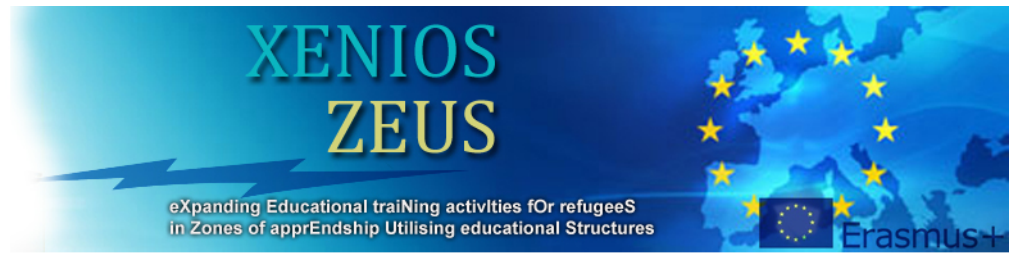




Erasmus+



**EDUCATIONAL SUPPORT MATERIAL**

**IN ENGLISH**

**DIKTYO ALFA**

Co-funded by the  
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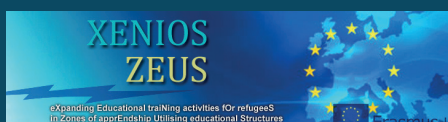
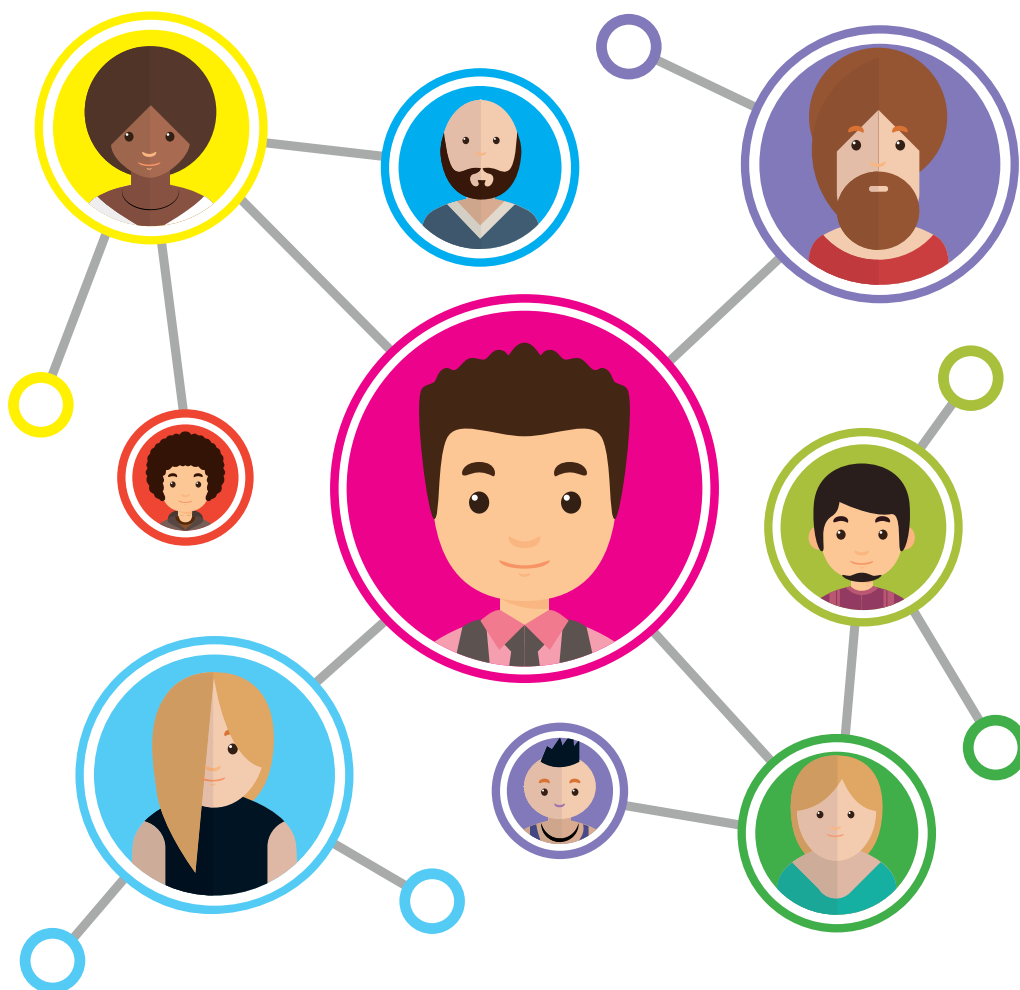


**CENTER FOR ADDICTION PREVENTION  
& PROMOTION OF PSYCHOSOCIAL HEALTH  
OF WESTERN THESSALONIKI**

IN COOPERATION WITH THE NATIONAL ORGANIZATION AGAINST DRUGS OKANA

# “BRIDGES”

PSYCHOSOCIAL SUPPORT WORKSHOPS FOR  
CHILDREN & ADOLESCENT REFUGEES 8-16 YEARS OLD



## **July 2017, Thessaloniki:**

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## Foreword

“BRIDGES” - Psychosocial Support Workshops for Children and Adolescent Refugees 8-16 years old, were created in the context of the participation of the Center for Addiction Prevention “Diktio Alpha” as a partner in the European programme for the support of refugees Erasmus Plus KA2 with the distinctive title «Xenios Zeus». In that way, “Diktio Alpha”, as an agency of prevention and promotion of psychosocial health, contributes to the support and smooth integration of children and adolescents hosted in our country.

Material “BRIDGES” is the result of intensive work of all the scientific staff of our Center, who, with respect for the distinctive features both of cultures and of persons that violently migrate from their home, revised bibliography, met people in the field and, most of all, deployed their great experience with vulnerable populations and created an integrated tool for the empowerment and proper adjustment of children refugees.

I want to thank in advance those teachers and special scientists that will pick up the baton from us and implement “BRIDGES” in the frame of formal or informal education.

On behalf of all the members of the Executive Committee of Prevention Center “Diktio Alpha”, I wish the implementation will reach and, mostly, serve as many children and adolescent refugees as possible.

Christos Vaitsidis  
President of Board of Directors  
of Diktio Alpha  
Educator MSc



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# Introduction

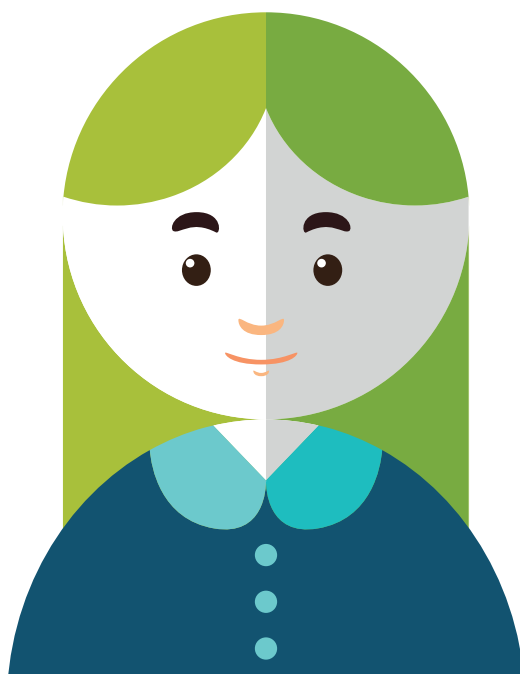
Within the frame of the Xenios Zeus Erasmus Plus KA2 Project Cooperation for innovation and the exchange of good practices, Strategic Partnerships for school education and the project “Managing the refugee and migrant flows through the development of educational and vocational frames for children and adults”, XENIOS ZEUS, the Prevention Center “Diktio Alpha” created the Psychosocial Support Workshops for Children and Adolescent Refugees 8-16 Years Old “BRIDGES”.

The workshops can constitute a useful tool for teachers, health professionals and professionals working with children and young refugees within the frame of both formal and informal education. The activities found in “BRIDGES” can enrich and act complementary to the task the professionals already undertake. The workshops are intended to support children and adolescent refugees during the process of their adaption to new conditions, respecting their personal history and origin, and to enhance the sense of security and personal control, so that the refugees can go on with their lives investing in new relationships and perspectives.

It is recommended that teachers and health professionals who wish to make use of “BRIDGES” attend the experiential training seminar, designed from Prevention Center Diktio Alpha for this cause, and that they join the support group during the implementation of the workshops to children and juveniles.

On the occasion of the present edition we provide a short description of Diktio Alpha.

The Center for Addiction Prevention and Promotion of Psychosocial Health in Western Thessaloniki “Diktio Alpha” is a civil nonprofit organization, founded in 1999, and is one of the 75 Prevention Centers operating in Greece under the supervision of the Ministry of Health and the National Organization against Drugs (OKANA). Prevention Centers are authorised to implement addiction prevention programmes as well as programmes for the promotion of psychosocial health in schools, families and wider community. Diktio Alpha organises informative actions about protective factors against dependent and other dangerous behaviours, training seminars for teachers, group workshops for parents, educational programmes for students, creative workshops for young people, training of volunteers’ groups in practices promoting prevention, individual and family counselling, actions for special population groups, such as single parents, Romani, refugees. All services of Diktio Alpha are provided to citizens free of charge.



# CHAPTER 1

## Theoretical Approach



# Theoretical Approach

The refugee experience most of the times involves such situations and trails that render it traumatic. The traumatic experience of the refugees involves the dissolution of their previously existing social network, the loss of home, neighborhood, friends, relatives and country. The children and their parents live a dramatic change of context and loss of important emotional relationships. They find themselves in a procedure of change, in an unstable, transitional and uncertain life situation, they come from a collapse of their former basis and they live in anticipation of creating a new future basis (Francesetti, 2007). On the other side the effort for adaption is undermined by language deficiencies and the time demanded for understanding the new cultural reality, in which they have to be immediately integrated and survive.

When a person faces challenges extraordinarily adverse, conditions and demands far beyond the usual limits stressing, then the load of the challenge may supervene the human endurance. Trauma affects a person in his entirety: it has an effect on body, emotion, behavior, cognition, social and spiritual existence. One may mourn for real or symbolic losses, feel sorrow, shame, guilt and anger, have feelings of failure, make “what if...” ruminative and other self destructive thoughts (Vidakovic in Francesetti et al., 2013). In this situation one needs like never before to rely on his/her own strengths, on his inner as well as on the outer available resources. One needs to belong to social networks, to lay down roots that feed him and make him feel safe on a basic fundamental level (Francesetti, 2007).

In this spirit of support many intervention models for coping with trauma have been proposed. It seems that as a first level of intervention mostly proposed is restoring a sense of safety and control (Butollo et al., 2002), whereas the people are invited as soon as possible to “forget” the helplessness lesson the trauma itself taught them (Herman in Goleman, 1992). Further levels of interventions that take place in the field of trauma and involve facing the trauma, giving a meaning to it and accepting it in the course of life, are beyond the scope of this programme. Although it is important to recognize the consequences of trauma to people and to understand feelings of isolation, despair and emptiness they may encounter, nevertheless the rhetoric about these consequences may in the end contribute to the sense of impasse and non reversible psychological harm due to trauma. Such approaches, well meant as they may be, end up leaving people trapped in the experience of trauma and deprived of every hope of gaining back a life with dignity, health and meaning, resulting so in people’s further victimization (McPhie & Chaffey, 1998).

