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Suggestions of preventive classes shaping everyday pro-health behaviour of youth

Introduction

School as an institution that educates and teaches has didactics as its main goal. Regardless of programmes accepted in a given society, educating children and teenagers has always been an important goal of school. Bridging the gaps among children and teenagers from poor families and those socially neglected through allowing these children to participate in activities organised by educational centres, helping to feed them at school, equipping them with school books and stationery, providing them with clothing – these are just some of the examples that are within the scope of interest of school.¹

Permanent activities directed at improving the situation of children and teenagers do not always bring the expected results.

In school environment the subject of safety among children and youth becomes more and more urging and requires searching for ways of securing friendly learning conditions, education and upbringing. A young person does not only gain knowledge at school, he also builds up friendships, interpersonal relationships and attempts to meet his own expectations as well as the group's.²

A young person learns the rules of school, learns how to make contacts, gains knowledge about the world and himself. School is the place where people from different communities meet. Thus, preparing

¹ D. Wolska-Prylińska, *Profesje społeczne – kontekst instytucjonalny stosowania mediacji/podejść mediacyjnych*, in: E. Marynowicz-Hetka et al., *Kultura praktyki przedstawicieli profesji społecznych – podejścia mediacyjne w działaniu społecznym*, Łódź: Łódź University Press, 2014, p. 33.

² A. Rekas, *Przemoc w szkole i w rodzinie – zastosowanie mediacji. Potencjał i realia*, in: E. Marynowicz-Hetka et al., *Kultura praktyki...*, p. 262.

a young person to fully participate in social life becomes, next to teaching, also a task that school must deal with. Contacts with peers, everyday school situations, successes or the lack of them – these elements decide on the attitude this young person takes on towards an appearing conflict.³

Increasing aggression, addiction and activities that threaten health, make adults be even more watchful and pay attention to preventive activities. Educators, teachers are even obliged to undertake initiatives that would prevent aggression and social maladjustment of the young people. That is why it is so important to participate in workshops for children and youth. Experience gained in this way will allow to create a habit of taking care of one's own and others' health. If also there will be special conditions created allowing parents to co-operate with school, then educational problems will be marginalised.

LESSON PLANS FOR PREVENTIVE CLASSES FOR STUDENTS AGED 12–18

Topic 1. **Harmfulness of tobacco**

Participants: 25 people

Tasks (detailed aims): <ul style="list-style-type: none"> – transferring and increasing students' knowledge about harmfulness of smoking; – encouraging to further transfer of knowledge; – discouraging to smoking (beginning or continuing) 	Aids: Multimedia presentation (to be prepared), anti-nicotine films, a drawing of how harmful smoking is, chalk, board, copies of materials Time: 45–90 minutes
Expected results – student: <ul style="list-style-type: none"> – knows the dangers of smoking; – can pass this knowledge to others; – will discourage himself from smoking or will stop smoking, or will reflect on the issue of smoking 	
Description of class: <u>Introduction:</u> <ol style="list-style-type: none"> 1. Welcome the group 2. Hand out anonymous questionnaires (annex 1). 	

³ Ibidem.

Proper part:

3. Check students' knowledge on tobacco during discussion.
4. Comment on the illustration on the dangers of smoking (annex 2, 3) and ask students to refer to the stated issues.
5. Show the multimedia presentation on the dangers of tobacco products.
6. Inspire the group to discussion on assertiveness:
 - Ask questions: whom (age, sex, social role, dependency) is it usually harder to refuse and in what situations (group, individual contact, new situation) and why? The leader summarises the discussion by listing people, situations, reasons and difficulties in refusing, and pays attention to assertive behaviour.
 - Ask a question: can passive or active smoking be avoided? As a result of the discussion, there will probably be two stands: people opting for the possibility of protecting themselves from smoking and those convinced that such contact with smoke is inevitable. The leader asks to remain in two groups and he appoints three "judges". The first group are the "prosecutors", the other "advocates". Both have to find arguments convincing to their theses. It is recommended that there was a jury in the class. Each group chooses two representatives who will present the group's stand in "court". The "judges" hold the trial. They allow to speak and take care of the just amount of time allocated for talking. Finally, after hearing both sides, the judges summarise the discussion and give verdict.
7. Recommend exercise "Instead of a smoke"

Every student calculates the costs of his parent's smoking, e.g. using a day/week/month/year as a scale and suggests investment in health (e.g. buying sports equipment, fruit, holiday, etc.).

