

# Creating Peace



## Therapeutic games and activities

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## Warm-up activities

Activities for the beginning of a program/lesson; the aim is to improve the atmosphere, make the program/lesson less formal.

### Changing seats

Activity name: Changing seats

Activity group: from 11 years, suitable for children with mental handicap

Activity goal: warm-up activity, getting to know each other

Number of participants (students + staff) 6-30

Duration: 20-30 minutes

Indoor/outdoor + space required: indoor (can be outside)

Equipment: chairs

#### **Activity description:**

All students and a teacher sit in a circle on chairs. There is one missing chair and one person is standing in the middle. It is preferable that the teacher starts the game while saying: 'Students that ... will change seats.' Here you can fill anything – 'Students that want holidays will change seats.' The students that agree with the statement will change seats. The rule is that they have to sit on at least every second chair. (Only if the number of students allows it.) The one who stood in the middle and said the sentence must find himself a chair. In the end, one person will not find a free chair and he must stay in the middle and continue: 'Students that ... will change seats.' The game continues until you want. Another variant of this game is that all the students sit on chairs and no one stands in the middle. The whole activity is managed by the teacher. He asks questions according to what he wants to find out.

#### *Staff 's input:*

- it was good that I could ask various questions and the students answered them while thinking it was a game
- the activity could not be done with more in-depth questions
- the activity can be adjusted to actual classroom's problem
- the activity is easy to understand
- a good warm-up activity
- the activity was unpleasant for the children with physical handicap, it was perceived as unfair

#### *Students' input:*

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- very amusing
- thanks to this activity, I learned how to say what I think and want
- I learned how to speak in front of people
- it was sometimes hard to think up something by myself
- the fast motions were unpleasant, I did not feel secure
- it was embarrassing to stand in the middle of the circle



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## 1. „MEET AND GREET“ ACTIVITIES

Games and activities where we learn something new about the others, even those we know already.

### About school

Activity name: What about school

Activity group: Students age 13-15

Activity goal: Moral discussion about school, what is school for and how can we together make days best

Number of participants (students + staff): 8 students and 2 teachers

Duration: 60 minutes

Indoor/outdoor + space required: In our classroom

Equipment: White board and a whiteboard pen, papers and pencils for the students.

#### **Activity description:**

*Unfinished sentences about school, each student make an own list;*

The school is....

The best about school is...

The worst thing about school is...

A good teacher should...

As a student, I should...

Parents and school...

As a classmate, I...

The help I need in school is...

The best subject in school is...

The atmosphere in class is...

If I had to describe the school in one word it would be...

A good classmate is the...

*List together with the teacher along what is good and bad with the school.*

Enter the + and - on the board.

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*Discussion Questions about the school, all together or in two smaller groups, then discuss together.*

- How are you doing in school?
- What is the best at school? What is the worst thing about school?
- How do you feel in the different subjects?
- What do you like best theoretical or practical matters?
- How is the lessons for you?
- How do you think that's the breaks?
- Can you concentrate on what you do in class?
- What can you do if you get stuck in a topic?
- How does your presence absenteeism in school (coming in late, leave early, truancy, illness)?
- Do you take responsibility for your school work?
- Who can help you with homework bait?
- How is your relation to employees and other students?

Conclude by encouraging and summarize the positive elements that have emerged in Discussions. Make a pic and put it in the class room.

*Staff 's input:* It took some times to get the students to take it serious, but then it was good discussions. A good remembering pic on our wall. The students liked it and wanted to make the same thing again.

*Students' input:* Interesting to hear what the other in the class are thinking about school. Quite difficult to dare talk about our thoughts.

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## Good leader

Activity name: How is a good leader?

Activity group: Students age 10-12 and 13-15 in two different groups

Activity goal: To respect other people's value and provide tools and insight to make more mature decisions in everyday situations

Number of participants (students+staff): 8 students and 2 teachers

Duration: 60 minutes

Indoor/outdoor + space required: In our classroom

Equipment: Our rules on the board, White board and a whiteboard pen, papers and pencils for the students, one red for no, one yellow for don't know and one green card for yes to every student.

### **Activity description:**

Start to talk and discuss about the homework from last week.

### **A good leader**

1. *Define what is meant by a leader; How do you perceive the word gang leader? Is this positive or negative? Are there good and bad leaders? What characterizes them? Do all groups of friends have a leader?*

*How do you think a good leader should be in school?*

- *The leader let's all join*
- *The leader refuses to lose and become angry*
- *The leader does not care about others*
- *The leader is good at giving praise and on helping others*
- *Everyone must do what the leader says*

2. *Make a list on the whiteboard:*

*Good leader:*

*Bad leader:*

*Discuss with the group what you have been written and talked about.*



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## 3. *Make a role playing:*

*A new girl in the class. A girl called Maria is used to decide everything in your class. Everyone want to be friend with her and have nearly the same clothes on to be accepted. If you are not accepted by her you may not be in the gang and gets off. When a new girl starts in your class Maria just saying that you cannot talk to her because Maria decided she did not like her. What do you choose to do?*

*Mark four corners in the classroom;*

- *You talk to the new girl anyway*
- *You do as Maria says*
- *Talk to the new girl when Maria doesn't see*
- *Something else*

## 4. *End the lesson*

*Discuss the consequences and make a list together of what to do if you have a bad leader in the group.*

Work to do until next week: Try to follow the advices we did together and discuss how it went out next lesson.

*Staff's input:* Good discussions about leaders, about all different leaders there is in our lifes.

*Students' input:* Some of us havent't thought about a leaders importance, and it's very important to think about what impact you have on each other.

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## Games with long ropes

Activity group: Meet and greet activities

Activity goal: Cooperation, fine and gross motor skills, dexterity, learning by watching, good interpretation of instructions, manipulation with rope

Number of participants (students + staff): 15 students + 2 staff

Duration: 1 hour

Indoor/outdoor + space required: indoor/outdoor, dry surface

Equipment: ropes 3-5 m (depending on number of children)

### **Activity description:**

- Walking (best barefoot) on a rope lying on the floor (on an elevated underlay, mattress, bench), walking on a straight rope, zigzag laid, walking forward, backwards, sideways, „beauty walk / cat walk“.
- Kids have to untangle the rope, create different flat shapes out of it.
- Kids hold the rope in front of their bodies. The first child starts to rotate around his axis and moves towards his neighbor, who starts to rotate too, and so on until a „ball“ of children is made – then the same slowly backwards.
- Jumping over the fire. Two squatting kids hold the rope ends and move the rope up and down as they want. The moving rope creates an impression of the fire - other kids jump over it.
- Tug of war of two lines of kids looking towards each other, back-to-back, sitting etc.
- Regular tug of war

*Staff 's input:* Very variable games, simple to organize, requires inexpensive multifunctional material. Even children with mental handicap can easily take part.