Thus we see as a priority that through the workshops “BRIDGES” some sense of security for the children in refugee camps is fostered to the greatest possible extent, and that the discussions support them towards their empowerment. Besides, the available support after a traumatic event is of great importance, in that most people going through a trauma don’t suffer at the end from long term consequences relevant to it (Vidakovic, 2013).

More closely the workshops focus on the **support that comes from the self**, precisely from the sides of the self that haven't been harmed from trauma. When a person experiences an adversity, he often doesn't stay passive, but he tries to react either physically, emotionally or mentally. Importance is attached to the trauma as much as to the person beyond trauma, who actively fights the consequences in his life and seeks to restore the sense of personal worth and the possibility for some kind of control over his life (White, 1998). The meaning of life can be found in every moment. Life doesn't cease to have meaning, even under the reign of fear of death and hardship. The psychological reactions of a person don't result exclusively from his/her life conditions, however hard they are, but they rather depend on the freedom to choose meaning, which is never lost (Frankl, 2010).

Additionally, through the workshops the children's **sense of belonging** can also be fostered, which is of significance, in that it moderates the loneliness that may accompany such special life experiences. To start with, the involvement itself in the workshops through the tool of group, dialogue and expression constitutes on its own a powerful social network.

Furthermore, through the workshops opportunities are given to the children to search for and create support networks, **social networks** of belonging, in the service of restoring a social tissue necessary for emotional life. According to the modern view of subject as an agent, one doesn't leave his/her responsibility and his/her choices to others, but as an acting person and an informed citizen he is himself the architect of his life and the conscious creator of his social life (Lichtenberg, 1990).

**Part of our support is also our perception of the future.** The anticipation of a future that bears the realization of some of our goals and dreams is more comforting than the perception of future as dark and threatening (Francesetti, 2007). Dreams, values, relationships and goals that someone continues to maintain, that keep on giving meaning to his life, are valued as particularly important for preserving the hope for a life with dignity (White, 1998).

To sum up "BRIDGES" could accompany children and adolescents on their adaption to the new reality. With the group as the central tool, through creative activities and discussion, the workshops can prove valuable for the children to regain and recover a sense of security, trust, personal value and belonging.

# CHAPTER 2

## Previous to Implementation



# Previous to Implementation

## Workshop Presentation

Workshops are addressed to children and adolescent refugees 8 – 16 years old, aiming at supporting the process of their adaptation to the new reality, with respect for their personal history, and the emergence of their inner resources, the sense of control over life and the faith in themselves. Furthermore, the philosophy and methodology of the workshops are intended to contribute to cultivating a sense of security, team spirit, mutual acceptance, diversity and existence of a support network so that the children can move on with their lives investing in new relationships and realities.

## Themes of the workshops

The context in which the workshops are developed is that of psycho – education which emphasizes the management of difficulties through the powers we possess. All people have gifts and sources of support, points of reference that can help them move on and deal with their lives even after a traumatic experience. Psycho- education supports the acquisition of social and cognitive skills, promotes autonomy, generalization of knowledge and elaboration of adjustment skills to social situations of everyday life in general.

Workshops work on three basic topics:

A. Identity (personal and cultural), B. Skills and C. Support (psychological resources and significant others). For this reason, workshops that work on each one of the topics are colored differently in the manual. Specifically, every topic includes the following workshops:

**IDENTITY:** Let's meet, I meet the others, My hero, The circle of my own culture, I grow up: me and the others, My dreams, The bridge

**SKILLS:** Let's work together, My emotions I, My emotions II, Respect and Assert

**SUPPORT:** My shield against hard times, The tree of life, My community, Let's say goodbye

The workshops give children the opportunity to get to know themselves better, their strengths and their competences. How do I describe myself? Which are my strengths? What am I good at? What do I feel proud of? Working through these issues in a relatively safe group context can help children give meaning to their experience, integrate it into the history of their life and find out in what ways they are not totally helpless in even the most chaotic environment (Francesetti, 2007).

The perception that we have of the future, the plans, the hopes, our wishes constitute a basic source of power and sense of safety. What do I want to learn? In which direction do I want to evolve? What are my steps? What is more directly under my control? Moving forward may include many obstacles, but it is vital

for someone to be able to maintain the next step at a close range in his/her perspective.

In the field of social skills, workshops enable children to process the issue of assertiveness, taking into account that healthy aggressiveness is necessary for handling adversities, even dangers (Perls, 1966). Development of collaboration, group spirit and sense of belonging to a new social network comprise a basic goal of all workshops.

Even though children may express their feelings openly on every occasion during the programme, the issue of emotions is elaborated more focused, but very gently, in two workshops. Children are invited in a playful, directed and age appropriate manner to name some emotions and practice recognizing and expressing them.

## What each workshop includes

In every workshop, the leader will find the following:

- Title of the workshop
- Goals of the workshop
- Materials needed
- Suggested time
- Description of the meeting
- Notes for the leader
- Auxiliary material

## Workshop Organization

Workshops “Bridges” consist of 15 autonomous workshops that are advisable to be applied in the suggested order. Although the workshops are autonomous and only some of them may be implemented, it is important for the sound operation of all the group meetings that the leader will set some principles during the first workshop, as proposed at Chapter 3 Workshop 1, principles that children will be reminded of until they are consolidated. Finally, the last workshop concerns the closure of the group and reflection on the benefits of this entire course.

The leader may proceed to variations and modifications as well as time management of each workshop, as he/ she judges, according to the needs of the group he/ she addresses. Nevertheless, he/ she should bear in mind the three stages of every meeting, so that the children will live a whole experience. These stages are: **Welcome**, **Key Activity** and **Closure**. At the beginning, the leader introduces the children into the group atmosphere through introductory questions or an activity bringing them into contact with the space, the group, the experience of the present moment. He/ she prepares the children for the subject that will be discussed. The key activity, that occupies the greatest part of the meeting, during which the subject is processed, follows. This stage is creative and productive through individual and team work. At closure, children are given time to discuss what happened and express what was learnt, what they keep from the meeting and say each other goodbye.

The leader should **prepare each session well**, that is he/ she should have comprehended the succession and the meaning of the activities he/ she will employ, in order to be able to convey them to children, as well as gathered the material needed. At the workshops, simple and handy tools are provided for, that don't require much preparation and effort.



Previous to the outset of the implementation, the leader should have a sense and some information about the participating children, the relationships between them, the potential dynamics and pre-existing peculiarities. The group atmosphere is influenced by the personal characteristics of all and influences, in turn, each child's course in the group.

## The workshops analytically:

1. Let's meet
2. I meet the others
3. My shield against hard times
4. My hero
5. The circle of my own culture
6. Let's work together
7. I grow up: me and the others
8. My emotions I
9. My emotions II
10. Respect and Assert
11. My dreams
12. My community
13. The bridge
14. The tree of life
15. Let's say goodbye

## Methodology of workshop development

Workshops are organized according to the principles of experiential learning and utilise group as a tool. Experiential learning is based upon the educational theory of Carl Rogers according to whom "we should feel things, trust our experience, listen to our self, accept our self as he/ she is, also be able to accept the others as they are with their assets and defects. The greatest authority is every one's own experience" (UMHRI, 2000).

Workshops should be attended by 8 to 15 children from 8 to 16 years old.

The basic goal is facilitation of children's active participation, communication and expression. To create a safe context for children to trust again, try new experiences and relations.

- Communication should be carried out mainly between the children and not between the children and the leader. Leader doesn't surrender control to the children, rather assigns responsibility for the outcome of an activity, the decisions and the conclusions that will be drawn.
- **Children sit in a circle.** The circular arrangement of the seats is particularly important because it provides safety for the members of the group, brings out equality, facilitates communication and holds in the "energy", the group pulse. The leader is part of the circle. It is important to maintain the configuration of the circle even during work in small groups.
- Instructions given by the leader are suggestions and not orders or "musts". Children may accept the suggestion or may not, modify it or suggest something else. In other words, during conduct of every workshop, each child takes part in the activities and discussion to the extent he/ she wants.

## Best practice suggestions

For the successful workshop implementation, a warm environment of mutual trust and respect should be developed, in which the children and adolescents may relax, express themselves and have a good time.

**Adequacy of group - meeting space** should be well considered, since it is directly connected to the smooth functioning of the group. Privacy and stability of space contribute to the group evolution and children's sense of security.

All activities suggested at the workshops aim at the active participation of the children, collaboration and free expression. The issue of **language of communication** may possibly induce difficulties in children's understanding of instructions and quality of the communication and discussion, both with the leader and among children. For that reason, all instructions are formulated in very simple words. Moreover, instructions of key activities are translated into Arabic language. The presence of a translator would be ideal. Contribution of a literate group member that will explain the instructions to the illiterate children would be helpful, as well as knowledge of English language of some children that could listen to the instructions from us in English and translate them into their language.

As the workshops are addressed to a wide age range of 8 to 16 years, the leader needs to adjust the activities according to the **age of the children** in his/ her group, and also their **learning level**, if they know reading and writing etc. For some workshops, variations of the activities for younger kids are suggested. Furthermore, drawing, **symbolic exercises**, exercises based on body expression are often deployed in order to fulfill the goals of the workshops, minimizing verbal communication with the leader, limiting it down to the communication between group members.

Finally, workshops are designed for implementation at refugee guest camps, but can easily be applied to formal education for the smooth integration of the refugees in day school.

# CHAPTER 3

## The Workshops



# Let's meet

## WORKSHOP 1

## Objectives:

- To get to know each other .
- To develop a sense of belonging to the group and
- To fortify personal identity and self-esteem.

### 1. WELCOME - 15'

One by one the group members introduce themselves, we say our name and a short story about it e.g. whose name we took, if it means something, if we like it etc.

### 2. "MYSELF" – 45'

**Individually:** We invite the children to draw themselves on a piece of A4 paper. All around their drawing, they write or draw a) some of their personality traits, b) some preferences, such as a favorite game, their favorite color, a song they like etc. and c) a few things, even one or two, in which they do well. (10')

**Pairs:** We ask the children to make couples with a child next to them, to exchange their drawings and talk about them (we make sure that kids in each couple speak the same language). (5')

**Whole group:** One child presents the drawing of the other and if one feels like it, he can add something himself to the other couple member, e.g. as far as I know about you, you also are... you also have... you can...

Optionally, each pair presenting can stand up in the middle of the circle. Once a couple concludes, we move on to the next one. (30')

### 3. CLOSURE - 10'

Whoever wants, can share with the whole group something he/she discovered about him/herself and makes him/her feel well.

Suggested time: 1 hour & 10'

Materials: • Markers  
• A4 paper





# Keep in mind

## WORKSHOP 1

- “Who am I?”, a question that refers to identity and is one of the most important of our lives. The concept of identity refers to the sum of notions, beliefs and feelings that concern ourselves.

The concept of identity is related to the awareness that someone exists, has a personal history, a place in the world, a continuity and a future that belongs to him. Identity allows one to stand in front of others, to recognize those who resemble him/her and to differentiate oneself from others.

The question isn't simply “who am I?” but most importantly “who am I in relation to the other? How does the other see me and how do I see the others? “ According to Erikson, there are multiple identities, such as gender, professional, religious, political identity, etc. (Dragona, 2007). As important support stems from ourselves, it is helpful to know ourselves. This knowledge helps build an identity, as coherent and solid as possible.

- In case a child describes him/herself only in negative terms, we encourage him/her to talk about and also add one positive trait. If necessary, we could comment that all people have their strengths and weaknesses.
- Following the introductory activity and before the central exercise, it is suggested that the leader describes in a few words the way of working and communicating during these meetings. He could say: “We will meet several times. We will be talking about issues that have to do with ourselves and our relationships to other people. In order to facilitate our conversations, let's try to talk one after the other, so that we can hear each other, and let's not criticize each other.

