

23rd CONGRESS OF INEPS

PATRAS - GREECE

30 April – 5 May 2011

“The holistic approach and multiprofessional collaboration in Productive Learning.

Has prevention from addictive substances and behaviors a supportive role to it?”



Organizer:

Movement “PROTASI”

with the cooperation of

The Drugs Prevention Centre of Achaia

Under the auspices of OKANA

Report of Seminar 1

“The development of personal and social skills of students in primary prevention and PL”

Facilitators

Eleni Kourlessi, Vicky Kiritsi, Olof Persson

Composition of the group

The group consisted of 18 participants and three facilitators of five different European countries, Greece, Sweden, Finland, Germany and France. Most of participants were teachers in PL schools.

The aim of the seminar

This seminar was addressed to persons who wish to learn more about students’ skills and techniques in group procedure. Therefore the aims of the seminar were:

- The exchange of participants’ experience and thoughts about students’ skills.
 - The importance of skills’ evolution through personal experience.
 - To understand the conditions under which these tools and techniques can be effective in order to enhance students to be indispensable members of a society?
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Part 1

Building a team spirit

1. Our thoughts

- We suggested that team members shared a thought or feeling that they had had the time they woke up to that time and that they wanted to share it with the others.

2. Interact “ in my pair”, interact with others:

- We recommended members to stand up, walk around the room and find a partner who was not familiar to them. Then, all participants constituted some pairs.
- They’re asked to talk about the reason that they had chosen this seminar.
- We suggested to **get to know one another** and **gather their thoughts** on what they thought while listening to the phrase “personal and social skills”
- After that, they found another duo and in small group of four participants they shared whatever they had discussed before.
- Finally, each group talked about their experience and their thoughts related to students’ skills.
- Facilitators commented on the importance of individuality during the group procedure

3. Let’ s built “our bridge”

- The facilitators created two parallel lines on the floor (a long rectangle).
- Participants were told to stand up, next to each other, between the two lines and facilitators encouraged them to imagine that they are staying on a bridge and that under the bridge there is the ocean.
- The aim of the group was to stay on “the bridge” in order by the first letter of their names on an alphabetic way.

- To achieve this task the participants had to help each other and work together.
- If a participant “falls below the bridge”, then the team would lost one of its members. Then the facilitators asked participants to say if there was something difficult or something that helped them in order to work together.

4. Express our needs in voice, in movements and share them with the participants

- Facilitator suggested participants to say spontaneously a word related to the word “summer” (each participant had to say one word). At the time that all participants had told their words they had to show a movement with their bodies related again to the word summer.
- Then, they had to say the word and show the movement simultaneously.
- Finally, all together had to do the abovementioned construction.

5. Working on group confidence

Part 2

Experiential games in a creative way for the skills of:

- **self confidence and self esteem**
- **cooperation**

Cooperation

1. Outstretched Elbows

- The participants stund up and they tensed their elbows. Facilitators gave them a candy and they asked: "How will we manage to eat the candy without having to bend our elbows?" The whole team had to find a way to eat candy. After some efforts they realized that the only way to do that is to feed each other.

2. Donkeys co-operate

- The coordinators presentated six different pieces of a puzzle. Participants had to form the pictures of the puzzle in a correct order and produce the history that is shown in the pictures. There is discussion of the story.

Discussion in the group:

Is it important to encourage students to co-operate?

What they gain trough co-operation?

Is it difficult for us to teach students to co-operate?

How can we help them?

Self-esteem

1. Trees of Awareness

- Facilitators had formed a trunk of a tree with a large brown cardboard. They stuck it to the wall and then they gave to each participant a piece of paper that looks like a leaf.
- Then, participants were recommended to write, on the tree leaves, some of their skills that they had come up with and that helped them in their job (ex. I' m good in conformity).
- Then the facilitators encouraged each one to stand, announce his/her skill and stuck to the leaves of the tree.