*Students' input:* We like such simple games, it's much fun and we can invent some games ourselves.

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## 2. TEAMWORK ACTIVITIES

Developing teamwork, cooperation and tolerance among team members; evaluation of a team's functioning, emotional control of its members...

### Arm in arm and leg in leg

Activity group: Several groups of three students, from 10 years old.

Activity goal: Social skills: Finding a common strategy for working together in groups.

Number of participants (students + staff): Several groups of three students and staff.

Duration: 15 minutes

Indoor/outdoor + space required: outdoor or indoor in a large open space

Equipment: A large open space.

### **Activity description:**

1. The leader asks participants to go to the wall and find a place.
2. The leader asks participants to form groups of three, with those who stand next to each other.
3. Team members establish contact either by to say hello, shake hands or by walking arm in arm.
4. Participants are walking arm in arm in groups of three back and forth between walls.
5. Third time makes you so: The leader asks one person who goes in the middle of; at every step to attach the leg between the leg of the person on the right and left sides. The group of three going back and forth between walls a few times to practice, while your legs are constantly connected. It applies to each group to get quickly back and forth without having to run into the other groups.

*Staff 's input:* They can make groups of 5 instead of 3, if the activity was too easy for students.

*Students' input:* It was fun, but it can be too much contact for some. You should choose wisely your partners.

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## Ship

Activity group: from 10 years, suitable for children with mental handicap

Activity goal: cooperation, toleration

Number of participants (students + staff) 6-35

Duration: 35-45 minutes

Indoor/outdoor + space required: indoor (can be outside)

Equipment: rope

### **Activity description:**

Firstly, we sit in a circle. A teacher gives an introduction: *We are all aboard one ship. There is still some time left before we reach our destination. Now, we will see how your journey is going to be, if pleasant or dangerous, or if some of you fall overboard...*

The goal is to reach an island. All of you have to finish the journey. The teacher makes a circle with a rope, enough big so that all students can be inside and there is also some space left. The students have to remain inside the circle for 10 seconds. They have to stand on two or one leg. Sitting, lying etc. are prohibited. The teacher makes the circle smaller (twice) until some students step outside the circle. Then we give students some minutes to think about their strategy how to carry out the task. The teacher can't propose any idea. After the discussion, they have another attempt.

When the activity ends (either fulfilling or not), we sit back into a circle and talk about why they were or weren't able to fulfil the activity. We can ask who was holding whom, or what was needed to be successful. We also ask what was pleasant and what unpleasant.

### *Staff's input:*

- The classroom felt connected in a long time
- I participated as an observer and realised how the children felt themselves more than at other times
- hard for children with physical handicap
- students liked it
- classmates' relationships showed

### *Students' input:*

- it was great that everyone cooperated
- it was fun
- I learned to feel others' needs

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- I learned to cooperate
- It was hard to find the right plan
- I didn't like touching others
- I didn't know which opinion was right



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## Obstacle course

Activity group: all ages

Activity goal: cooperation, balance and coordination

Number of participants (students + staff) 16 + 10

Duration: 30-45 minutes

Indoor/outdoor + space required: outdoor

Equipment: balls, buff headwear, tunnel, rock rings and buckets.

### **Activity description:**

Station 1 (at a football ground)

1. A tunnel, 4 rock rings and a football are lying on the ground.
2. Each student must crawl through tunnel, hobble the rings and shoot the ball into the goal.

Station 2 (by a wall)

1. 5 buckets are placed slightly apart on a line. Students have to lead the ball between all 5 buckets.
2. Next task: students have to roll the ball on the top of the wall, without the ball drops by. It's more funny if they use buff-headwear in front of their eyes.

Station 3 (place where students can climb on objects)

1. Students should start by throwing 5 small balls in a bucket or similar.
2. Students continue to balance on tires or something similar.

### *Staff 's input:*

- Many students took part in all the activities
- Many adults did not participate in the activities

### *Students' input:*

- Funny
- Nice to do things together
- Some task were too simple
- Nice to be able to help each other
- Became a bit boring

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## Family bowling tournament



Activity group: students and their parents, teachers

Activity goals:

- teacher-student-parent integration
- familiarize parents with one of the active and healthy ways of spending their free time with children
- skills performance by students and self-esteem development
- physical skills and hand-eye coordination development
- teamwork development
- cooperation, communication and tolerance among team members development
- emotional control development (both positive and negative emotions among activity members)
- patience, concentration and confidence development
- presentation of a new game and rivalry fair play to students

Number of participants (students + staff):

- 5 parents + 5 students (1 lane for 5 teams: 1 team- 1student + his/her parent),
- 5 parents + 5 students (1 lane for 5 teams: 1 team- 1student +his/her parent), 5 teachers

Duration: 2h

Indoor/outdoor + space required: indoor/outdoor bowling center

*Equipment:* bowling equipment (e.g. bowling balls, bowling shoes, pins, score tables and other bowling accessories) available in the bowling centers

### **Activity description:**

- bowling is played with 10 scoring frames. Each frame is one turn with two throws (student + parent). The number of pins knocked down with both throws is added to the team total score. At the end of the game the team who has the most points wins.
- the most common broken rule in bowling is the foul line. **Remember, crossing the foul line will not only disqualify your throw, but you could risk injury from a fall.**

*Staff 's input:* bowling contest holders and coaches (e.g. presentation of the bowling tournament rules and regulations to all participants)

*Students' input:* bowlers / players.



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## School bocce tournament



Activity group: students and teachers

Activity goals:

- skills performance by students and self-esteem development
- physical skills and hand-eye coordination development
- teamwork development
- cooperation, communication and tolerance among team members development
- emotional control development (positive and negative emotions among activity members)
- patience, concentration and confidence development
- presentation of a new game and rivalry fair play to students

Number of participants (students + staff): 2 or more teams, 4 teachers

\*bocce ball can be played by two single players pitted against one another, or by two teams with two, three, or four players each. Teams of 5 or more are not advisable, as fewer balls than players means that not everyone will get a chance to bowl.