### I draw myself

and I write down all around the drawing what characterises me (e.g. I am polite, I have a sense of humor etc.), what I do well in, what I like (e.g. favourite game, color, song etc.)

### أقوم برسم نفسي

واكتب حولها ما يميزوني ( علي سبيل المثال : انا مؤدب , عندي دعابة وهكذا ) ما هو الشيء الذي استطيع فعله جيدا , ماذا يعجبني ( علي سبيل المثال : اي لعبة احبها اكثر , احب لون لي , احب اغنية لنفسي وهكذا )

# I meet the others

## WORKSHOP 2

## Objectives:

- To get to know each other, to get to know ourselves.
  - To work together.
- To be aware of the similarities and differences with other people.

### 1. WELCOME - 10'

We invite the children to answer the question "Who am I?" by writing spontaneously on a piece of paper 5 words or phrases that start with "I am .." (children that are able to write, the rest of them answer verbally). Namely, what would they say for themselves, so as the others can get to know them better. We give some time and then whoever wants, presents.

### 2. "MY FAVORITE" – 40'

**Groups:** We ask the children to form groups according to their favorite sport: "Walk around the room and keep repeating in a loud voice the name of your favorite sport.

When you hear and find someone with the same preference, grab his/ her hand and keep walking along looking for the next one. When there is no other child with the same preference left, your group is formed and you are sitting in your place." (5')

We ask each group to talk about what they like about this sport and to include it in a group drawing about this sport. (20')

Suggested time: 55'

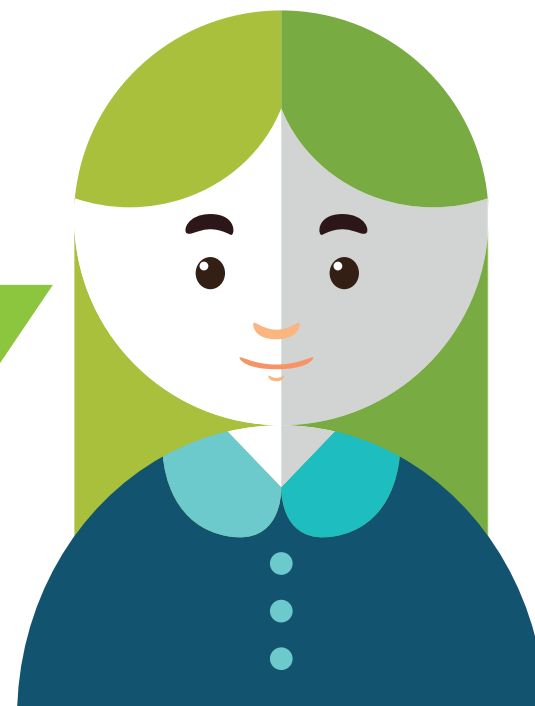
- Materials:
- A3 Pages,
  - Markers
  - Flipchart paper
  - Copies of the auxiliary material

**Wholegroup:** Each group presents and explains its drawing. We ask the children of each group how they collaborated on group painting, if their ideas were all included. (15')

We put the group drawings together on a large piece of paper.

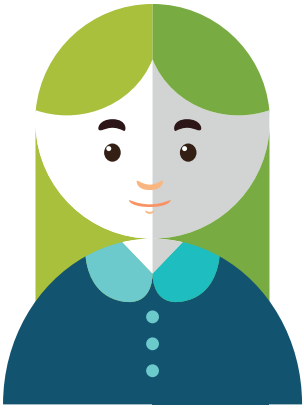
### 3. CLOSURE - 5'

We stand in the circle. We ask the children to show with their body if they liked today's meeting: stretched out with the hands up means "very much" and sitting on the floor means "not at all".



# Keep in mind

## WORKSHOP 2



- If we wish, we can discuss the welcome activity with the children. Possible questions:
  - Was it difficult or easy to think about yourself?
  - How do you feel about what you have written?
- Alternatively, instead of their favorite sport, we can ask children to form groups based on their favorite time of year or their favorite color or favorite animal.
- If a child is alone, the leader can sit with him / her, draw together encouraging him / her to stick at his or her choice or asking if he / she wants to join the next smaller group and discuss their different preferences.



# AUXILIARY MATERIAL

## WORKSHOP 2

I am.....

I am.....

I am.....

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# AUXILIARY MATERIAL

## WORKSHOP 2

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# AUXILIARY MATERIAL

WORKSHOP 2

## I meet the others أنا اقابل الاخرين

My favourite:

Walk around the room and keep repeating in a loud voice the name of your favorite sport. When you hear and find someone with the same preference, grab his/ her hand and keep walking along looking for the next one. When there is no other child with the same preference left, your group is formed and you are sitting in your place.

### " ما احب "

نتمشي في المكان ونصيح بصوت عالي الرياضة التي نحبها . عندما تسمعون وتجدون اخر يصيح بنفس اللعبة امسكوا يده واستمروا في المشي معا بحثا عن اخر . وعندما لا تجدون اخر يفضل نفس اللعبة شكلوا مجموعة واجلسوا في مكانكم

"Discuss what you like about this sport and make a group drawing about it."

ناقش ماذا سيعجبكم في هذه الرياضة وقوموا لعمل رسمة جماعية لهذه الرياضة

# My shield against hard times

## WORKSHOP 3

### Objectives:

- To recognize the positive aspects of our self that make us proud.
- To feel valued and that we can overcome the difficulties.
  - To get to know the others better.

### 1. WELCOME - 5'

We welcome the children and express our joy to see them. We explain to the children that we are all different and that we all have a lot of good things inside us and some things we might want to change. Each of us is important and we all have the same value. It is important in our lives to love oneself and trust our strengths.

### 2. "MY SHIELD AT HARD TIMES"<sup>1</sup> - 55'

**Individually:** We cut and give each child a shield and we ask them to think and, if possible, to fill in the questions written on their shield. We give explanations where needed. We encourage children to write down what they alone think for themselves and not what they think the others would say, for example, parents. (10')

**Whole group:** We invite the children to say something about what they have written on their shield. Speaks whoever wants to.

When the children that want to speak conclude, we ask all children how this activity seemed to them. If they found it difficult to find good things about themselves, if they thought something they had not thought of before. (20')

**Individually:** We ask children to turn over their page having the shield on the back and draw whatever they want. They can even give their shield a name if they want to. It is their personal shield which they will be carrying with them and they can look at it when they face a difficulty, in order to feel well and remember that they are important and they can do it. (15')

**Whole group:** We invite each child to present his shield and, if she/ he wants, to say something about his/ her drawing. Every child who speaks, leaves his shield in the center of the circle with the side of the drawing on. (10')

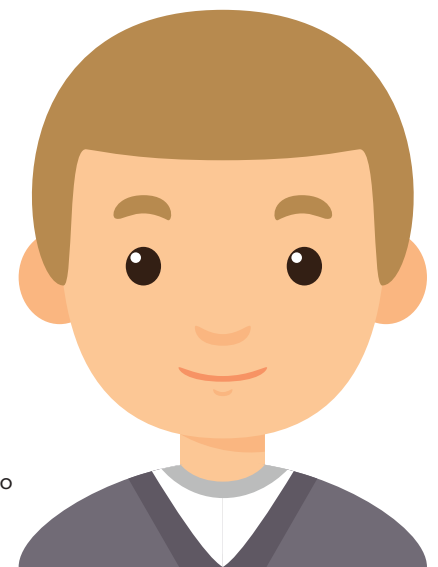
### 3. CLOSURE - 5'

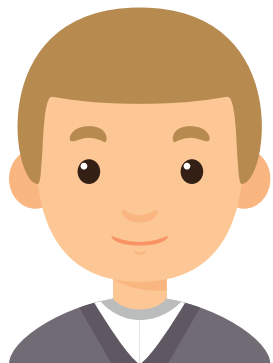
**Whole group:** We ask the children to get up and look at all the shields on the floor. We explain to the children that each one of us has many abilities and things that does well, which they must never forget. We invite them to applaud their works. We call each child to pick up his/ her shield. We thank them for their participation.

Suggested time: 1 hour & 05'

#### Materials:

- Markers or pens
- Shields (Need to have been cut on shape)





# Keep in mind

## WORKSHOP 3

- The symbol of the shield is used in this activity symbolically. We encourage children to think and recognize positive aspects of their selves, their abilities and skills, people who support them, that they can deploy when faced with difficult and demanding situations, as a “personal shield”.
- Beside the losses that they may have experienced, we need to encourage children to find out what supports them when they encounter something that comes hard on them, to make use of in the face of challenges.

# AUXILIARY MATERIAL

WORKSHOP 3

*My shield against hard times*

SOMETHING I LIKE ABOUT ME

THINGS I AM GOOD AT

PEOPLE THAT SUPPORT ME

SOMETHING I AM PROUD OF

A WISH FOR MY SELF

MY SIGNATURE

### الدرع الحامي في اوقات الشدائد

الشيء الذي يعجبني في نفسي	الشيء الذي افعله جيدا
بشر يدعموني ويقفون الي جانبي	شي قمت بعمله وافتخر به
شي باتمناه لشخصي	امضائي

# AUXILIARY MATERIAL

## WORKSHOP 3

1. Think about and fill in the questions on your shield.

Write down what you believe about yourself, not what you think others would say e.g. parents.

### الدرع الحامي في اثناء الشدائد ( شخصي )

فكروا و اكملوا الاسئلة الموجودة في الدرع الحامي الخاص بكم . اكتبوا ما تعتقدونه عن انفسكم وليس ما تتوقعون ان يقوله الاخرون عنكم على سبيل المثال والديكم

2.

- Turn over your page having the shield on the back.
- You can draw whatever you want.
- You can even give your shield a name if you want to.

It is your personal shield, you will take it with you and you can look at it whenever you face a difficulty, in order to feel well and remember that you are an important person and you can do it.

### ( شخصي )

- ادر الصفحة التي بها درعك الواقى من الخاف
  - تستطيع ان ترسم ما تريد
  - يمكنك ان تعطي لدرعك الواقى اسم لو احببت
- انه درعك الواقى , الذي ستأخذه معك وسيمكنك النظر اليه عندما تواجهك صعوبات , لكي تشعر بارتياح وحتى لا تنسى انك شخص هام ويمكنك التغلب على الصعوبات وتنجح



# My Hero

## WORKSHOP 4

## Objectives:

- To discuss about the persons we admire, appreciate and get inspired of.
- To express our desires and probably even our dreams.
  - To get to know each other better.
- To see our similarities and differences.

### 1. WELCOME - 5'

We introduce the theme of the discussion explaining to the children that today we will talk about our heroes. We ask the children if they have some heroes or other persons they admire, whether alive or not, and we invite them to think for a while about one or two of their heroes or persons, real or fictitious.