Final part:

8. Test students' knowledge on smoking - quiz (annex 4).
9. Encourage to spread the knowledge their gained among friends and family.

Annex 1. Harmfulness of tobacco

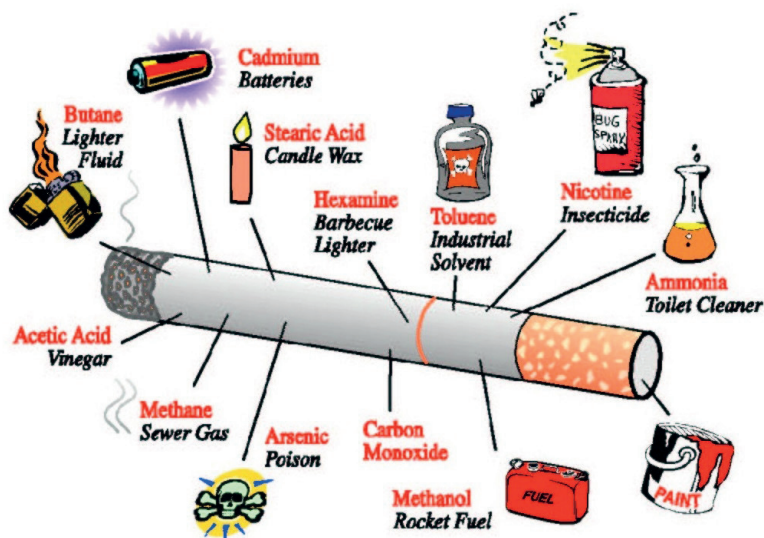
Anonymous survey		
1. Do you smoke?	YES	NO
2. Does any of your parents smoke?	YES	NO
3. Do many of your peers smoke?	YES	NO
4. Is smoking in fashion?	YES	NO
5. Is smoking healthy?	YES	NO
6. Do you like it when someone smokes in your presence?	YES	NO
7. You like to take up smoking?	YES	NO

Source: own work.



Annex 2. Harmfulness of tobacco

Source: W. Zatoński, *Jak rzucić palenie*, Warsaw: Fundacja Promocja Zdrowia, 2007



Annex 3. Harmfulness of tobacco

Source: <http://www.eioba.org/files/user2775/paleniepapieros.jpeg> [accessed: 16.01.2015]

Annex 4. Harmfulness of tobacco

Questions	Answers
1	2
1. Is passive smoking harmful?	1. yes
2. By how many minutes is your life shorter with every smoked cigarette?	2. by 5.5 minutes
3. List two illnesses caused by smoking.	3. e.g. oesophagus or lung cancer
4. List four illnesses caused by smoking.	4. e.g. pneumonia, kidney, stomach aortic aneurism, ulcers
5. List six or more illnesses caused by smoking.	5. as above
6. List two most popular poisonous substances that are created as a result of burning a cigarette.	6. carbon oxide, arsenic
7. List four poisonous substances created while burning a cigarette.	7. vinyl chloride, ammonia, hydrogen cyanide, acetone, polonium
8. List seven poisonous substances created while burning a cigarette.	8. as above
9. Give an approximate number of chemical substances appearing in tobacco smoke.	9. about 4000
10. How many cancerous chemical compounds are included in tobacco smoke?	10. over 40
11. How does tobacco smoke affect a driver while driving?	11. lowers concentration and visibility
12. What are the consequences of selling cigarettes to minors?	12. heavy fine
13. Is it legal in Poland to sell cigarettes in vending machines?	13. no
14. List two places where smoking is forbidden.	14. e.g. school, hospital
15. How many years is your life shorter by when you smoke one packet of cigarettes?	15. vby 5 years
16. What's the name of substances that residue in a smoker's lungs?	16. tarry bodies
17. What damage is done by carbon oxide that is produced during smoking?	17. lowers the amount of oxygen in blood, makes heart work more difficult
18. What do phenols do which are created while smoking?	18. they destroy bronchial epithelial cilia which leads to destruction of lung tissue