Duration: 2h

Indoor/outdoor + space required: outdoor (e.g. around school football pitch)

Equipment: all you will need to play a game of bocce is 8 balls (the bocci) approximately 4 inches around and a weight of about 2lbs and 1 Pallino, a ball similar to the size of a pool ball. A measuring tape is also good to have nearby for close tosses.

*Staff 's input:* bocce contest holders and coaches (e.g. presentation of the bocce tournament rules and regulations to all participants)

*Students' input:* players.

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## Activity description:

### How to play bocce

The object of bocce is to get as many bocce closer to the pallino than your opponents' closest bocce. The game combines elements of bowling, horseshoes and shuffleboard. Here are some of the basics:



#### PLAYING THE GAME



After a coin toss, **Team 1** throws the pallino and then rolls its first bocce as close to the pallino as possible.



**Team 2** then tries to roll a bocce closer to the pallino than **Team 1**. **Team 2** continues rolling until it is closer.



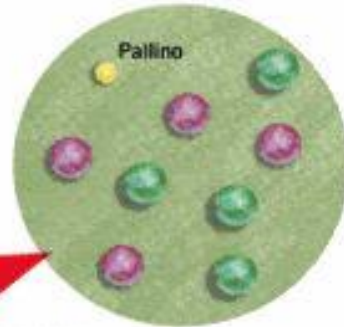
If **Team 2** uses all four bocce and fails to get closer to the pallino than **Team 1**'s starting bocce, **Team 1** rolls each of its remaining bocce, trying to place them closer than **Team 2**'s closest bocce.



However, if **Team 2** succeeds in placing one of its bocce closer to the pallino, **Team 1** must then roll again to get closer.

#### HOW TO SCORE

- Only one team is awarded points in a frame for each bocce closer to the pallino than the opponents' closest bocce.
- A team can score up to four points per frame.
- If the closest bocce of each team is equal in distance from the pallino, no points are awarded.
- The team that scores in a frame starts the next frame by throwing out the pallino and playing its first bocce.
- **The first team to 16 points wins.\***



#### STRATEGY

Players can roll the bocce to knock the opponent's ball away from the pallino.

#### STRATEGY

Players can knock the pallino toward their own team's bocce.

#### EXAMPLE

**Team 1** started the frame and scored two points after **Team 2** failed to get a bocce closer to the pallino. **Team 1** is ahead 2-0 and will throw out the pallino to start the next frame.

#### PLAYING SURFACE

Bocce is played on a reasonably flat and level playing surface.

#### TEAMS

Each team can have one, two, or four players.

\* Scoring rules vary. At Milo's, the first team to 12 points or the point leader after 12 giri (or frames), is the winner.



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## Family race day

Activity group: students and their parents, teachers



Activity goals:

- teacher-student-parent integration
- familiarize parents with one of the active and healthy ways of spending their free time with children
- skills performance by students and self-esteem development
- physical skills development
- teamwork development
- cooperation, communication and tolerance among team members development
- emotional control development (both positive and negative emotions among activity members)
- patience, concentration and confidence development
- presentation of a new activity
- spatial orientation skills development
- health promotion
- tourist attractions in the region investigation

Number of participants (students + staff): students and their families, teachers

Duration: 4h

Indoor/outdoor + space required: outdoor activity e.g. in the woods

Equipment: maps, compasses and GPS navigation devices, first aid kit, sportswear, mineral water bottles, *Science & Nature* quiz forms, sausages and bread

### **Activity description:**

- groups creation
- equipment distribution
- presentation of the rules and regulations of the activity: each group has got its own educational path/trail that runs through the woods (information boards on the way help students to fill in quiz forms) and various tasks to complete e.g. participation in the forest treasures hunt game
- lunch: sausages and bread (from the fire)

*Staff's input:* event organizers and controllers

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## *Students' input:*

- *forest treasures* hunters (students collect leaves, sticks, pine-cones, etc. and make a piece of forest art e.g. giant autumn tree)
- complete the questions in the *Science & Nature* quiz form
- participation in other various games and sporting activities





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## Friends from european fairy tales

Activity group: pupils, teachers and invited guests:  
preschoolers



Activity goals:

- skills performance by children and self-esteem development
- teamwork development
- cooperation, communication and tolerance among team members development
- emotional control development (both positive and negative emotions among activity members)
- patience, concentration and confidence development
- presentation of a new activity and its rules (a free-time activity)
- community integration
- eye-movement coordination development
- presentation of different European fairy tales and fairy tale characters to children

Number of participants (students + staff): 20 -40 pupils, can be primary school or preschool,  
6 teachers

Duration:2h

Indoor/outdoor + space required: indoor (e.g. gym) or outdoor activity

Equipment: printable copies of fairy tale characters (A4 paper), crayons, big cubes, dice, board game instructions, CD player and CD with music for KLANZA games, big soft toy bricks, honey, corn crunchips

### **Activity description:**

In the gym we set mega cubes and they are train stations in the game. On every cube are few printable copies of characters from fairy tales. Pupils create a train and to the rhythm of Polish song “Jedzie pociąg z daleka” go on a trip around Europe. The “train” stops at each cube station and new passengers from fairy tales are invited to join the trip. We travel as long as every child gets his/her own illustration. Afterwards, children find good place to sit (in a circle), get crayons and color their tale characters. When they finish they put their colored pictures face-down on the ground. Then, one of the pupils throw a big dice and start the game (standard board game). All children do the activities (related to the pictures and read by teachers) following the board game instructions.

*Staff 's input:*

- it can be difficult to keep excited students on their task
- you can choose appropriate, suitably challenging activities for each student – everyone can be successful

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*Students' input:*

- different from regular school lesson
- no one wins, so everyone is happy

**FRIENDS FROM EUROPEAN FAIRY TALES** - board game instructions:

*THE MOOMINS* – you collect flowers for the hat that belongs to Moomin dad

*PINOCCHIO* – you lied – let's check who has a long nose – good, no one has longer nose than Pinnocchio's nose

*BOLEK I LOLEK* – we travel with boys around the Europe (KLANZA game- “plane”)

*GIRL WITH MATCHES* – we warm up our and friends' hands

*LITTLE MOLE* – games and play on a meadow to the rhythm of music

*ASTERIX* – we drink magic potion (mineral water) and jump through big obstacles (bricks)

*WINNIE THE POOH* – we have corn crunchips with honey

*MAYA THE BEE* – we segregate the flowers- matching flowers color

*PIPPI* – we take heavy objects (bricks) and put them on a selected piece of ground/floor

*SMURFES* – we run from Gargamel by means of a secret passage through bricks





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## School drama club

Activity group: students

Activity goals:

- interests development
- skills performance by children and self-esteem development
- teamwork development
- cooperation, communication and tolerance among team members development
- emotional control development (both positive and negative emotions among activity members)
- patience, concentration and confidence development
- eye-movement coordination development

Number of participants (students + staff): 10-30 students, 3 teachers

Duration: 2h-10h

Indoor/outdoor + space required: indoor activity, school gym

Equipment: thematic texts, decorations, costumes, props, music

### **Activity description:**

Depending on therapeutic and didactic needs (within education program) drama activities with students are selected. Participation in drama games and other theatrical forms allows students to act and to identify with different characters. This form of activity helps them deepen knowledge and develop their interests and skills.