### 2. "MY HERO"<sup>1</sup> - 70'

**Groups of four:** We encourage the children to form groups of four with those sitting near them and discuss about their heroes: why they admire them, what skills they have, in what ways they would like to be like them. Then we invite each group to list the heroes of the group and next to the list to write some words, that indicate, why each child chose his hero, his skills e.g. powerful, wise, smart, famous, etc. (15')

**Whole group:** Each group presents the list with its heroes and the words that characterize them.

When all the groups have presented, we could address to the children some questions: Were they impressed by a hero they heard? Was there a hero, they didn't know before? Furthermore, were the heroes of the same nationality as theirs, or were they foreigners, were they men or women, older or younger than their own age? (20')

**Whole group:** We comment, if we have noticed so, that some heroes seem to come up more

often. Why do we prefer some heroes to others? What do our heroes have in common? How are our heroes different from one another? What does it take to be like them? How difficult or easy is this. (10')

**Individually:** We invite every kid to imagine, that one day he/she meets his hero and asks for help with a real problem he has. Every child thinks: "What kind of problem is this? How would my favourite hero advise me about my problem?" (10')

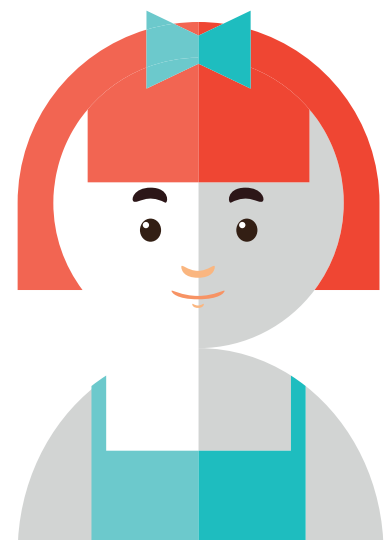
**Whole group:** We place the flipchart page in the centre of the circle and invite the group members to share with the group some of their thoughts regarding the previous questions. In addition every child can note down or draw on the paper, in any way, something from the answer or advice, he received from his hero. (15')

### 3. CLOSURE - 5'

We ask the children, how they feel about the meeting, if they want to share an impression, a thought or a new knowledge. We could conclude with a remark e.g. that we all have a small hero inside of us, who is strong, courageous and wise and we need to love him, to trust ourselves and go on trying. We thank the group members for their participation.

Suggested time: 1 hour & 20'

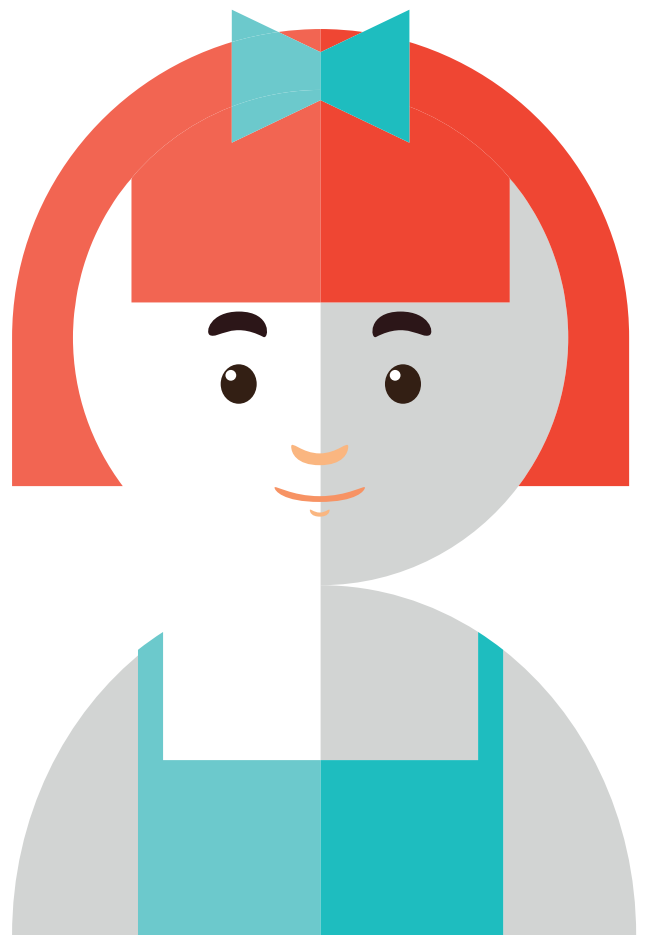
- Materials:
- A4 sheets (one for each group)
  - Flipchart page
  - Markers



# Keep in mind

## WORKSHOP 4

- For younger children the initial lists with the heroes need not be written. Instead the children can draw the characteristics and skills of their hero and talk about them afterwards.



# AUXILIARY MATERIAL

WORKSHOP 4

My hero

بطلی

## 1. My hero

- We talk about a person we admire (real or fictitious), alive or not.
- What do I admire this person for? What are his skills? In what ways would I like to be like him?
- We write on this piece of paper our heroes.

- نتحدث عن شخصية دائما ما نتذكرها ( حقيقي او خيالي ) موجود
- بالحياة او لا
- ولماذا نتذكر هذا الشخص وما يتميز به من مميزات وما هي الاشياء التي اود ان اشبهه فيها
- نكتب في ورقتنا هؤلاء الابطال

2. Imagine, that one day you meet your hero and ask him/ her for help on a real problem you have.

What kind of problem is this?

How would your favourite hero advise you about your problem?

2. تخيل انه في يوم تقابلت مع بطل احلامك وترجيته ان يساعدك في مشكله  
لديك .  
ما هي هذه المشكله ؟  
ما الحل المتوقع منه ان يعطيك لمشكلتك ؟

3. The advice my hero gave me

3. تمرين مركزي

ما هي النصائح التي اعطاني اياها بطل احلامي

# The circle of my own culture

## WORKSHOP 5

## Objectives:

- To enhance the cultural identity of children, reinforcing the feeling of appreciation for their country of origin and their pride of belonging to this community.
- To enhance the attitude that no one is inferior or superior to others, on the contrary, everyone has his/ her own value and everyone is unique.

### 1. WELCOME - 5'

We ask the children to show with a gesture, movement, their mood, how they are coming to our meeting.

### 2. "THE CIRCLE OF MY OWN CULTURE<sup>1</sup>" - 55'

**Whole group:** We ask the children to name the country they come from and the city / village they used to live. We explain to the children that they may be in another country today, but it is possible that they often think of their country of origin and miss it. Each place and every culture has its own language, customs, festivals, foods, habits. That is what we will be talking about today. (10')

**Individually:** We give each child a sheet of paper with the "circle of my own culture". We encourage the children to think and write down, if they can, one, two examples in each section of the circle on the paper. It is important that the leader fills in his/her own "circle". (10')

**Groups of four:** We split the children into groups of four where they can share the examples they thought or wrote. (15')

**Whole group:** We invite children to say out loud, whoever wants, e.g. food from his country, feasts, proverbs, etc. (10')

We ask the children to tell us how they feel when they talk about their country and culture and if they have learned something about their own culture or somebody else's culture that they did not know. Also, if someone wants to ask something about someone else. (10')

### 3. CLOSURE - 5'

**Whole group:** We place the paper on the floor and we encourage each child to stick his/her own "circle" on. We can conclude with the observation that every culture has many and beautiful things that someone can be proud of. We thank the children for their participation.

Suggested time: 1 hour & 05'

- Materials:
- A piece of paper "The circle of my own culture" for each child
  - Pen or pencil
  - A piece of paper 1 meter long
  - Glue



# Keep in mind

## WORKSHOP 5

- For the younger children, the circle can be completed with drawings and easier sections: flag, food, trees, nice place, feasts, words that they know, games. Also, songs.



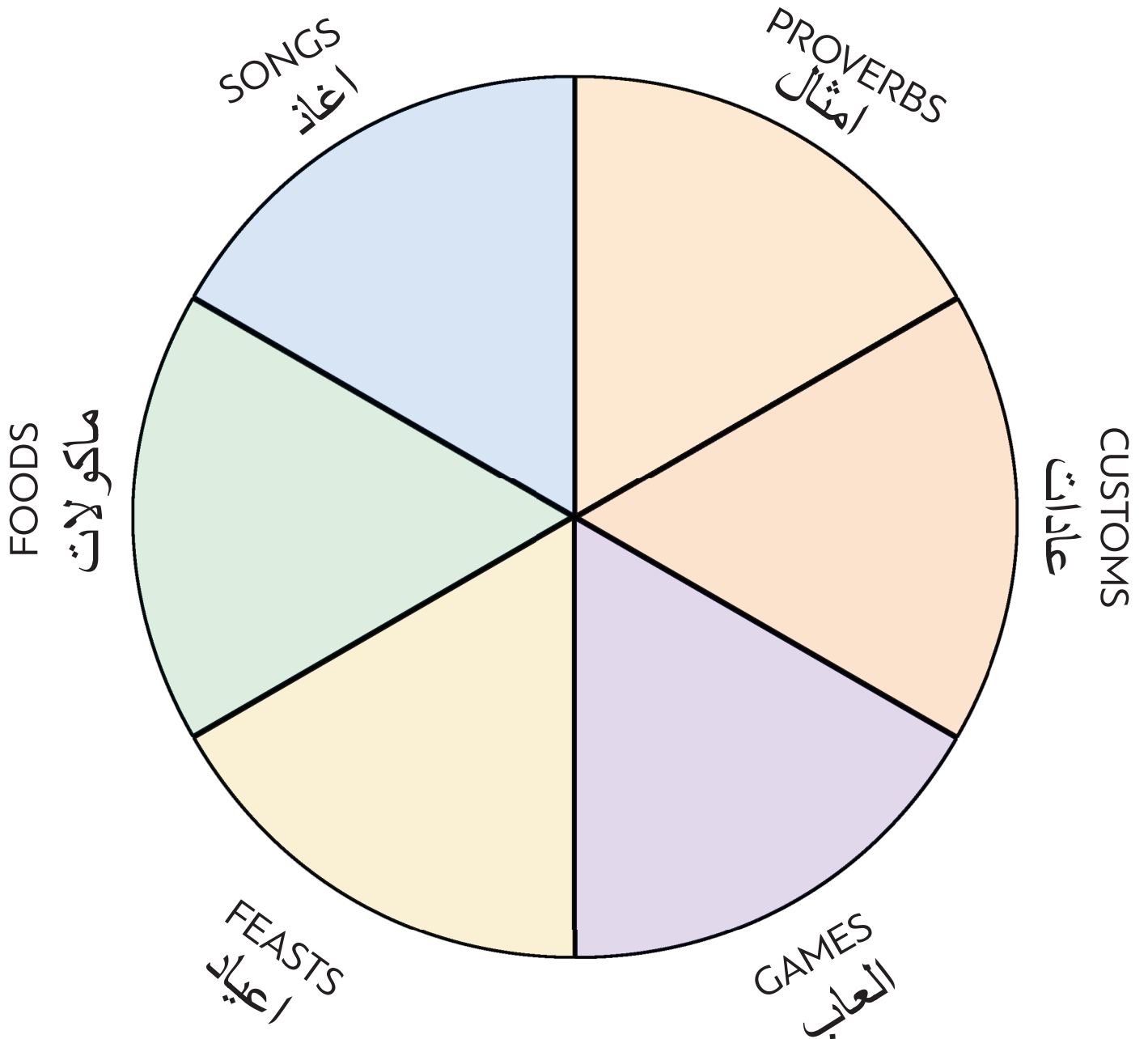
# AUXILIARY MATERIAL

WORKSHOP 5

## The circle of my own culture دائرة ثقافتي الخاصة

I write down or draw in the circle songs, foods etc of the country I grew up.

اكتب وارسم داخل الدائرة اغاني , مأكولات وغيرها مما يتواجد في البلد التي تربيت بها



# Let's work together

## WORKSHOP 6

### Objectives:

- To enhance collaboration between children
- To grow the feeling of trust and the group bonding

### 1. WELCOME <sup>1</sup> - 15'

We ask the children to stand in two parallel lines. Each line has the same number of children and forms a group. Children in each line stand with their backs turned on the other line so as they do not see the children of the other line and they are holding hands. The leader stands at one end of the corridor formed by the two lines while at the other end, the prize that the winning team will get has been placed. We give the signal for the beginning by clapping our hands and the first child from each line begins, e.g., to make a handshake with the second child, the second with the third and so on until the handshake reaches the last child of the line, who picks up the prize.