1	2
19. Complete the sentences: tobacco-related illnesses are the reason every... Pole dies aged 35-69	19. every other one
20. What are three negative effects of smoking on carnation?	20. yellow teeth, rey complexion, bad breath
21. Does tobacco smoke include ammonia?	21. yes
22. Does tobacco smoke include formaldehyde?	22. yes
23. Does tobacco smoke include cyanide?	23. yes
24. A friend offers you a cigarette, you refuse but he insists. How will you refuse politely but firmly?	24. e.g. no, thank you, I don't smoke
25. What heavy metals appear in a cigarette?	25. arsenic, lead, cadmium
26. What does it mean that smoking weakens the immune system?	26. it means that the organism is more susceptible to illnesses
27. Where does tobacco come from? Where does smoking come from?	27. from America
28. Give a name of one person who died of an illness caused by nicotine.	28. e.g. Jacek Kaczmarski, Jacek Kuroń
29. Is smoking an illness?	29. yes
30. What kind of an illness is smoking?	30. chronic
31. Is smoking curable?	31. yes
32. What is your brain exposed to during smoking?	32. hypoxia
33. Does smoking cause the drop of IQ with age?	33. yes
34. Why shouldn't a pregnant woman smoke? (list three reasons)	34. possibility of miscarriage, delivering a dead baby, occurrence of malformations
35. Who will become addicted faster: adult or a young organism?	35. young
36. Invent a short slogan about not smoking.	—
37. Is it allowed to sell individual cigarettes in Poland?	37. no, it is forbidden by law
38. Can smoking be a reason of car accidents? If so, give two examples.	38. e.g. possibility of causing fire, lowering concentration in a driver
39. What kind of lifestyle favours not smoking?	39. doing sport, staying outdoors, developing one's interests, hobby

Source: <http://biblioteka.bialystok.edu.pl/cms/serwis/?q=node/1061> [accessed: 16.01.2015].

Topic 2. Results of smoking for a human organism

Participants: 25 people

<p>Tasks (detailed aims):</p> <ul style="list-style-type: none"> - familiarising with the term “addiction to nicotine”; - making participants aware of the consequences connected with smoking; - encouraging them to watch a multimedia presentation and photos of people addicted to smoking; - familiarising students with temporary and permanent consequences of smoking, listing chemical substances included in a cigarette and their influence on human organism; - engaging the students into individual work during the class; - drawing conclusions. 	<p>Aids: multimedia presentation - a photo show (to be prepared), computer, projector</p> <p>Time: 45 minutes</p>
<p>Expected results - student:</p> <ul style="list-style-type: none"> - knows the term “addiction to nicotine”; - can list associations connected with the addiction; - can determine the reasons for addiction to smoking; - can point to the negative effects of smoking. 	
<p>Description of class:</p> <p><u>Introduction:</u></p> <ol style="list-style-type: none"> 1. Welcome the students and check their readiness for the class. 2. Give the topic of the lesson 3. Remind the term “addiction to nicotine”. The participants try to create their own definition in the class. <p><u>Proper part:</u></p> <ol style="list-style-type: none"> 4. Divide the students into groups of four. Order to: <ul style="list-style-type: none"> - list associations connected with smoking; - list factors that influence making a decision about smoking the first cigarette and further smoking; - give reasons for this addiction increasing among young people; - list the negative effects of smoking; - juxtapose permanent and temporary effects of smoking. After this work, group leaders present their propositions and the rest complete them with other ideas. 5. Show multimedia presentation and show the photos. Have a talk about the show. <p><u>Final part:</u></p> <ol style="list-style-type: none"> 6. Ask test questions about the topic of the class. 7. Summarise the class and learn the opinions of the students about the attractiveness of the class. 	

