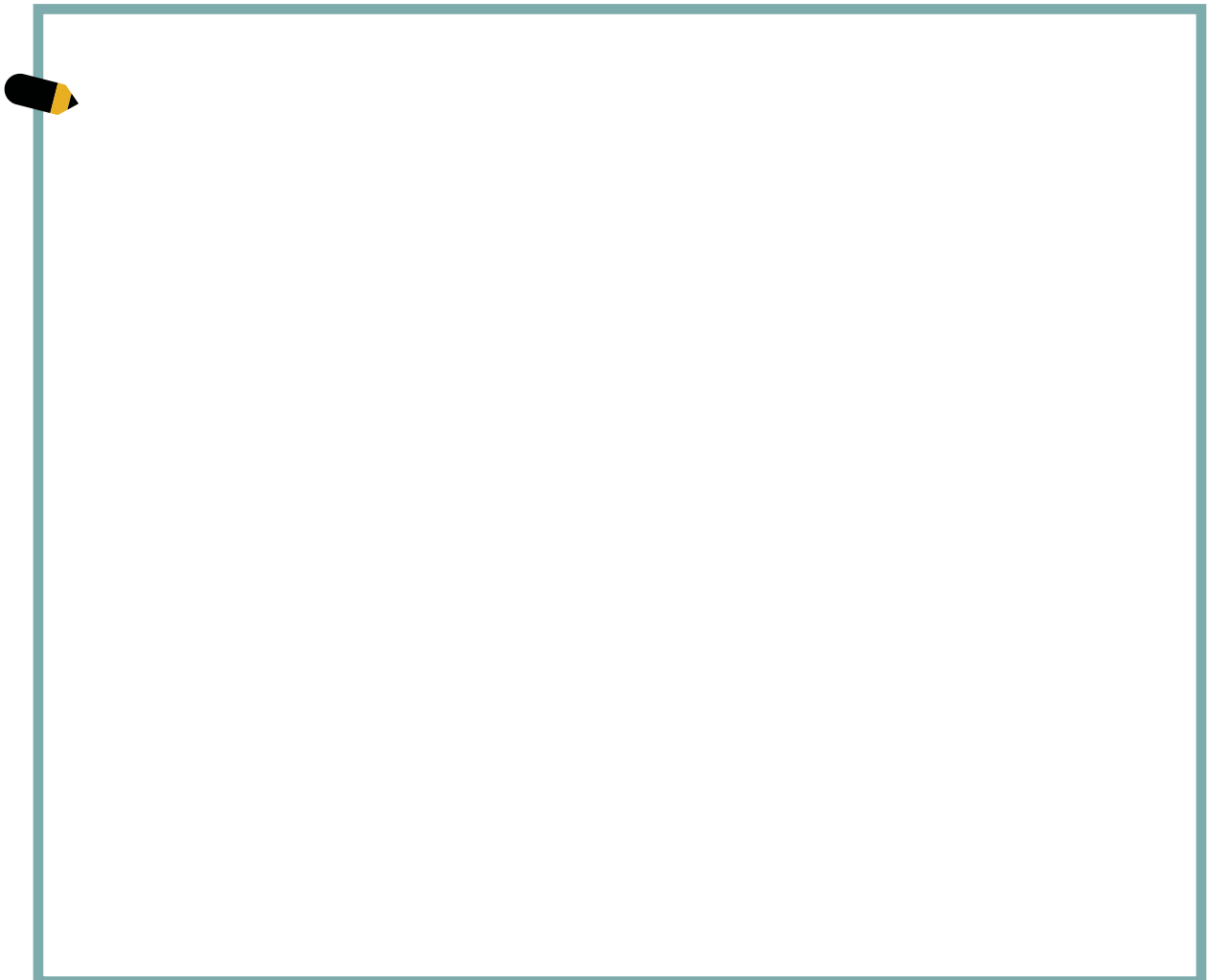
What could you have said instead? What could the other party have said?



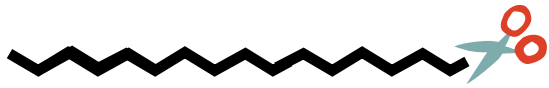
EXERCISE:
NEW BRAND

How did your participation in the project impact your way of communicating? Does it seem easier or more difficult now? Do you know the new principles of communication? Which of them do you manage to use? Draw the logo which reflects your way of communicating.

The logo of my communication style.



EXERCISE:
I EVALUATE AND GO ON



Look at the chart below. Draw a similar one on a sheet of paper. Remember to include all of the boxes. You can use different colours. Write down your answers.