The game can be repeated as many times as we want with a different instruction each time e.g. to touch his/her head on the shoulder of the child beside him/her, to turn around the child next to him/her once, to say goodbye to the child next to him/ her, etc. The last child of each line comes first in each new round and the process is repeated. Winner is the team who will finish first most of the times.

### 2. "HOLD THE BALLON" - 20'

**Pairs:** We ask each couple of children to cross a short distance in the room holding a balloon and without letting it fall down, e.g. back to back or knee to knee or shoulder to shoulder.

We ask each couple if they faced any difficulties, what they liked, what helped them. (20')

### 3. CLOSURE -15'

We ask each child to make his/ her own "emotion mask" expressing his/ her emotions at the end of the meeting, in the following way: on a piece of paper cut into a circle or at the bottom of paper plates, he/ she draws a face according to his/her emotion at this moment. He /she fixes the paper or plate to a straw using the self adhesive tape. Every child presents her/ his mask to the others.

Suggested time: 50'

#### Materials:

- A symbolic prize
- Balloons
- Round-cut papers or paper plates
- Markers
- Self adhesive tape
- Straws



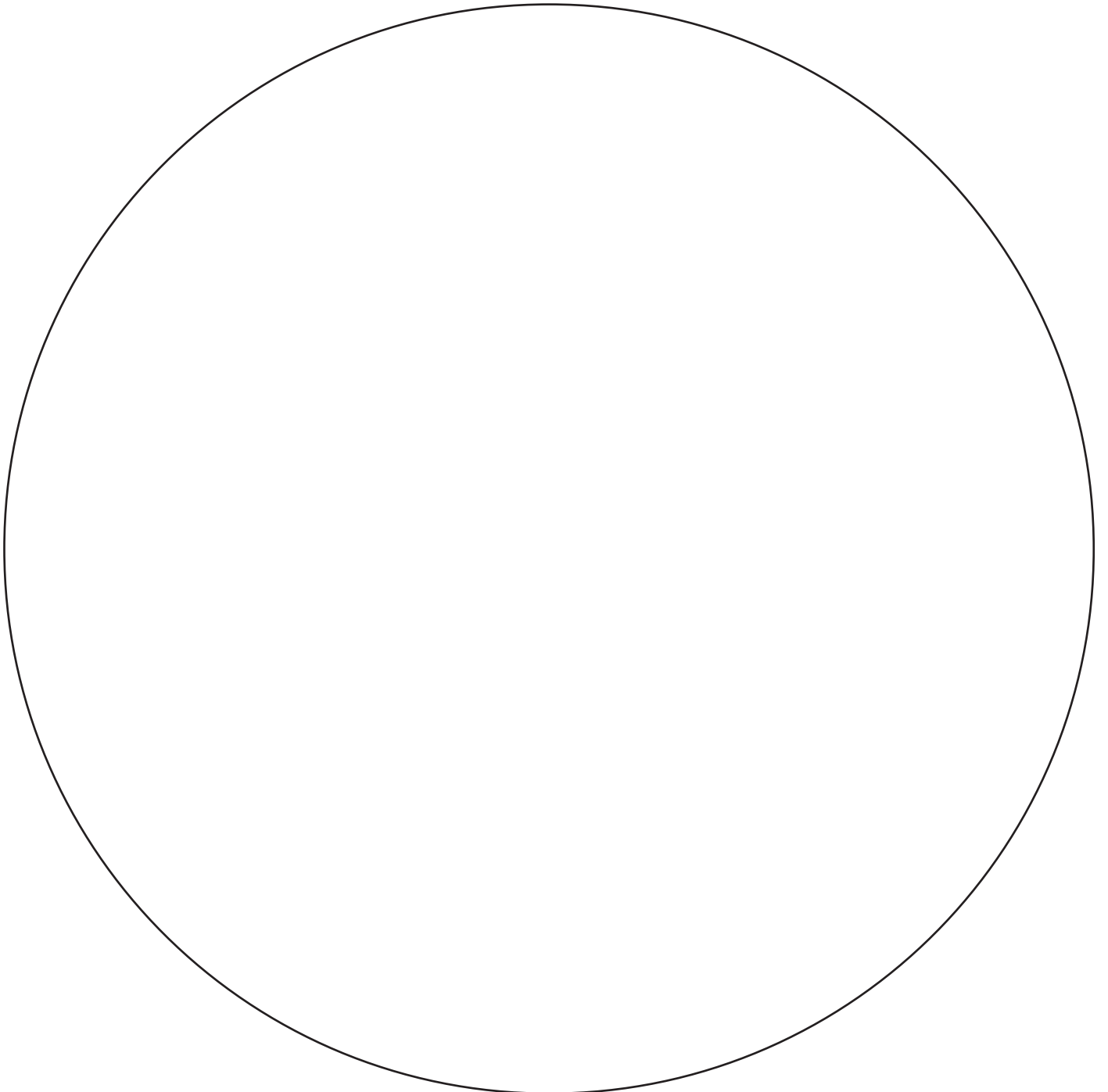


## EMOTION MASK

### قناع المشاعر

I draw a face that shows how I feel right now.

برسم وجه يوضح كيف اشعر الان .



# I grow up: me and the others

## WORKSHOP 7

### Objectives:

- To share experiences of growing with peers.
- To realize common needs and differences.
  - To get familiar with the host country.

### 1. WELCOME - 10'

**Whole group:** We welcome the children and ask them to stand up, say their age out loud and form a line beginning with the younger to the oldest.

### 2. "I GROW UP: ME & THE OTHERS"- 45'

**Groups:** We split children into groups by age, e.g. 8-10 together, 11-14 together and provide each group with an A3 paper or a flip chart. We give the instruction: "Draw a child of your age. Choose whether you will draw a boy or girl, give him / her a name, and when you finish drawing write about it, what he/ she likes to do, what skills he/ she has, what needs (what he/ she needs), what his/her dreams are. (15')

**Whole group:** We encourage each group of children to present their drawing to the whole group and fix it to the wall. (15')

**Whole group:** We discuss with the children the following: "How do you imagine a child who is the same age as you, but lives in Greece? What he/she thinks, what he/she needs, what his/ her dreams are, what he/she likes to do, what skills does he/ she have?" We highlight the similarities and differences. (15')

### 3. CLOSURE - 5'

**Whole group:** We say "Take the musical instruments and each group formed by the above activity say goodbye to us as you want.

Suggested time: 1 hour

#### Materials:

- Simple musical instruments such as tabor, maracas, zilla, etc.
- Pencils, markers
- A3 or flip chart paper
- Double-sided self adhesive tape for the drawings



# Keep in mind

## WORKSHOP 7



- During the presentation of the group drawings, the leader can identify and highlight what children can achieve in every stage of age, e.g. 8-10, 11-14 and underline their development in relation to younger ages.
- It is important for children to realize that they have a lot of things in common with children of their own age, even if they come from different countries.
- If there is time, children can also draw a child living in Greece, giving the instructions we gave to the first drawing. When they are done, they fix the drawing next to their previous one and talk about the similarities and differences they see (in this case the workshop will last 1 hour and 30 minutes).

# AUXILIARY MATERIAL

WORKSHOP 7

I grow up:  
Me and the others

## تمرين مركزي

Draw a child of your age. Choose whether you will draw a boy or girl, give him/ her a name. Write around the drawing - what he/ she likes to do, what skills she/ he has, what needs (what she/ he needs), what his/ her dreams are.

قوموا برسم شخص في عمركم . أختاروا هل سيكون ولد ام بنت , اعطيه اسم

اكتبوا في دائرة ماذا يعجبه ان يفعل , ما هي المهارات لديه , وما هي احتياجاته وما هي احلامه

# My emotions I

## WORKSHOP 8

### Objectives:

- To recognize our feelings and to express them.
  - Be aware that every person has feelings.
  - Be aware that there are different ways of expressing emotions.

### 1. WELCOME - 5'

We explain that today we will be talking about emotions. We reveal to the children each card of emotions from the auxiliary material, initially from the face side, and we ask them to name the emotion they see on each card. We turn each card around, to the side on which the name of the emotion is written, in order to confirm the answer.

### 2. "When I Feel.." - 35'

**Groups - "The bands":** We want to form groups of four people. We randomly give the sketch of a musical instrument to each child. We have a total of 4 instruments (piano, guitar, drums, violin) and we give one sketch of instrument to each child as many times as needed to form our "bands". Then the children get up and walk around to find their group: each group is a band that includes all the musical instruments. (5')

**Groups:** We give each group - band one of the above cards of emotions (the cards with the "basic" emotions are in priority: joy, sadness, anger, fear. If more groups are formed we give the rest of the cards). We give the instructions to the children: "Read the card you have in your hands. Think about how you will express

the emotion that is written on the card, in motion or with your face, without words, so as to present it to others and see if they can guess that emotion." (10')

**Whole group:** Each group-band, in turn, plays the emotion in front of all the other groups. The rest of us guess the emotion. Once the group performance is completed, we first ask the actors whether it was easy to represent the emotion, how they experienced their co-operation and what else they want to share. We also discuss with the rest of the children whether they have felt this feeling, how they expressed it and whether the way they have chosen to express the emotion, helped them. (20')

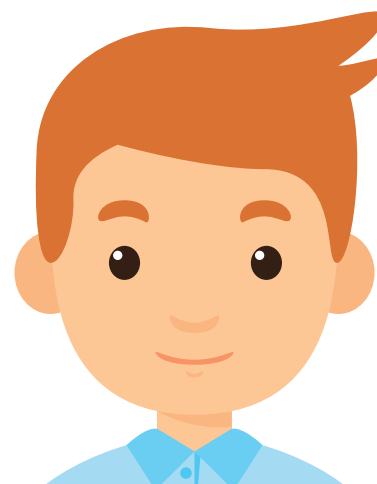
### 3. CLOSURE - 10'

We ask the children to observe their heart beat. Then each one of them expresses how he/she feels now, clapping his/her hands to the beat of the heart.

Suggested time: 50'

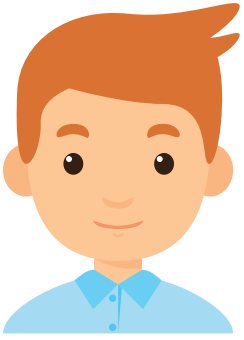
#### Materials:

- Flipchart page
- Markers
- Emotion cards
- Musical instruments cards



# Keep in mind

## WORKSHOP 8



- In the whole group discussion we can make a basic distinction between passive ways of expressing emotions such as denial of emotion, devaluation, avoidance, silence, or assault that harm oneself or others and active ways such as discussion, internal dialogue, written expression, expression through art, ways that help somebody act out and deal with the emotion. Everyone expresses his/her emotions in his/her own way, both verbally and non verbally (body language, silence).