Topic 3. Alcohol - a thief of freedom

Participants: 25 people

Tasks (detailed aims): <ul style="list-style-type: none"> - passing on information about alcohol harmfulness; - presenting the effects of drinking; - presenting stereotypes connected with alcoholics and alcoholism; - showing how common alcoholism is. 	Aids: a cardboard, website with a film Time: 45 minutes
Expected results - student: <ul style="list-style-type: none"> - knows the effects of drinking; - understands the problem of alcoholism; - knows the possibilities of treating alcoholism; - understands that alcohol is damaging to health; - knows why alcohol damages health; - can see the dangers connected with drinking; - knows how to constructively evaluate the danger of alcoholism for him. 	
Description of class: <u>Introduction:</u> <ol style="list-style-type: none"> 1. Welcome the group. 2. Introduce the topic and learn the students' expectations. 3. List the tasks. <u>Proper part:</u> <ol style="list-style-type: none"> 4. Instruct students to make a "mind map" on the board. Each student suggests a slogan he associates with alcoholism and writes it on the board. 5. Initiate a discussion. Students answer the teacher's questions. 6. Watch a short film on alcoholism. Later there is a short discussion on the material (e.g. <i>Before they take a glass</i>, <i>Alcoholism</i>), moderated by the teacher. 7. Suggest a task to be done in pairs. Instruct to create a poster and a slogan on harmfulness of drinking and the problem of alcoholism. Then the whole class chooses the best works. <u>Final part:</u> <ol style="list-style-type: none"> 8. Evaluate students' works by grading the most active students and the authors of the best slogan. 9. Evaluate the class. Students express their opinion about the lesson. 	
Comments: A proper comment concerning alcohol and alcoholism is the most important part of the lesson. Students should not leave the class room with any doubts. Film, e.g. <i>Before they take a glass</i> or <i>Alcoholism</i> (source: http://www.parpa.pl/Films [accessed: 19.01.2015]). Teacher will give the students addresses and telephone numbers to centres helping alcoholics and their families. Teacher will recommend books, e.g.: <ul style="list-style-type: none"> - I. Niewiadomska, M. Sikorska-Głodowicz, <i>Uzależnienia. Fakty i mity</i>, Lublin: KUL, 2004. - W. Osiatyński, <i>Alkoholizm, grzech czy choroba?</i>, Warsaw: Iskry, 2005. 	

Topic 4. **Alcohol**

Participants: 25 people

Tasks (detailed aims): <ul style="list-style-type: none"> – defining the notion “addiction” and illustrating “leaving it behind”; – making students realise why young people reach out for alcohol, defining “alcoholism”; – making students realise the seriousness of any stimulants, presenting the negative effect of alcohol on human organism and a person’s life; – showing students how to fight with addictions, introducing the term “assertiveness”. 	Aids: board, annexes 5, 6 Time: 45 minutes
Expected results – student: <ul style="list-style-type: none"> – knows what addiction is and understands how easy it is to become addicted, and how difficult it is to stop; – knows what alcoholism is, can give reasons why people start drinking and the results; – understands why alcohol damages all organs and knows what changes take place in the main organs under the influence of alcohol; – knows how to cope with addiction and how to fight with bad habits. 	
Description of class: <u>Introduction:</u> <ol style="list-style-type: none"> 1. Do a little warm-up that will stimulate and motivate students. Use such exercises as, e.g. sit-ups, jumps, head circulation, swaying arms around. 2. Present the topic of the lesson and aims resulting from it. 3. Suggest a brainstorming activity concerning “addiction”. 4. What addictions do students know – write them down on the board. 5. Present the definition of “addiction”. <u>Proper part:</u> <ol style="list-style-type: none"> 6. Ask why people reach for alcohol, encourage to a discussion (students should show such reasons as: play, wanting to impress others, stress, problems, wanting to fit in, feeling adult, boasting off, breaking the rule, combating shyness). Ask about the types of alcohol and drinks on the basis of alcohol. 7. Present the definition of “alcoholism”. 8. Explain, using annex 5, what stages are there in addiction, illustrate the influence of alcohol on human organism. 9. On the board, draw a person addicted to alcohol and invite the students to make a cartoon, showing all the flaws of an addict (both in appearance and personality). 10. Invite the students to a discussion on how to deal with alcoholism. Show the health centres, hot lines where help could be sought. Say it is worth being an assertive person who can say “no”. Using annex 6 present how to do it. <u>Final part:</u> <ol style="list-style-type: none"> 11. Summarise the consequences of drinking, especially by minors and pregnant women. 12. Ask to state how valuable lesson was for the participants and whether they now know more about the problem of alcohol, what they liked and disliked. 	
Comments: Lethal dose of alcohol for a teenager is 3 g per 1 kg body mass and alcohol density is 0.789g/cm ³ . <ul style="list-style-type: none"> – B. T. Woronowicz, <i>Alkoholizm jako choroba</i>, Warsaw: PARPA, 1995. – http://www.leczmy-alkoholizm.org/index.html [accessed: 23.01.2015]. 	