Students' skills and predispositions are crucial factors when distributing different tasks and roles. First, a problematic situation is discussed with students and afterwards the drama text is created. Then music, roles, decorations, props, costumes are chosen. Students should have the opportunity to rehearse as many times as possible before their acting on the stage.

*Staff's input:* it can be difficult to help pupils choose their roles etc. and not to give too much guidance, just offer support when necessary

*Students' input:*

- everyone is good at something, people who decorate are just as important as actors
- it was a big deal, overwhelming at times

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Examples of theatrical forms:

- Don't believe strangers – based upon "Pinocchio"
- Nativity play
- Queen Bona- legend about Warsaw
- Capture, to earn or to get? – based upon the tale about the Golden Fish
- The power of friendship- based upon the tale about the adventures of the pumpkin

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## 3. DIAGNOSTIC ACTIVITIES

Not standardized questionnaires; just activities/game to gauge relationships in the group – who is friends with whom, who can/can't cooperate with whom, how are decisions reached, who is the leader, who is an outcast, etc.

### Sociometric test

Activity group: students

Activity goals: **Sociometric test** is a self-report on interpersonal relationships in a group/class that is used to analyze as well as to develop a graphic representation of the structure of the group. In other words a **sociometric test** is used to see the structures present within a group/class.

Number of participants (students + staff): any number of students and staff

Duration: 30 min.

Indoor/outdoor + space required: indoor activity

Equipment: test forms, pens

#### **Activity description:**

- test form preparation
- teacher needs to determine what it is he/she is testing, and state that at the beginning of the test. Students should know what is expected of them on the test
- analysis of test responses and preparation of final report with conclusions.

#### *Staff 's input:*

- test form preparation
- evaluators

#### *Students' input:*

- sociometric test participants

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Imagine that you and your class will go on a trip at the sea. Think for a moment and please try to answer a few questions:

1. On the bus I would like to sit next to .....
2. I would not like to sit next .....
3. In two person room I would like to be with .....
4. In three person room I would like to be with .....
  
5. I would not like to be in the room with .....
6. When eating at six person table I would like to sit with .....  
.....
7. I would not like to sit at the table with .....
8. Our group teacher should be .....
9. Our group teacher should not be .....
10. I would like to be in the paperchase team with .....
11. I would not like to be in the team with .....

THANK YOU!

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## Emergency

Activity group: Diagnostic activities

Activity goal: Activity for decoding relationships in a group, what are the possibilities of cooperation, who is the leader and how are his decisions accepted by other group members

Number of participants (students + staff): 20 students + 4 staff

Duration: 2 hours

Indoor/outdoor + space required: outdoor

Equipment: 40m climbing rope, sleeping bag, backpack, trekking sticks, possibility to use basic climbing equipment that every child has during all climbing activities.

### **Activity description:**

On a „trip“ a problem arose. In the most challenging terrain one of the pupils broke his leg. He has to be brought back to the “base camp“ quickly and safely. We have several things that a mountain guide (chosen by pupils) always carries on himself. The task is to build a stretcher, fix the leg by improvised splints (it’s a lower leg break). Then we lift the injured and carry him to the „base camp“. The Activity is evaluated by the volunteer who played the injured. The teachers reminds positives and negatives of the emergency action. It’s a simulation game and the behavior of all participants must look right. The teachers observes pupils’ behavior and actions and can spot the dominant and submissive students, group mechanics etc.

*Staff ’s input:* It’s preparation is exacting and a bit time consuming and safety measures must be strictly observed all the time. The big advantage is that we see very quickly and clearly the group dynamics and relationships among pupils.

*Students’ input:* It’s a good game, but the best is to be the injured, because you are well taken care of and everyone fusses about you. It was difficult at the beginning, but now we all know how to help. Once we had a big row, actually a fight – over who will do what.

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## 4. STRESS AND THERAPEUTIC ACTIVITIES

### 5a) Activities to develop healthy self-perception and self-esteem

#### Classroom's cake

Activity name: Classroom's cake

Activity group: from 10 years, suitable for children with mental handicap

Activity goal: stressful, therapeutic activity, realise your own good characteristics

Number of participants (students + staff) 6-30

Duration: approx. 45 minutes

Indoor/outdoor + space required: indoor (can be outside)

Equipment: A1 paper, wrapping paper, crayons, felt tip pens, glue and scissors

#### **Activity description:**

At the beginning, you should present this activity with a short introduction. For example – *Today, we are going to make our classroom's cake. This cake has the same number of pieces as the number of students in this classroom. It shows that everyone is part of this class even if some of you do not like it. Cake is always a 'whole' only with all pieces; similarly, the class is a 'whole' only with all classmates. Even a classmate that you do not like must be part of this 'whole' because otherwise it is not a whole anymore. That is why we have to stick together in one classroom. We do not have to be friends but we have to respect each other; respect our wishes and mistakes because everyone has some. We should make our classroom a place where everyone can feel at ease.*

You need a large paper. Draw a circle and separate it into equally big pieces according to the number of people in the classroom (students + teachers, assistants...). E.g. if you have 10 children and 2 adults – that's 12 pieces (count even any missing students). Cut the cake and distribute the pieces. The task is to draw something that is characteristic for you. It can be what you like, don't like, what's typical for you. Other classmates should be able to recognize your piece. After finishing, the students give their pieces to the teacher. Then, everyone sits in a circle and all the pieces lie upside down on the floor in the middle. The teacher starts the activity; he takes one piece and tries to identify the first student. After he guesses it right, he passes the piece to its owner and that person is continuing. He takes another piece and tries to guess whose it is. The activity continues until everyone has its pieces back. Then, you glue the whole cake on a large paper and put it somewhere in the classroom.