# AUXILIARY MATERIAL

WORKSHOP 8



AFRAID  
خوف



HAPPY  
سعادة

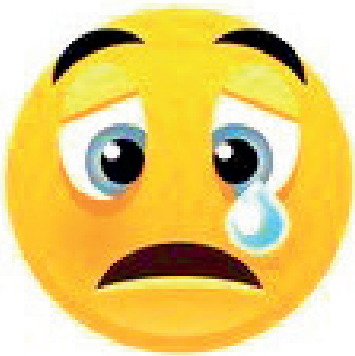
# AUXILIARY MATERIAL

WORKSHOP 8



SURPRISED

دهشة



SAD

حزن



# AUXILIARY MATERIAL

WORKSHOP 8



ANGRY  
غضب



ASHAMED  
حياء

# AUXILIARY MATERIAL

WORKSHOP 8



IN LOVE

في حب



IN PAIN

ألم

# AUXILIARY MATERIAL

WORKSHOP 8



JEALOUS  
غيرة



PROUD  
كبرياء

# AUXILIARY MATERIAL

WORKSHOP 8

## Musical instruments cards



# AUXILIARY MATERIAL

## WORKSHOP 8

### When I Feel..:

Think of a situation where you feel the emotion written on your card. Then prepare and play the situation to the other children and find out if they can guess the emotion.

## "متي اشعر..."

أقرأوا الكارت الموجود بيت ايديكم وفكروا كيف تستطيعون عرض وتمثيل تلك المشاعر بالحركة او بالوجه وبدون كلام  
لنري اذا كان الاخرين سيستطيعون ان يتعرفوا علي تلك المشاعر

# My emotions II

## WORKSHOP 9

### Objectives:

- To recognize and express our feelings.
- Be aware that every person has feelings.
- Be aware that there are different ways of expressing emotions.

### 1. WELCOME - 15'

We ask children to express their mood at the moment with a song.

### 2. "I EXPRESS MY EMOTION..." – 30'

**Individually:** We give children the instruction to walk around the room and to pick a balloon on our call. Using the emotion cards of the auxiliary material (workshop 8), we present and name each emotion written on the cards, asking children to express the emotion on the balloon they hold: joy, anger, surprise, sadness, fear, love, jealousy, shame, pain, pride. We leave a few seconds for each emotion. (10')

**Whole group:** We ask children whether it was easy or difficult to express an emotion and how they feel right now. (5')

**Whole group:** We present one by one the emotions of the previous activity using the emotion cards. On each emotion, we ask the children to tell us what brings this particular emotion to them: "What makes you feel joy, get angry, be surprised, feel sorrow, be afraid ..."

Children write down their answers on a large piece of paper that we have placed in the center of the circle (we have stuck on the paper as labels the corresponding sentences of the auxiliary material, below which the children can write). The goal is to point out that we all have feelings and that each person can have different feelings in different situations. (15')

### 3. CLOSURE -10'

We invite children to think of and describe a person or activity that helps them when they feel unpleasant, for example when they are sad, angry.

Suggested time: 55'

- Materials:
- Balloons
  - Flipchart page
  - Emotion cards (workshop 8)
  - Labels of sentences about emotions
  - Self adhesive tape



# Keep in mind

## WORKSHOP 9



- We have emotions in every situation. They are born in our body and affect us. We do not choose them, we just feel them. But we can choose the way we express them. Even if we try to dismiss them or forget them, they exist and affect our body (“it hurts my stomach”), or our attitude and behavior (“I have a long face”). Emotion is the first, immediate reaction to a situation and urges us to do something without losing any time, e.g. when we are angry to fight, when we are afraid to hide or to leave, that is, the emotion protects us. It is important for the children to learn to recognize their emotions and manage them.
- The leader keeps a neutral attitude without judging the emotions of the children.

# AUXILIARY MATERIAL

## WORKSHOP 9



I feel AFRAID when...

... أخاف عندما



I feel HAPPY when...

... أسعد عندما



I feel SURPRISED when...

... أتفاجئ عندما



I feel SAD when...

... أأسف عندما



I feel ANGRY when...

... أغضب عندما



I feel ASHAMED when...

... أخجل عندما



# Respect and Assert

WORKSHOP 10

## Objectives:

- To learn to work together in order to achieve common goals.
- To learn the difference between passive and aggressive behavior.
- To be decisive and assertive in various situations.

## 1. WELCOME - 5'

We invite the children to walk around the room and introduce themselves to every person they meet. They introduce themselves to each other, each one to as many children as he/she can.

## 2. "WHAT DO YOY DO IF..." - 45'

**Groups:** We divide the children into small groups: we use labels and on each label we draw a different color or shape. We stick a label with a color or shape on each child, on a not visible part of his body like the forehead or back, and we encourage the children to find their group, without talking to each other, i.e. find the other children of the same shape or color. We will draw as many different shapes or colors as many groups we want to form. That is, in order to form three groups we will stick three different colors, sticking each color as many times as we need. (10')

**Groups:** We ask each group to randomly choose and discuss one of the three versions of the same scenario (see auxiliary material- scenarios).

Children in each group discuss and keep notes about how the protagonist feels in this

situation, how the other person feels, what the protagonist needs and if he/she succeeds, how they think the story will go on. We propose, if they want to, to role-play the scenario and present it to the rest. (15')

**Whole group:** Each group presents the role-play as well as the things that they have discussed. We refer to the three types of reaction: active - passive - aggressive behavior (see "keep in mind" section below).

All together we try to categorize the reactions reported into the corresponding category. (20')

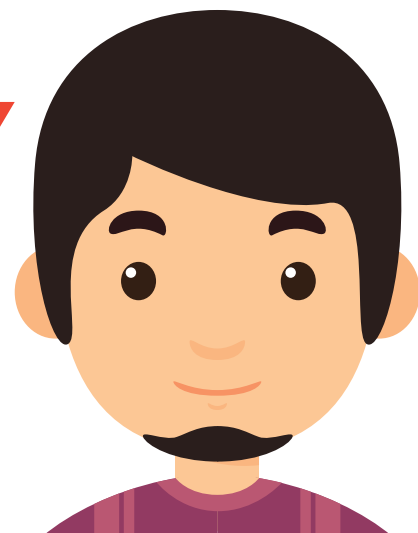
## 3. CLOSURE - 10'

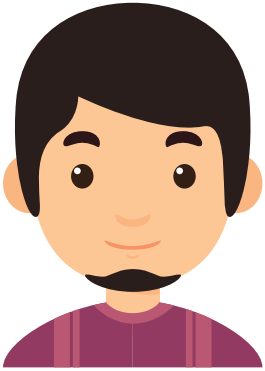
We invite the children to mention something they have learned today, something that made an impression on them and want to comment on.

We give out to each child a copy of "ways we react to several situations" from the auxiliary material.

**Suggested time: 1 hour**

- Materials:
- Scenario cards
  - A4 papers
  - Markers
  - Self-adhesive labels
  - Copies of "Ways we react to several situations" from auxiliary material





- Active type of reaction:  
I express positive and negative emotions, I respect, I am calm and stable, I say what I want, I hear the other, I take the initiative, I make choices
- Passive type of reaction:  
I avoid, apologize, offer excuses, follow the decisions of others, hide or avoid my feelings, subside
- Aggressive type of reaction Reaction:  
I blame, I do not respect, I demand, I do not feel the other, I impose, I feel superior or right, I break out on others
- During the discussion of the three types of reaction, differences can arise between children related to their culture and the different values behind each behavior and choice. Values are acceptable but behavior may or may not be acceptable. The aim is to link the different ways of behavior to the outcome and consequences.

# AUXILIARY MATERIAL

WORKSHOP 10

**Discuss this scenario and keep notes:**

- How does the protagonist feel in this situation?
- How does the other person feel?
- What does the protagonist need? Does he/she accomplish what he/she wants?
- How do you think the story will go on?

**If you want, you can role play the scenario and then present it to the others.**

نناقش هذا السيناريو وقوموا بالتسجيل :

- كيف يشعر البطل في هذه الحالة
- كيف يشعر الاخر
- ماذا يريد البطل ؟ هل حقق ما اراد ؟
- ماذا تعتقدون وكيف ستتطور الحكاية ؟

إذا اردتم يمكنكم ان تلعبوا ادوار السيناريو وتقومون بعمل عرض لباقي الاولاد

# AUXILIARY MATERIAL ΣΕΝΑΡΙΑ

WORKSHOP 10



"You and your friend have been assigned to tidy the play room up. You start clearing up but your friend does not come along. You yell at him and you push him in order to make him start ... "

السيناريو رقم 1

" انت وصديقك سوف تتحملون مسؤولية تنظيم قاعة اللعب . انت بدأت في تنظيم الاشياء لكن صديقك لا يتبعك . انت تصيح فيه وتدفعه لعله يتحرك ... "



"You and your friend have been assigned to tidy the play room up. You start clearing up but your friend does not come along. You pretend that you do not see him, you mumble and you carry on with the assignment ... "

السيناريو رقم 2

" انت وصديقك سوف تتحملون مسؤولية تنظيم قاعة اللعب . انت بدأت في تنظيم الاشياء لكن صديقك لا يتبعك . تعمل وكأنك لا تراه , تهمس بين نفسك وتستمر في العمل .. "



"You and your friend have been assigned to tidy the play room up. You start clearing up but your friend does not come along. You approach him, you look at him and you tell him that you need to agree with each other about what each person will do ... "

السيناريو رقم 3

" انت وصديقك سوف تتحملون مسؤولية تنظيم قاعة اللعب . انت بدأت في تنظيم الاشياء لكن صديقك لا يتبعك . تعمل وكأنك لا تراه , تهمس بين نفسك وتستمر في العمل , تذهب في اتجاهه تنظر اليه وتقول له انه لا بد من ان تتفقوا فيما بينكم ما العمل الذي سيقوم به كلا منكم ... "

Ways we react to  
several situations:

## الطرق التي نتصرف بها في الحالات المختلفة

- Active type of reaction:

I express positive and negative emotions, I respect, I am calm and stable, I say what I want, I hear the other, I take the initiative, I make choices

- Passive type of reaction:

I avoid, apologize, offer excuses, follow the decisions of others, hide or avoid my feelings, subside

- Aggressive type of reaction:

I blame, I do not respect, I demand, I do not feel the other, I impose, I feel superior or right, I break out on others

- النوع الحازم في رد الفعل

أظهر المشاعر الايجابية والسلبية , احترم , انا هادئ , وثابت , أقول ما اريد , اسمع للآخر , أخذ المبادرة , اختار

- النوع السلبي في رد الفعل

اتفادي , اقدم الاعتذارات , اقدم الاعذار , اتبع قرارات الاخرين , اخفي ولا اظهر مشاعري , اتنازل

- نوع رد الفعل العدواني

الوم الاخرين , لا احترم احد , اطلب كثيرا , لا اضع نفسي في مكان الاخرين , افرض ارائي علي الاخرين , اشعر بالتعالي وانني دائما علي الثواب وانني الانكي

# My dreams

WORKSHOP 11

## Objectives:

- To share our dreams and goals.
- To encourage a positive attitude towards future and a sense of control.

### 1. WELCOME - 10'

We show the children a picture of a sunrise (see picture from auxiliary material) and we invite them to a brain storming about the word "sunrise", we ask for words or phrases that spontaneously come to their mind. We integrate their ideas and take the opportunity to introduce the theme of the meeting e.g. you talked about a new day, that could bring new things into our lives, surprises, beginnings.

### 2. "THE SUNRISE" – 45'

**Individually:** We invite the children to draw on their piece of paper a horizon with sunrise. They think for a while and all around the sunrise, if they want, they write or draw the new things or beginnings, they would like tomorrow to bring. Dreams, desires, what they would like to do in the future, to learn, to happen, to reach. (15')

**Whole group:** In any turn they wish, the kids present their drawings.

After each presentation or at the end of them we could ask the children to identify a target or a dream of theirs, which can be realized, and what they need to do in order to get closer to it or to reach it. (30')

### 3. CLOSURE - 5'

We invite the kids to express, what they feel at this particular moment, with their face, one by one or all together.