2. My Identity “blossoms” as a daisy

- The coordinators gave to each member of a daisy saying, it will be their special identity card, with the following instructions:
- Each and every of the participants wrote his name in the center of the marguerite. In the 6 petals they answered the 6 questions - elements of ourselves.
 1. *How am I look like?*
 - 2 *Which are the good points of my character*
 3. *Somebody that I love very much*
 4. *In which way, do I relax?*
 5. *What are my dreams or wishes?*
 6. *A slogan or phrase that expresses my outlook of life.*

Discussion in the group:

How did you feel after that?

Was it difficult to think about your personal skills?

Did you feel comfortable to communicate personal matters with others?

Is it important for a group to be aware of participants’ special characteristics and skills?

Why?

What do we learn from our experience about the way we encourage students to express their individuality?

Part 3

Preparing the presentation

- All the participants co-operated in order to presentate the summing of the seminar and they finally created a play.

Part 4

Evaluation of the Seminar

- Facilitators placed a large piece of white paper on the floor of the room.
 - Each participant wrote a thought and drew something about the experience they had during the seminar.
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Conclusions

Finally, most participants estimated the degree of being content with the seminar showed that their expectations were almost fulfilled.

To Sum up, participants and facilitators concluded that we achieved:

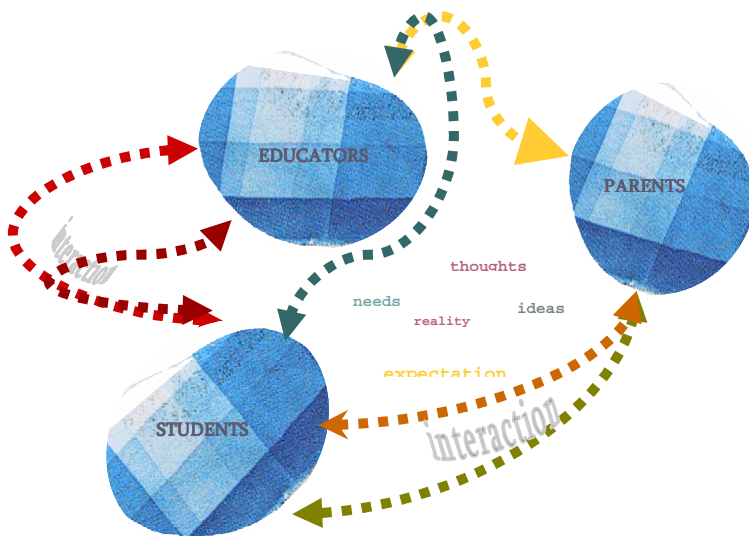
- *To create a warm atmosphere.*
- *To build a seminar group in a creative way.*
- *To learn the essential tools and techniques that we use in students’ groups when we want to help students in developing the skills of communication, cooperation, confidence and self esteem.*

And last but not least we, in the seminar, all agreed that,



***“Society functions well, not only when it is well organized,
but when every member of the society feels unique among the others.
Many and different flowers make a wealthier garden...
You are the gardener...you have the tools...you take care of our flowers...you can make
them blossom!!”***

SEMINAR 2



Can interaction between parents, educators and students be useful and under what conditions?

Facilitators: Gianna Zorba, Hara Alexiou, Hildburg Freynik

The purpose of this seminar was to explore the role of parents in P.L. and drug prevention, being an integral part in the school community and this role is taken into consideration regardless of the culture and society specific conditions that affect this role in different countries.

The group consisted of 14 participants from 6 different countries: Germany, Portugal, Spain, France, Sweden and Greece

The aims of this seminar were to:

1. facilitate participants to share their experiences, as far as the involvement of parents in PL tasks and drug prevention is concerned
2. approach the topic through different roles (parents, educators, pupils,) and investigate the importance of each of these roles
3. investigate possible and effective practices involving parents in PL tasks

Report:

- In the beginning, in small groups we gave a “*meaning*“ in different words (educate, respect, communicate, influence)

Every one chose a word that best expressed himself and developed small groups based on the words chosen. Everyone shared their thoughts about what made them chose the specific words, presented themselves, and then summarize the discussion they had in small groups.