# Creating Peace

## *Staff 's input:*

- the activity led the students to think
- the students won't create a deep bond
- I learned about students' interests

## *Students' input:*

- I could draw what I like
- I learned to be aware of other's needs
- It was hard to accept that the classmate I don't like is part of our group
- It was hard to present myself and my mistakes



# Creating Peace

## This week's classmate

Activity group: age 10-15 years. Can be used for all ages.

Activity goal: Social training, friendship, anti bullying work.

Number of participants (students + staff).

Everyone in the group and the adults who are there every day.

Duration: Consistently activity over time.

Indoor/outdoor + space required:

All school days, both indoors and outdoors.

Equipment: Stationery once a week

### **Activity description:**

This week's classmate is a scheme to create a good class-environment. The focus is to look for positive things for others, say nice things to others and be straightforward and helpful.

We draw who gets to be "the Week classmate" and receive extra attention that week. She or he will help with anything they like, like bring milk, handouts, be first, etc. Towards the end of the week the others in the group writes something nice about the person on each note. The protagonist gets to choose a sheet and some stickers. An adult collects what others have written on the paper and decorate around. Classmates writes their names on the paper and everything will be read aloud to the class. Then he or she can take with sheets home and hang up. There may for instance be: For Sofie because you are: good to help others, kind, clever singing, clever writing, a good friend etc.

There hangs a poster in a classroom with the name of who is "the Week classmate" and what he or she likes.

### *Staff's input:*

This program has worked very well and has had a positive impact on the whole group. They have been very good to say nice things to each other.

When all has been each time we find new things for the next round.

*Students' input:* Students like it very much. They are proud of the sheet they get home with them.



# Creating Peace

## Peer pressure

Activity group: Students age 10-12 and 13-15 in two different groups

Activity goal: Provide tools and insight to make more mature decisions in everyday situations.

Number of participants (students+staff): 8 students and 2 teachers

Duration: 60 minutes

Indoor/outdoor + space required: In our classroom

Equipment: Our rules on the board, White board and a whiteboard pen, papers and pencils for the students, one red for no, one yellow for don't know and one green card for yes to every student.

### **Activity description:**

Talk about the homework you got from the week before.

1. *Define what positive and negative peer pressure is through open discussion. The teachers sum your discussion on the whiteboard.*

2. *Read this dilemma for the group:*

Johan is thirteen years old and want to bring in a bunch of class that Anders is the leader for. It ' s break and the two standing in the schoolyard. To be with , says Anders , one must do something , and Johan's part will be to steal a watch in the store. Johan becomes uncertain.

Johan has three ways to go:

1. He decides to do this and hurry away at once. This is the world's chance to hang around with the people who he thinks is cool. When Johan comes back , it turns out that this was the first entrance exam. Next thing he 'll do is steal a mobile phone from a classmate. Discuss this dilemma together in smaller groups and then in the big group.
  - Sets real buddies requirements and entrance exam to let anyone join?
  - How can John trust that he will be sure to join after this?
2. Johan decides to steal the watch and hurries off at once. Once inside the store detects an employee theft and parents and police contacted.
  - Was it good or bad that Johan got caught?

# Creating Peace

3. Johan decides not to join the Anders requirements. He does not think it's worth it
  - What do you think that Johan will say to Anders? Make a list on the board
  - Is this things you can say in other contexts if you are pressured to do something you do not want to?
4. Conclude the lesson by summarizing what you have done today and write on the whiteboard to use it in your portfolio or put it up on student places.

Homework: use one of these points if you come in similar situations during the week

*Staff 's input:* Interesting dilemma-discussions, some of the students just can't imagine situations like this, important to talk about.

*Students' input:* Why do something you don't want to do? It's hard to believe that people make things like that. Interesting discussions.

# Creating Peace

**5b) Activities focused on students' emotions (positive and negative, self-control, anger management ...)**

## Margareta

Activity group: from 11 years, not suitable for children with mental handicap

Activity goal: stressful, good traits to look for in others, how to praise someone

Number of participants (students + staff) 5-15

Duration: 20-30 minutes

Indoor/outdoor + space required: indoor (can be outside)

Equipment: paper and pen

### **Activity description:**

It is good to start this activity by saying that it is important to search for positive characteristics of people. It is very easy to talk about people's mistakes but we should learn how to look for people's good traits and how to say them aloud. (It is always easy to say that someone is stupid but not so easy the other way round.) We try to explain that the students should write concretely. For instance – CORRECT: Whenever I need, he helps me.

– WRONG: She is kind. (that's not concrete – why is she kind?)

Everyone (and teacher) has a sheet of paper taped on their back. The aim is to write positive notes on someone else's back. The activity ends when everyone has at least 3 of them.

### *Staff's input:*

- It was great to look for good traits
- To find 3 different good traits wasn't always easy but even 1 positive note was very pleasant
- Everyone was looking forward to their positive notes
- Some students made fun of others when they didn't know what to
- It was hard to think up something good about classmates that don't get along

### *Students' input:*

- I learned that my classmates like me
- It was hard for me to find something positive about
- There was not enough time for this activity
- It was hard to find something positive about classmates that I don't like

# Creating Peace



# Creating Peace

## Prophecy of a friend

Activity group: Students above 7 years old

Activity goal:

The purpose of making a prophecy with pleasant words are many, such as: Positive classroom environment, rehearsal of colors and writing numbers and letters. One can customize using counting lines and symbols instead. Creating a prophecy is good training in fine motor skills both folding and during use. In addition to social training, it includes both forming, Norwegian and mathematics.