Suggested time: 1 hour

- Materials:
- A4 paper
  - Markers
  - Sunrise picture





- We can draw support and security from our past, our present but also from our future. The future too, like a horizon provides roots and orients us. We need to have hopes, plans, goals, desires, dreams, in order to be able to welcome a future (Francesetti, 2007) .
- We justify hopes and dreams and we make effort to draw attention specifically to small, realistic and possible in the present goals.
- We could encourage the children to undertake some action plan after the meeting. A kid could be motivated to learn Greek, to take school more seriously, to learn sewing etc.

## Sunrise طلوع الشمس

Draw on your piece of paper a horizon with sunrise.

Think for a while and all around the sunrise, if you want, write some dreams or goals you have:  
what would I like to do in the future, to learn, to happen, to reach?

قوموا برسم طلوع الشمس في ورقتكم .

في دائرة حول طلوع الشمس فكروا ولو تريدون اكتبوا :

ما هي احلامي , أمنياتي , ماذا اريد ان افعل في المستقبل : هل اتعلم , ماذا سيحدث , هل  
سأنجح في حياتي





# My community

WORKSHOP 12

## Objectives:

- To connect to the new place and feel it as their own.
- To get the feeling that they can have control over their lives beginning from their place.

## 1. WELCOME - 10'

**Whole group:** We welcome the children and invite them to play a game. We give the instruction: "We all rise, walk in the room and greet like":

- We are about to leave for a journey
- We introduce ourselves for the first time
- We see someone on the opposite side of the road
- We meet our friend
- We see a baby in front of us

We continue walking in the room for a while and when ready we pick a chair and sit down.

## 2. "MY COMMUNITY" - 60'

**Whole group:** We introduce the subject of the meeting saying: "Today we will discuss about this place where you live today. We will refer to whether we like it or not, and we will see if we, as a group, can change something in it, even something small".

We make a question: "Which part of this place you live in you do not like so much and you'd like it to be different?" We listen to the children. "We need to choose one of these places to talk about what we would like to change. I would suggest that it would be a place that most of you use". Children choose a place. (10')

We stick the labels on the two large papers: "The place as it is now" on the one and "The place as I would like it" to the other.

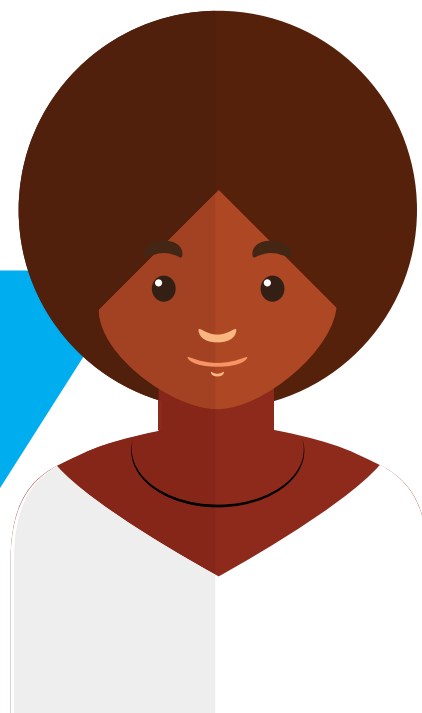
**Group formation:** The children stand up and try to get in line according to the first letter of their name, in alphabetical order.

When the line is formed, we divide children into groups of equal size starting from the first child on the line (up to 5 children in each group). (10')

Suggested time: 1 hour & 15'

Materials:

- 2 flipchart papers
- "Real" and "Desirable Place" labels of the auxiliary material
- Coloured pencils and crayons, pencils, pens



**Groups:** One of the groups created gets the paper labeled “The Place As It Is Today” and the other one the paper with the label “The Place as I would Like it”. The team with the paper “The Place As It Is Today” discusses and draws on the paper how the chosen place is now. They can visit the place at the moment or recall it and draw it or write in groups.

The other group with the paper “The Place as I would Like it “ also discusses and draws on their own paper how they would like this place to be, what the place would have, who would use it, what benefit its users would have from the changes ? What would they think? What would they feel? (20´)

**Whole group:** Each group presents what they have drawn on their paper. We discuss: What is missing from the place as it is?

- What needs to be done so that the place looks like how we want it to?
- Which of what we want can be done with our own efforts?
- Whom can we ask for help from?
- What can each of us do? (20´)

### 3. CLOSURE-5'

**Whole group:** We make a circle standing up and close our eyes. We say, “Let’s move on to the center of the circle and hold somebody else’s hands. Can we guess who he/ she could be?

With the eyes closed, we say goodbye to him as we wish. Let’s open our eyes. Surprise! ... Goodbye!”





# Keep in mind

## WORKSHOP 12

- Imagination and reality, the difference between the real world and the desired world. When we hang out in imagination, we may be stagnant, our real needs are not fulfilled, we may grind, ask, and feel permanently unsatisfied. On the other hand, when we only live in reality and avoid imagining something better for us and others we miss the opportunity for creation and for development that feeds us with joy and satisfaction.
- Communication between imagination and reality, of the idea that “I desire and create something new out of the existing materials”, can provide us with vitality, appetite for life and creation, can make us active persons. Besides, it is widely known that exerting influence on the environment we live in, our own footprint on things, gives us the satisfaction that we have control over our lives, pulls us out of inertia and helps us connect to and love the place where we live.

# AUXILIARY MATERIAL

WORKSHOP 12

## Welcome "ترحيب"

We all get up, walk around and greet like:

- We are about to leave for a journey
- We introduce ourselves for the first time
- We see someone on the opposite side of the road
- We meet our friend
- We see a baby in front of us

نقوم جميعا , نتمشي في المكان ونسلم علي بعضنا وكاننا :

• سوف نذهب رحلة

• نتعرف للمرة الاولى

• نري احدهم في الجهة المقابلة

• نلتقي بصديق | صديقة

• نري امامنا طفل صغير

# AUXILIARY MATERIAL

WORKSHOP 12

## My Community

### "مجتمعي"

"Which part of this place you live you do not like so much and you would like it to be different?"

Discussion:

- Which of what we want can be done with our own effort?
- Whom can we ask for help from?
- What can each of us do?

مناقشة:

- ما هي الاشياء التي نريدها والتي يمكن تحقيقها من خلال محاولتنا
- من من يمكننا طلب مساعدة
- ماذا يمكن ان يفعل كل منا

### Labels



| «The place as it is now» |



| 'The place as I would like it' |



### ملصقات



| "المكان كما هو الان" |



| "المكان كما احب ان يكون" |



# The bridge

WORKSHOP 13

*Objective:*

- *To process change and transition in a symbolic way.*

## 1. WELCOME - 10'

**Whole group:** We invite the kids to stand up and each child, with the ball in his hands says his/her name and one favourite game from his/her own country or one he/she likes to play now.

## 2. "THE BRIDGE" - 45'

**Individually:** We introduce to the kids the following idea: "As we grow older, a lot of changes take place in our lives. Our body changes, our thinking, the situations we live through. I would like you to draw on your piece of paper a bridge, as you imagine it – where does it begin from? Where does it end? Where is it located? If you like, you could even put a title to your drawing". (15')

**Whole group:** We continue as follows: "One after the other let's show to the group our drawing and share a few words about it". After each presentation we could ask: "Which is the title of your drawing"? (25')

**Suggested time: 1 hour & 5'**

- Materials:**
- Ball
  - A4 paper
  - Pens, pencils
  - Markers, Crayons
  - Flip chart paper
  - Self adhesive tape
  - Copy (size A3) of emotions from the auxiliary material

**Whole group:** We invite the children to stick their bridges on a large flip chart paper and if possible, we ask them to create a small story out of all the drawings titles. (5')

## 3. CLOSURE -10'

**Whole group:** "How do you leave? How do you feel? Circle one or more of the feelings from the paper on the floor" (we make a copy, size A3, of emotions from the auxiliary material).





- In this workshop we are not interested in interpreting each child's sketch, but rather in giving them the opportunity to express themselves through drawing. By drawing, a kid expresses his/her world, time and environment. Captures his/her own witness to what is happening around him/her at this particular moment.

- If possible, we could either ask or comment:

“Where does the bridge begin from and where does it end? What kind of material is it made of? How do you feel now that you see it?”

We point out something that seems paradoxical, e.g. “your bridge flies”.

We can ask about specific details in the sketch.

We could suggest an intervention in the drawing, if the kid allows so. If a child says, for example, that he/she feels lonely looking at it, we could say “Do you think you could add something or someone in your drawing, in order to feel less lonely?”

- For every kid that presents, we ask members of the group if they want to say something about the drawing they saw



## The Bridge "الكوبري"

Draw a bridge, as you imagine it (Where does it begin from? Where does it end?  
Where is it located?) and put a title to your drawing.

قوموا برسم كوبري , كما تتصورونه ( من اين بيده , الي اين يصل , واين يتواجد )  
وتعطون اسم لهذا الرسم

# AUXILIARY MATERIAL

## WORKSHOP 13



# The tree of life

WORKSHOP 14

## Objectives:

- To recognize the inner strengths we possess as a result of our connections with our family and ancestors.
- To associate what we are with our roots.
  - To get stronger.
  - To enrich our identity.

## 1. WELCOME -10'

**Whole group:** We have placed in the center of the circle the cards with photos of different trees, at a distance from one another. We introduce the subject by saying: "Today we will talk about our lives and our experiences with the help of the trees." We encourage the children to get up and look at the trees. We make questions: "Which is your favorite tree? Is it one of the trees you see? "We invite the children to stand in front of their favorite tree. We say the names of the trees in their own language and in Greek. If some children did not find their favorite tree on the cards, they tell us what that tree is.

## 2. "THE TREE OF LIFE"<sup>1</sup> - 65'

**Individually:** We say: "Draw your favorite tree with the ground, the roots, the trunk, the branches, the leaves and the fruits." (10')

**Individually:** We say: "Take a look at the trunk now and imagine yourself as the trunk of this tree. Think and record on the trunk, by drawing or in words, **what you like about your character, what you can do well**, e.g. I am polite, I have patience, courage, I am good at football."

"Go to the roots that grow deep in the ground. Note down there by drawing or in words the place where you grew up, the family name, the place where your parents were born, the members of your family, even those that do not live, those who are important to you."

"Take a look at the branches now. Note down by drawing or in words what your **hopes** and **dreams** are, as well as the **wishes** you make for your life."

"On the leaves, write down the persons you love, people who have supported or support you, who have taught you important things, persons who made or make you laugh and give you joy, people you refer to when you need strength (persons in your life or not, even religious **persons**, writers, heroes, imaginary friends even animals)."

"Go now to the fruits. They are the **gifts** you've gotten through your life. Note them down by drawing or in words, they can be things, emotions, values, etc. (E.g. trust, love, fairy tales)". (20')

Suggested time: 1 hour & 20'

Materials:

- Cards with trees (auxiliary material)
- A3 papers
- Wooden pencils and crayons, pencils, pens
- Self adhesive tape





**Whole group:** If space allows, we sit down in a circle and invite the children one by one, to present and talk about their trees. We focus on their abilities, hopes and dreams. We can ask “Who did you learn this from? Who else in the family or in the community you live has similar hopes, dreams, wishes?”