In a small text, the conclusion could be:

“...We have to learn how to dance in a balanced way, to find our position in this dance, to trust this position, to find what influences exist, to discover the responsibility and the power that comes from this position and then be able to communicate this with the others...”

- Afterwards, we speculated in a specific case study which involved parents, the educator and the pupil and we proposed possible solutions, like: ask help from other teachers, create a small supporting group of teachers and be responsible for the setting in school

The most important conclusion from this discussion was that:

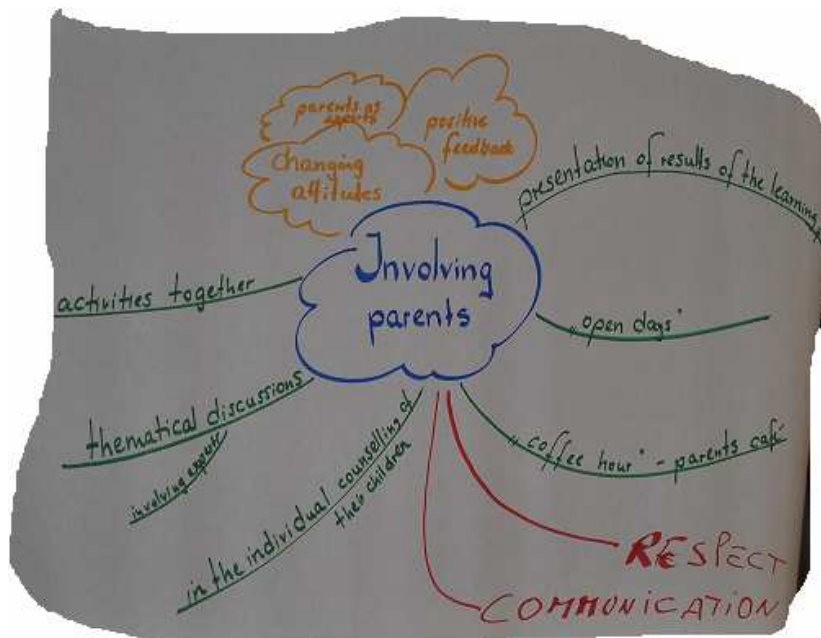
“...The educator can help the pupil or the parents, staying still in his role in school. From this position can discover possible solutions, but only for the setting in school, and not for the family.”

- Next seminar step was to explore the feelings of a typical student, father, mother and teacher. We did this, by creating a living “sculpture” which captured the feeling of every role interacting.

We saw in this “sculpture” the representation of the common experience we have in school and afterwards we saw the representation we wish to exist in school.



Last seminar step was to create a list of good practices, involving parents in this interaction...



In this step, we discussed about the conditions which must be taken into consideration in order to involve parents in P.L tasks.

- We talked about the educators attitude and we pointed out that we have to recognize the support from parents, to see parents like experts, to see their resources and lastly to answer the question about our willing to really involve parents in P.L tasks.

- We proposed practical ways to meet parents, as making phone calls in order to give positive feedbacks, to invite parents when presentation of projects take place, to create a “coffee hour” with parents, et al.

Finally, we pointed out that the essential condition to involve parents is: RESPECT AND COMMUNICATION.

Seminar 3:

"New technologies at home and in school. How much they help prevention and PL projects"

Tuesday 3rd May 2011

Facilitators: Giota Georgopoulou, Petri Hanninen

Aims of the seminar:

- To communicate with several ways (verbal, non verbal etc)
- To exchange their thoughts about the topic and also their own experiences
- To discuss about the human skills that humans loose when they use technology and about the human skills they earn
- To discuss about the ways that prevention and PL helps students to develop new personal skills in order to use technologies in a helpful way.
- To find practical ways and techniques that we can use (as parents and teachers) in students' groups so as to help students in developing skills for life

Part One:

1. Introduction of the participants (exercise). In order to know each other, everyone says his name, country and a few words of where they work and a few words of why they have chosen this seminar. After that we said a few about the way we are going to work and the aims of the seminar.
2. Then we went outdoors and we played a game that Petri presented. Two pieces of wood (20x20x20), two lines and they had to run in order to do one try with the hummer on the nail and then run back so as to allow the next person to run. At the end we checked which group was the winner. The coordinators said a few things connecting the exercise with the idea that the computer is also a tool like hammer and we need to learn how to use it. Otherwise it might be harmful.
3. After that we went indoors and started walking around by looking at the floor, like going for a walk, then like going for a walk and saying good morning only with the eyes, say good morning by shaking hands (formal), say good morning to some one we haven't seen for long time (with a hug) e.t.c.
4. After that (with out talking at all) we walked around and look every one to the eyes and try to make a line by the color of the eyes. We started with light blue eyes, continue with dark blue eyes, then green, then brown and at last dark brown-black eyes. The coordinators said a few things connecting the exercise with the communication with verbal and non verbal ways.
5. Then we were divided into two smaller groups and we did the exercise with the tablecloth (as a magic carpet flying in the air). They had to find a way to turn the "magic carpet" upside down without stepping out of the carpet. After that we asked them to think what kind of personal skills they used so to be able to cooperate with the group and manage to turn the carpet upside down. They were divided into pairs and they talked each other about these skills. Next they gave us, through pantomime, to understand which skills were used at the

exercise. The others tried to figure out what was the skill. They mentioned the following personal skills: Back up help, Balance, Be able to follow, Allowed some physical contact, Strategy, Cooperate, Communicate, Trust, Care taking, and Encouraging.

6. After that we sat down and discussed about the aims of those exercises and what was the connection with the prevention and PL. More specific, we mentioned that technology is a tool that you have to learn how to use it otherwise it might hurt you. We need our own skills in order to use them as helpful tools and not in a negative way.
7. In this point we saw three small videos from the safe internet organization www.saferinternet.gr and we discussed some of the results of a survey about how often teenagers use facebook in Europe.

Lunch break

Part Two:

After the lunch break we started with a little exercise called “the elephant”. We were all together in a circle making massage one to the back of the other according to the little story of the elephant.

After that, Petri showed to us some examples of the way he uses internet in his personal life back home. Giota showed two more TV spots about the dangers of internet and internet addiction.

In small groups we worked to the following topics:

A) “Find ways to help teenagers to use internet in a helpful way and not in an addictive way. Discuss the positive ways that you use in PL projects and prevention projects”.

B) “Make two categories (of examples) about the human skills that humans lose when they use technology and about the human skills they earn”.

A) “Find ways to help teenagers to use internet in a helpful way and not in an addictive way. Discuss the positive ways that you use in PL projects and prevention projects”. The participants answered:

An adult (parents or teachers) has to be near by the youngster in order to help him to use internet. To know how to be protected. To learn the traps and the benefits. As a conclusion we said that internet is a tool and someone has to learn how to use it before start using it.

Adults have to give other possibilities to youngsters and other examples to do several things such us:

1. Athletes, sports and team games
 2. Learn how to manage their personal time and their personal schedule in order to keep a balance between study and joy
 3. Learn to cooperate and be apart of a group
 4. Teach to use technology as a tool and know what harms and what offers
 5. Internet must not be the only source that somebody finds knowledge but also to combine what he learns and be critical about the source and how trustful is.
 6. The teacher has to give exercises that need a combination of searching in internet and producing by his personal skills
 7. Do activities that the youngster will find the benefits of reading books, use computer and technology, drawing, dancing, singing, playing sports, be with friends so as not to feel alone.
- B) "Make two categories (of examples) about the human skills that humans loose when they use technology and about the human skills they earn"

This one didn't work very well

The participants also prepared some ideas for the presentation on Thursday. After that they came all together in order to present what they had talked about. We made a circle and they presented one by one the positive ways. Because the participants had a little problem with English language we decided to present the positives by drawing them in a big piece of paper on the floor.

Evaluation of the Seminar

We stood up in a circle and through pantomime and a few words each participant shared something about the experience he or she had during the seminar. They all said that it was a great experience and they leave by having many thoughts about the ways they will try to use in their schools.