Number of participants: 8 students aged 10 – 16 years and 4 adults

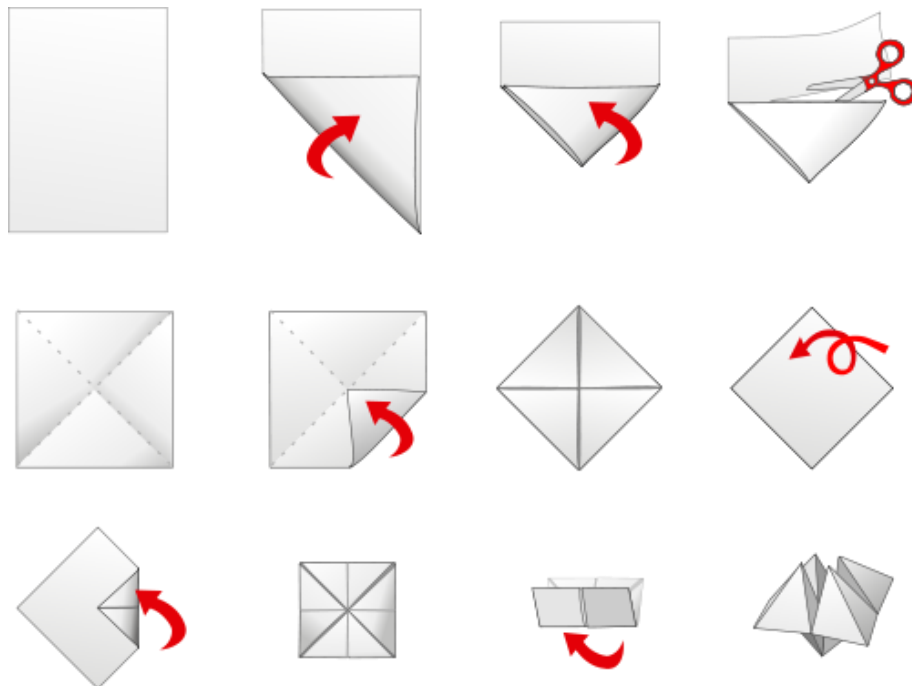
Duration: 45 min

Indoor/outdoor + space required: none particular

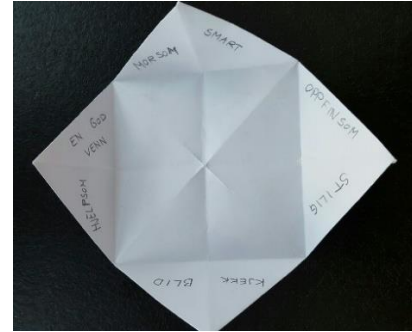
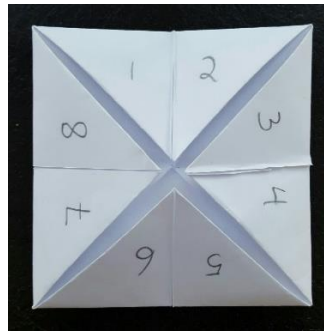
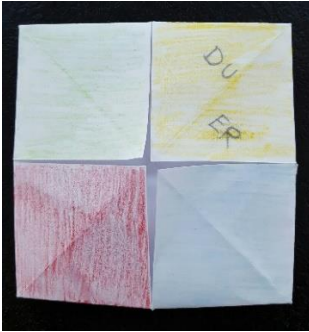
Equipment: copy sheet, scissors, colors, pencil

Activity: The adult can show it to all the pupils first, so that they understand what it is like.

Fold the sheet as follows:



## Creating Peace



After folding one should color with four or more colors, type numbers and nice words. Then it is time to predict. Keep a thumb and a forefinger of each of the four rooms. Ask the other person to say a color. Use your fingers to open and close the thing in separate ways for each letter (g-u-l), or just do sometimes. Then the second selecting a number of the four they see in the opening, for example. 5. Take back and forth 5 times. The others choose a new number, for example. 6. Open the sheet and see what is behind the number 6. For example, it might be *You are nice*.

# Creating Peace

## Surprise mail

Activity group: 8 students, 10 – 15 years old

Activity goal:

- Social skills: Develop friendships and learn to give a classmate a good attention in form of a positive message. Look for and describe good qualities in others.
- Digital skills: Learn to create a new mail. Learning to attach a picture in an email.
- Language skills: able to create a simple digital text in the form of a personal statement.

Number of participants (students + staff): 8 students and 4 staff

Duration: 30 minutes

Indoor/outdoor + space required: indoor

Equipment: Digital equipment like PC or tablet for sending email. Each student must have a personal mail address.

### **Activity description:**

Each student will be assigned another student they should give attention in the form of an email. Whom to send to is secret to others so that it becomes a surprise who they receive mail from.

The class begins with the teacher talks a bit about how to give someone a positive attention. And then gives some examples of what such a message can contain. Finally he gives a brief description of the task.

In advance, the teacher sends out an email to each student. This contains a description of the task and a picture of the current student. For example, like this:

*Hello*

*Your mission is to send an email to Ola.*

*Here is the address you need: ola@mail.com*

*Write a nice message to the person:*

*- What is this person good at*

*- What is fun to do with this person*

*- Then attach a picture of the person in the mail.*

*Good luck, from your teacher*

# Creating Peace

*Staff 's input:* Simple activity to organize, attractive because of using ICT

*Students' input:* It was nice do get nice emails. I like when I read or hear nice things about me.



# Creating Peace

## Training of rapelling and its variants

Activity group: Emotions management 5b

Activity goal: Develop the ability to rappel (one of basic climbing skills) in different conditions – always connected with emotional stress, managing the stress and following the rules and norms.

Number of participants (students + staff): 12 students + 4 staff

Duration: 2 – 4 hours

Indoor/outdoor + space required: indoor and outdoor

Equipment: for climbing on an artificial wall, complete climbing equipment for rapelling (climbing harness – for pupils with cerebral palsy full-body harness, closed belay loop, HMS carabiner, 2x small carabiner with a lock, ATC Guide or reverso) 2x dynamic rope (one is possible to use m´ for more safety – psychic help), Prusik loop, climbing helmet

### **Activity description:**

Rapelling is one of the most important climbing skills, but also very demanding – you need concentration, stress management and emotion control skills. It's also very attractive for students („inner drive“ in therapeutic climbing). We don't only train a skill – rapelling, but also the ability to apply learned skills in a stressful situation. According to our experience, without acquiring the rappelling skill, pupils are not able to use their other skills in rocky terrain. Rock climbing is the natural goal of all climbers, including pupils with SEN. To help pupils manage, we consider their motor handicap (strength of rope, its diameter in correlation with the rapelling support), but also the level of their self-confidence. It's important to start the training on the ground, from climbing frames and ladders, rapelling from a slope etc. And only then to try the climbing wall. It's essential to choose the right type of wall, especially for pupils with SEN. Most practical is to have the space for both the climber and the staff to stand at the top of the wall to use securing from the top. The teacher can safely show and monitor the proper rapelling technic to several pupils at once, using peer control and ensure the students are able to safely protect each other). According to our experience proper management of the rapelling technic on the climbing wall suitable for pupils with SEN is necessary for successful learning of rapelling technics in more emotionally difficult situations (solo rapelling, rapelling into an overhang...)