As they describe the fruit-gifts we can ask: “Who gave you this gift? Why do you think they picked you?” (30’)

**Whole group:** We invite the children to fix their tree to the wall (if space allows) or leave them in the center of the circle. Then we can summarize “In this way, a forest of beautiful trees is created. We are all part of a forest now. Our roots meet under the ground and everyone feeds each other’s tree”. (5’)

### 3. CLOSURE - 5’

**Whole group:** We say: “Let’s refresh this forest together as a group and dance for this purpose, the dance of the rain”.

We as the leaders begin first and the children reproduce our moves, as coordinated as possible. We tap the fingers so as to make the sound of rain that begins to fall. We hit the thighs with our hands as the rain gets stronger. We add legs hitting them on the ground to represent the storm ... we remove the legs (we only hit the thighs with the hands and gradually, as the rain decreases), we return to the sound with the fingers ... and the rain begins to fall harder again-we repeat the cycle of movements - until the rain stops and the sun comes out. At this point, we say goodbye.

# Keep in mind

WORKSHOP 14



- We as leaders should keep in mind the six elements that should be captured on children's drawings: **soil, roots, trunk, branches, leaves** and **fruits**.
- We provide colors, pencils and pens and children can use whatever is suitable for them.
- Children can take their trees with them in the end.

## Welcome activity:

Look at the cards of the trees. Which one is your favorite tree? Is it one of the trees you see?  
Stand in front of your favorite tree.

## ترحيب

أنظروا الي الكروت الخاصة بالاشجار . ما هي الشجرة التي تحبونها ؟ هل هي من  
الاشجار التي ترونها ؟ توقفوا عند الشجرة التي تحبونها



# AUXILIARY MATERIAL

WORKSHOP 14



CHERRY TREE شجرة كراز



VINEYARD تكعيبة عنب



APPLE TREE شجرة تفاح



LOQUAT مشمش هندي



POMEGRANATE شجرة رمان





PALM

نخل



FIG TREE

شجرة تين



MANDARIN ORANGE TREE

كلمنتين



LEMON TREE

شجرة ليمون



LOTUS TREE

شجرة كاكا



OLIVE

شجرة زيتون



# The tree of life "شجرة الحياة"

# AUXILIARY MATERIAL

WORKSHOP 14



Draw your favorite tree with the ground, roots, trunk, branches, leaves and fruits

On the trunk I draw or write: What I like about my character, what I do well

At the roots I draw or write: The **place** I grew up, the **family name**, the place where my parents were born, my **family members**, even those who do not live, those who are **important** to me

On the branches I draw or write: what my **hopes** and **dreams** but also the **wishes** I make for my life are

On the leaves I note the **persons** I love, people who have supported or support me, who have taught me important things, persons who made or make me laugh and give me joy, people I refer to when I need strength (persons who exist in life or not, even religious persons, writers, heroes, imaginary friends even animals)

On the fruits I draw or write the **gifts** I have received in my life. They may be things, emotions, values, etc. (E.g. trust, love, fairy tales)



ارسموا شجرتكم المفضلة مع الارض والجذور والجسم والفروع والاوراق والفاكهة

في الجسم ارسم او اكتب : ماذا يعجبني في شخصيتي , ماذا افعل جيدا

في الجذور ارسم او اكتب : المكان الذي كبرت فيه , اسم عائلتي , المكان الذي ولد فيه والدي ( ابي وامي ) , باقي افراد عائلتي , بما فيهم هولاء الذين لا يعيشون , هولاء من هم مهمين بالنسبة لي

في الفروع ارسم او اكتب : ما هي امالي واحلامي و ما اتمناه لحياتي

في الاوراق اسجل اسماء الشخصيات التي احبها , شخصيات من وقفوا الي جانبي او يقفون الي جانبي , اشخاص ممن علموني اشياء هامة , اشخاص ممن يعطوني البسمة و الفرح , اشخاص ممن اتجه اليهم عند الحاجة للقوة ( اشخاص ممن في الحياة او فارقوها وقد يكونوا رجال دين او كتاب او ابطال او اصدقاء في الحياة )

في الفواكه ارسم او اكتب : الهدايا التي حصلت عليها في حياتي , قد تكون اشياء , او مشاعر , او قيم وهكذا ( علي سبيل المثال : ثقة , حب , قصص )

# Let's say goodbye

WORKSHOP 15

## Objectives:

- To recognize, what has been accomplished during the meetings.
  - To say goodbye.

### 1. WELCOME - 5'

We say to the children “today is our last meeting and we will try to remember, what we have done until now. We talked about our selves, the others, our skills, feelings, changes” (we mention some of the topics we have discussed).

### 2. “LET’S SAY GOODBYE” – 40'

**Individually:** We hand a copy out to each child (see auxiliary material) saying “on every stone you see on your piece of paper, let’s write, draw or stick pictures that shows:

- What I liked from our meetings
- What I shall remember”

**Groups:** We divide the children into small groups of about 4, according to the language they speak. In their groups they present to each other what they have imprinted on their copy. (15')

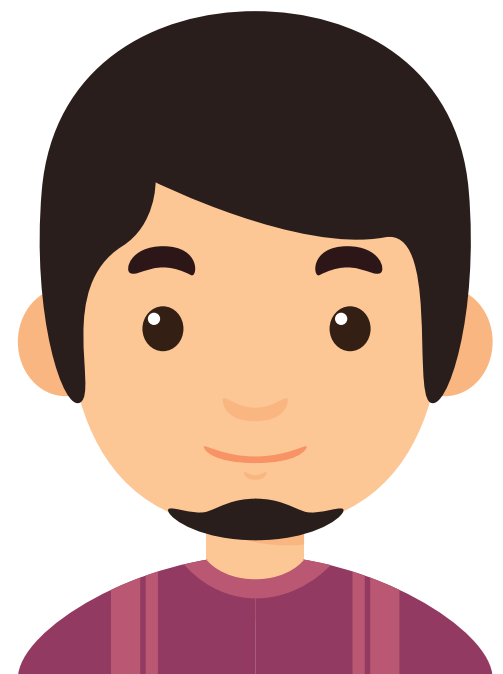
### 3. CLOSURE - 15'

All together we stick on the flipchart paper our works creating thus one big, common and collective “ground”. We can take pride in it, lay on it, sit on it, walk on it. If we wish, we can share a feeling. We make a big group hug and say goodbye.

Suggested time: 1 hour

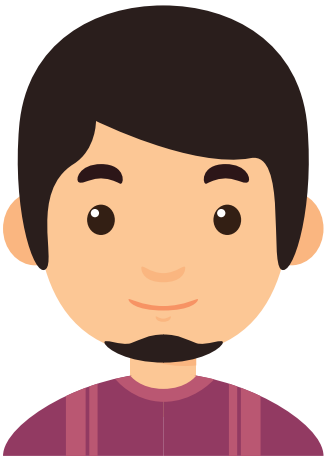
Materials:

- Copies from auxiliary material
- Markers
- Magazines and scissors
- Glue
- Flipchart paper



# Keep in mind

## WORKSHOP 15



- We can compare the support we feel, we have and take, with the ground that lifts our weight. This support might be shaken through difficulties and adversities of life. Sometimes during our lives we have to rebuild this ground (Francesetti, 2007).
- For that reason, we invite children to make full use of their group experience and rebuild the personal and group ground – floor with the given “stones”.
- In the central exercise the technique of collage can be used, provided that magazines and scissors are available.
- This workshop is proposed, in case the leader estimates that a meaningful number of meetings has been accomplished, e.g. at least 5 workshops.

## LET'S SAY GOODBYE

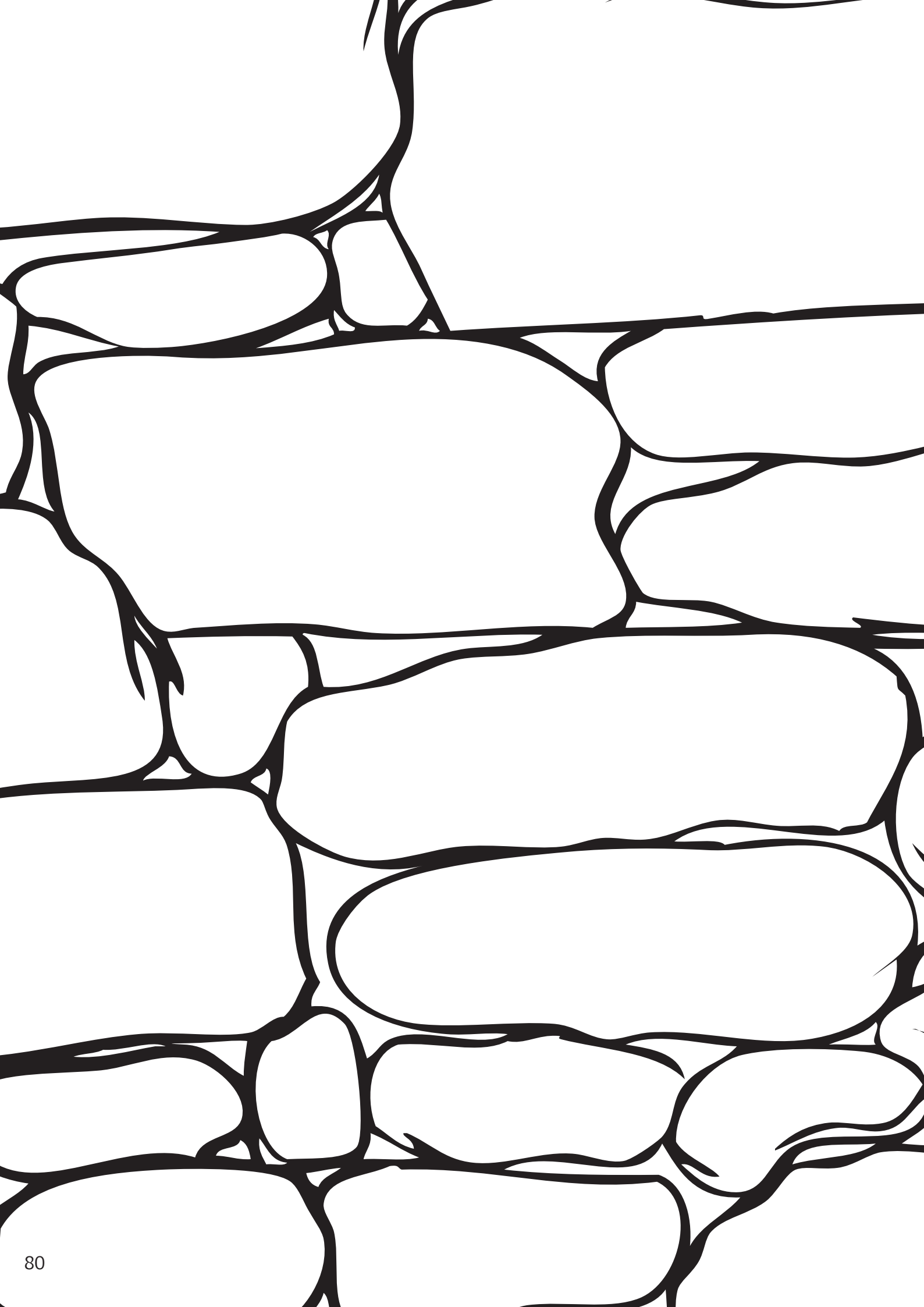
### فل نودع بعضنا

On every stone on our piece of paper, let's write, draw or stick pictures that show:

- What I liked from our meetings
- What I shall remember

فوق كل صخرة بين ايدينا فلنكتب او نرسم او نلصق ايا من التصورات التي نعرضها

- ماذا اعجبني من لقاءاتنا
- ماذا ساذكر منها



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