MY GOAL

Strengths of my communication style

What are you doing well?

What are you doing wrong?

Weaknesses of my communication style

What can help you?



FREE THOUGHTS

A series of horizontal dotted lines for writing.

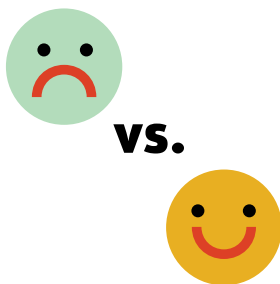
Chapter 8



I evaluate

Author: Agnieszka Jarmut

Do you remember the scale measuring your emotions and expectations at the beginning of the project? Now it is time to look back at them at the end of the project.



I am glad I took part in this project.



This project helped me to grow, learn something new.



There are people in the project group I got to like.



Thanks to this project I was able to reach my goal.



This project was in the area of my interests.



Compare the two scales, did the project meet your needs? Did anything surprise you? Do your answers differ anywhere? If yes, why?

Now you can evaluate your attitude from the beginning. How did your emotions change ?

Are there any new advantages which made you want to participate in the project?
Name them.

EXERCISE:

MY EXPECTATIONS TOWARDS THE PROJECT VS. REALITY



Surely, at the beginning, you had some expectations related to new skills and meeting new people etc. Think and note down what this project could give you. You can come back to the first two pages of the journal.

exercise :
What am I starting
out with?,
p. 9

BEFORE THE PROJECT

What did you want to learn?

What incentives
did you expect in the project?

What incentives did you expect in the project?

Who did you want to help through
this project?

What skills did you want to improve
through the project?

What difficulties did you want to overcome
thanks to this project?

AFTER THE PROJECT

What did you actually learn?

Who did you spend it with?
Did you connect with new people?

What did you get?

Who did you help? How?

What skills did you manage to improve?

Has the project helped you to overcome these
difficulties? How?

You can also describe the stages of the project which were **important to you**. These do not have to be the stages of the project you discovered at the beginning of the journal, getting to know the leader of the project, local needs assessment etc.

These can be moments which were important to you.



EXERCISE:
HOP UP!

Look at the image of the balloon. This could be the metaphor for the project.

Inside the balloon, write down all the things that carried you up and made the work pleasant and effective. Write down the reasons why you wanted to carry out this project.

Where you see the bags of sand weighing the balloon down, write responses to the questions:

What weighed you down?

What things drained you of motivation in the project?

Looking back, what do you feel when you think about participating in the project?

- joy
- sadness
- surprise
- anger
- euphoria
- satisfaction
-

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WHAT LIFTED YOU UP?

A large, light-brown, teardrop-shaped balloon with a decorative border of colorful leaves (green, blue, pink, brown) and a blue pencil icon at the top left. The balloon is filled with horizontal white lines for writing.

WHAT WEIGHED YOU DOWN?

A large, orange, teardrop-shaped balloon with a decorative border of blue dots and a yellow pencil icon at the bottom left. The balloon is filled with horizontal white lines for writing.

WHAT THINGS DRAINED YOU OF MOTIVATION IN THE PROJECT?

MY EMOTIONS

after the project is over

WHEN I THINK ABOUT PROJECT I FEEL...

-  JOY
-  SADNESS
-  ANGER
-  SURPRISE
-  FEAR
-  SATISFACTION



I AM MOST PROUD OF...

I SUCCEEDED IN:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

MY EMOTIONS
IN THE PROJECT.

YOU CAN
WRITE OR DRAW.

NEXT TIME I WOULD DO
THE FOLLOWING DIFFERENTLY:

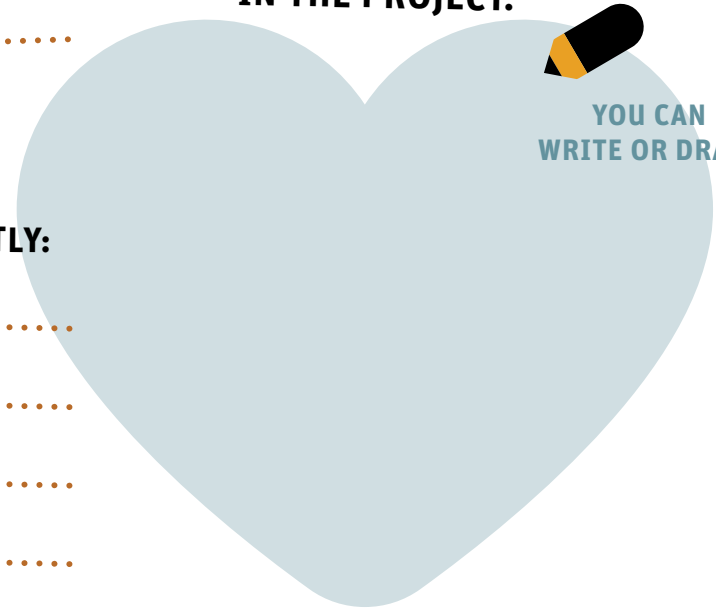
.....