*Staff 's input:* Rapelling is connected tot only with emotions, but also with expectations of unknown. It's important to go slowly, don't push the student too much and let them

## Creating Peace

become comfortable in using the equipment and basic skills. Then, pupils look forward more to rapelling than to climbing.

*Students' input:* Rappelling is super, look cool, we all wanted to try it and learn but it's not so easy and we were scared the first time. We learned first in gym and then on the climbing wall. It was hard at first to go down by myself but now we look forward to rapelling. When I first come down I felt like a hero.

# Creating Peace

## 5c) Activities focused on development of communication skills

### Respect

Activity name: Respect

Activity group: Students age 10-12 and 13-15 in two different groups

Activity goal: To respect other people's value and provide tools and insight to make more mature decisions in everyday situations

Number of participants (students + staff): 8 students and 2 teachers

Duration: 60 minutes

Indoor/outdoor + space required: In our classroom

Equipment: Our rules on the board, White board and a whiteboard pen, papers and pencils for the students, one red for no, one yellow for don't know and one green card for yes to every student.

### **Activity description:**

*3 presentation questions, write the questions in three columns on the blackboard and write the answers in the columns:*

Who deserves your respect?

What do those who give respect?

What means respect?

### *1. Suggested questions to discuss before next exercise:*

- What is negative/positive respect?
- What do you think of when you hear the word respect?
- Who do you respect?
- What is it that person do that you respect?
- How do you show respect?
- Are there different kinds of respect?
- Can respect look different depending on where you come from, what age you are , what kind of relationship you have like friendship, parent-child , and so on?

# Creating Peace

2. *Read the following statement and ask students to take a stand with their colored cards*

- It's important to get respect
- Respect must be shown to everyone regardless of how you are or what you've done
- Love and respect is the same
- Those who have a lot of money get respect
- Anyone who says what he or she likes gets respect
- Respect and fear is the same
- Anyone who can fight gets respect
- Young people should show older people more respect
- Adults show youth too little respect in Sweden today
- To have respect for others, I must respect myself

3. *End the lesson*

- In what way can we show respect for each other in our class? Make a poster together to use on the wall or put it in a portfolio for this sort of work.
- Work to do until next week: Try to follow the list we did together and discuss how it was next lesson.

*Staff 's input:* Respect is a modern word today and we discovered that it means different things to different people. A good discussion about people differences. The students wanted to make small cards to put at their workplaces about what we have been talking about.

*Students' input:* Respect is a common word in our world and we discovered that it means different to our teachers. IT was a fun lesson!

# Creating Peace

## Rules

Activity name: Rules

Activity group: Students age 10-12 and 13-15 in two different groups

Activity goal: To respect other people's value and provide tools and insight to make more mature decisions in everyday situations

Number of participants (students + staff): 8 students and 2 teachers

Duration: 60 minutes

Indoor/outdoor + space required: In our classroom

Equipment: Our rules on the board, White board and a whiteboard pen, papers and pencils for the students, one red for no, one yellow for don't know and one green card for yes to every student.

### **Activity description:**

- 1. We have rules at school but why do we have rules? What is going to happen if we don't got rules? Now we're going to discuss the rule about snowballs. Make this exercise as a triangle-exercise, see below.*

Everyone knows that snowballs did not get thrown in the school area. Lars, who is the toughest in the class tells you that you should go and throw snowballs at the school's windows and doors. What do you choose to do?

Mark three corners in the classroom:

If you choose No you shall go to the "no-corner"

You can choose the corner "okay"

The third corner is your own suggestion.

When you stand there and throw, the teacher will pass. The teacher says that snowball throwing is prohibited. When the teacher is gone Lars tell you to continue throwing snowballs.

# Creating Peace

Three corners:

If you choose No you shall go to the “no-corner”

You can choose the corner “okay”

The third corner is your own suggestion.

You continue to throw and then Emma comes out through a door and get a snowball straight in the eye. She screams and cries that she cannot see with her eye.

2. *Discuss in smaller groups and then the whole group together, the teacher summarizes the answers.*

- Why do we have rules?
- How can you say no to someone who wants to do something you do not want to do yourself?
- How can we help each other to allow everyone to follow them?

3. *End the lesson*

- Make a poster together to use on the wall or put it in a portfolio about your thoughts about rules.
- Work to do until next week: Try to follow the advices we did together and discuss how it went out next lesson.

*Staff 's input:* A long and infected discussion about rules. Rules at school, rules in everyday life, rules that is important for you but not for your friends, people who can't live without a lot of rules that you can't ignore, then the world nearly ends. A discussion we have to make a lot of times.

*Students' input:* Some of us got angry, rules is a very important part of their lives, and some of us don't understand why we have to have rules. It's not important for some of us.

# Creating Peace

## Violence

Activity name: Violence

Activity group: Students age 10-12 and 13-15 in two different groups

Activity goal: To respect other people's value and provide tools and insight to make more mature decisions in everyday situations

Number of participants (students+staff): 8 students and 2 teachers

Duration: 60 minutes

Indoor/outdoor + space required: In our classroom

Equipment: Our rules on the board, White board and a whiteboard pen, papers and pencils for the students, one red for no, one yellow for don't know and one green card for yes to every student.

### **Activity description:**

Start to talk and discuss about the homework from last week.

1. *Define what violence is: What means the word violence for you? What kind of violence are there, (physical or psychological violence)?*

Mark three corners in the classroom:

If you choose No you shall go to the "no-corner"

You can choose the corner "okay"

The third corner is your own suggestion.

Answer the questions and go to the corner and discuss the subjects:

- People are affected by film violence
- It's the responsibility of parents when their child is doing an illegal act
- Alcohol and violence goes together
- Children affected by domestic violence
- The police are good to have when someone suffers an act of violence
- There is violence in our school
- It's okay to use force in certain situations

# Creating Peace

## 2. Discussion questions

How can we resolve conflicts without violence? Discuss and make a list on the whiteboard.

Discuss the proposals from an impact of thinking and make a list together.

Some exercises:

What is most important?

The goal is that students will become aware of what's around and be able to evaluate the experiences, people and emotions. Why are these situations important? Also an exercise to be honest to their own feelings and values:

The students get ten blank cards each. On these patches, they write what they think is important in life, people, experiences, material things, hobbies, or feelings. The cards are laid out so everyone can see them. Then shall all go through what they had written on the patches. After that it is time to remove seven cards that they could live without in life.

Then motivates everyone why they chose these three cards.

## 3. End the lesson by discuss these issues:

- How come that you choose such different?
- Do you think you would choose the same in ten years?
- Is there anyone who would like to replace card with someone else?

*Staff 's input:* A good lesson about violence, good discussion and a good ending exercise.

*Students' input:* Violence is important to discuss and violence is everywhere nowadays. An important and fun lesson.



# Creating Peace

## Emoji-symbols

Activity group: 8 students, 10 – 15 years old

Activity goal:

- **Social skills:**

To avoid misunderstandings and conflicts, students should be sure their used of emoji symbols in communication with others on social media.

To avoid misunderstandings and conflicts, students will learn to interpret others` use of emoji symbols on social media.

- **Language skills:** Understanding the meaning of symbols used to digital communication and social media.

Number of participants (students + staff): 8 students and 4 staff

Duration: 30 minutes

Indoor/outdoor + space required: indoor

Equipment: Digital whiteboard, computers to students/or task on paper and several small labels with pictures of the emoji symbols students should learn. For example:



### **Activity description:**

Create a task image of the emoji symbols students should learn. Create space by each picture to print what the symbol means. Start the activity by showing the task on a digital whiteboard. Let students suggest what the symbols mean, and talk together about this match.

It might be okay if students receive the same task dealt, and can write down what the symbols mean as they are reviewed.

Then you make small labels with pictures of symbols and give students the task to ask each other what the symbols mean.

# Creating Peace

*Staff 's input:* This a nice task for students to name different words that have to do with feelings. Students also had to practice to interpret various facial expressions.

*Students' input:* It's nice to understand meaning of icons. Sometimes we offend someone by emoji.

# Creating Peace

## True or false?

Activity group: Several students, all ages

Activity goal: Social skills: Be critical of what they find on the Internet. What can be true/what is not true?

Number of participants (students + staff): 7 + 4

Duration: 20 minutes

Indoor/outdoor + space required: Indoor

Equipment: Two pieces of paper to each student, pencils and a basket.

### **Activity description:**

1. The leader asks participants to write a true sentence about themselves at one of the papers, and one sentence who is false on the other paper.
2. The leader asks one of the participants to collect all the paper pieces and put them in a basket.
3. Now, a student read the paper scraps and all others students have to find out about what it true or not true.
4. If they mean that the sentence is true, thumb up, if they mean that the sentence is false, thumb down.
5. Talk about how different it is to find out what is true or not. Compare it with Internet.

### *Staff 's input:*

- Very nice task for all students in our group
- All students participating in the task

### *Students' input:*

- Funny
- Learned more about each other
- Easy to be fooled
- They would do more of the task



# Creating Peace

## Giant memory game

Activity group: 5 teams of students and teachers

Activity goals:

- skills performance by students and self-esteem development
- teamwork development
- cooperation, communication and tolerance among team members development
- emotional control development (both positive and negative emotions among activity members)
- patience, concentration and confidence development
- presentation of a new activity



Number of participants (students + staff): 5 students in each team (5 teams), 5 teachers

Duration: 2h

Indoor/outdoor + space required: Indoor and outdoor activity

Equipment: 50 large HDF cards (50 cm x 50 cm), oil pastels and a hair spray

### **Activity description:**

To make:

- Cut cards from white thin High Density Fibreboards (HDF).  
To get white thin HDF and cut 50 memory game cards you have to go to the home-improvement and construction store. The cards should be large enough e.g. 50cm x 50cm (square).
- Draw on cards.

Students draw different pictures on the cards. But, the same drawing e.g. the flag of Poland should be presented on two cards that makes a pair in the memory matching game. First draw on the cards with oil pastels and afterwards spray the paintings with a hair spray. Leave the cards for some time to dry.

# Creating Peace

Play the game:

1. Mix cards up.
2. Lay all cards face-down on the ground (in a grid pattern).
3. Each team player turns two cards of her/his choosing over. If cards match, she/he takes the cards and has another turn. If cards don't match, move to the next player from another team.
4. When all cards are matched, the team with the most sets of matching cards wins.

*Staff's input:* controllers

*Students' input:*

- draw on the cards
- players



# Creating Peace

## Snow Blindness

Activity group: communication skills

Activity goal: support of mutual solidarity of individuals with the group, verbal and non-verbal communication

Number of participants (students + staff): 20 students + 6 staff

Duration: 2 hours

Indoor/outdoor + space required: Indoor or outdoor, climbing wall

Equipment: blindfold, for indoor activity different gym/classroom equipment. When using the climbing wall, bouldering mats/crash pads, eventually climbing shoes - depending on the difficulty of the climbing way.

### **Activity description:**

- Children are divided in pairs. One of the pair suffers from snow blindness (he has blindfolded eyes) and his climbing partner becomes his guide and has to bring his partner safely down. The safe place is chosen by the teacher. During the game several pair can be on the wall, but they should not come in contact - to prevent the risk of falling of a climber.
- This sporting activity has many variants and can be adjusted to different motors skills levels, different weather and equipment available. The first variant is the pairs moving in a space limited by gym equipment, ropes stretched between trees etc.
- As the main goal is the training and development of communication skills of pupils, we adjust the difficulty of the environment to the pupils' ability to express themselves about their chosen path, to deal with their partner (the pair choice can be done by the teacher on purpose, depending on the classroom climate), to move in a specific environment, to use the appropriate climbing terminology used on the artificial climbing wall. There is a difference between communication with a friend in a well-known environment with minimal locomotion demands and doing the same activity with an unknown person on a climbing wall. If we decide to try this activity on a climbing wall, we recommend to do it without climbing equipment, just as a bouldering activity. The advantage of this activity is the possibility to make pupils use regular climbing terminology they are taught since starting climbing and that should become a normal part of communication during rope and climbing activities.

# Creating Peace

*Staff 's input:* We use this activity quite often for its variability and the possibility to let to participate all pupils. We can adjust the difficulty according to weather, group of pupils' skill level, relations in the group and staff available (in a gym, one can arrange the group, on the climbing wall we recommend one staff member for 2-3 pairs, for pupils with motor handicaps (p.e. diparetic palsy) one staff member per pair of pupils. Safety measures have always to be observed.

*Students' input:* We like it, we know what to do but still it's different every time, we can play a guide. It's easier when you climb with a friend, but sometimes even with a friend it's difficult to make him do the right thing. It's just a game, but it must be difficult in reality. Not everyone likes to have his/her eyes blindfolded.