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.....

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.....



The project is already behind you. You invested a lot of work, time and emotions in it. It might have helped you to understand yourself better. What did you contribute to the project? How did you contribute to the life of the group? How did you make it a safer and kinder space?

What is your superpower? Write it down, keep the note and come back to it every time you feel that you cannot make it. You will manage!

Even if you slip down and fall, remember that you are a superhero!

The superhero in action!

Are you bubbling with knowledge? Perhaps the time has come for your own project. What could it be about? Describe or draw your idea below. Be carried away by your creativity. Don't limit yourself. These could be even the most crazy ideas. With the next journal you will see if they are doable.

Draw and dream!





THE FINISH LINE



Author: Judyta Ziętkowska

My path:

1. I revisit my goals.
Did I manage to accomplish them?
2. I consider my resources.
Which of my talents, skills or values were useful in the project?
What new resources did I discover, thanks to the project?
3. I evaluate the project.
How did I do ? What helped me? What obstacles did I encounter?



I consider the following:

- A. How did I decide to fight the gremlins? With what result?
- B. What emotions did I feel during the project? What did others feel?
Which ones were pleasant? Which ones were tough to deal with?
- C. How did I cope with challenges?
Which solutions do I want to take with me?
- D. Which ways of polite disagreement did I use?
What was the result?
- E. What elements of a good conversation did I use?
What was the result?
- F. What qualities of a sensitive leader was I able to use in the project?
How? Which ones do I want to keep on developing?
- G. What made it easier for me to work with the group?
What was the difficulty?
- H. What are my plans for the future? What kind of activities
do I want to engage in after the project is over?
How has this experience prepared me for the future?

Authors:

Aneta Derda – educator, trainer, copywriter. Author of educational publications, lessons plans and workshops. A promoter of children’s literature and techniques engaging in reading. Coordinator of the educational programmes at the Centre for Citizenship Education (CEE) Teacher of social science and Polish for students with special educational needs. In her work, she focuses on building equality and inclusion, as well as methods of working with students. A Polish philologist by education and passion.

Agnieszka Jarmuł – trainer, socio-cultural animator. Co-founder and president of the “5Medium” Foundation. Graduate of Polish language studies at the Jagiellonian University, School of NGO Trainers STOP. She runs workshops for youth and adults in media, cultural and civic education. Author of educational materials, consultant and mentor of school projects. Pioneer and coordinator of many educational and cultural projects. In 2019 she received the Circumstantial Award of the Mayor of the City of Lublin in the area of culture promotion. In her job of a trainer the most important is dialogue and mindfulness.

Judyta Ziętkowska – sociologist (University of Warsaw) and graduate of the train the trainer course at the School for Trainers of Non-Governmental Organisations (STOP). Since 2010 she has been active in the area of programs strengthening the activity in the local community of young people and raising awareness about voting. Author and co-author of e-learning courses and publications.

The Center for Citizenship Education (CCE) is the largest educational non-governmental organization in Poland. With CCE support teachers bring to school methods and topics that help students engage in their education and better cope with the challenges of the modern world.

We run programs that develop faith in our own capabilities, openness and critical thinking, teach cooperation and responsibility, encourage to engagement in public life and social activities.

The solutions proposed by CCE are based on over 28 years of experience, expert knowledge and cooperation with practitioners. About 40 thousand teachers and school's directors from almost 10 000 schools from all over Poland use our support.

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The SWP University of Social Sciences and Humanities is a modern educational institution based on lasting values. Its strong position is the result of high quality teaching combined with world-class scientific research. It offers a practical study curriculum in psychology, law, management, journalism, philology, culture studies or design, in response to the requirements of the ever-changing labour market. The SWPS University has been sharing knowledge and popularizing science not only on-campus but also through social media and own multimedia channels. Cooperating with external partners, it organizes many events devoted to the challenges of the modern times. It reaches youth, parents, educators, life-long learners with current knowledge about the humans and the society, new trends in science, culture, business, law and design.

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