Annex 5. Stages of becoming addicted**Stage 1**

Using – a person learns a new type of behaviour in a new situation so as to achieve a new goal, he wishes to repeat that behaviour.

Stage 2

Over using – a person masters the forms of using the new behaviour; discovers the possibilities it gives in new situations; his behaviour begins to be more and more positively valued – it becomes a way of reacting to different situations, begins to regulate a person's life.

Stage 3

Dominance of addictive behaviour – it remains in the centre of a person's attention, other goals and aims and unimportant, are rejected and there is generally a drop in a person's condition. There is worse mood which a person tries to fight by drinking and more intense using of alcohol.

Stage 4

Using alcohol when problems appear – such behaviour becomes an escape from problems, at the same time the number of problems grow – fear and no possibility to do anything appear. Drinking is still the answer to many problems.

Stage 5

A crisis appears and a dilemma: to continue drinking or to stop? There is the feeling of tiredness and fatigue. Addictive behaviour is rejected for some time.

Stage 6

Forced abstinence – a person remains sober to get away from problems and pull the strength together. He begins to see the advantages of not drinking, he values other types of behaviour again and the importance of drinking diminishes.

Stage 7

Dominance of abstinence – it sets in and a person concentrates on refraining from drinking; he appreciates the possibility of not drinking more and more, begins looking for new behaviour and goals.

Stage 8

Development – a person learns how to function in a different way, begins to feel satisfaction.

Source: own work.

Annex 6. The art of saying "NO"

1. First say "NO".
2. Say it clearly and without hesitation.
3. Keep eye contact.
4. Suggest some alternative:
 - we can go to the cinema together, skating, swimming, etc. ...
 - we can go for a coke, cake...
5. Ask this person to stop talking you into it and never come back to the subject.
6. Change the subject.
7. Avoid excuses, tell the truth: "I don't want to drink alcohol".

Source: own work.

Topic 5. **Health hazard - stimulants (cigarettes and alcohol)**⁴

Participants: 25 people

Tasks (detailed aims): <ul style="list-style-type: none"> - giving students basic knowledge on alcohol and cigarettes, and the substances they include that are health damaging; - making students realise the health dangers coming from smoking and drinking. 	Aids: sheets of paper Time: 45 minutes
Expected results - student: <ul style="list-style-type: none"> - realises the dangers connected with drinking and smoking; - knows what substances are included in these stimulants and what is their influence on human behaviour. 	
Description of class: <p>Introduction:</p> <ol style="list-style-type: none"> 1. Introduce the topic. 2. Present the forms and content of the planned activities to the group. <p>Proper part:</p> <ol style="list-style-type: none"> 3. Ask students three questions: <ul style="list-style-type: none"> - How do you feel when you spend a longer time in a smoky room? - When do you feel something similar? - Why do you feel like this, do you think? 4. Instruct the students to talk about their experiences and how they felt in the situations described in the questions. Give them more knowledge on the content of cigarettes. 4. Ask students: Why do people smoke? Having collected the answers, quote the results of a survey done among youth: their friends smoke and they want to be in their company; they can't say "no" when someone offers a cigarette; their parents smoke, so it's normal; they'd like to feel more mature. 5. Ask students to point to some disadvantages of smoking. 6. Instruct to formulate conclusions to questions about drinking. <ul style="list-style-type: none"> - Question: "Why do people drink?" Students use their experiences and observations, they notice that drinkers are more open, happier and laugh more. Conclusion: Alcohol influences our behaviour and emotions. - Question: "How does a person who drank a lot look?", "Why?" Balance problems, speech problems, unpleasant appearance, unpleasant smell, not natural behaviour. Conclusion: Alcohol works on the nerve system, it interferes with its working. 	

⁴ More information and lesson plans in the suggested pieces of literature, e.g.: J. Moczyłowska, I. Peleszyńska, *Profilaktyka w szkole dla młodzieży niedostosowanej społecznie - elementy programu i scenariusze zajęć dla uczniów klas VI szkół podstawowych, gimnazjów i szkół ponadgimnazjalnych*, Rzeszów: Fosze, 2006; L. Telka (ed.), *Programy profilaktyki uzależnień: z doświadczeń autorów*, Katowice: Śląsk, 2003; A. Markiewicz, *Środki odurzające a młodzież*, Towarzystwo Zapobiegania Narkomanii, Koszalin: Zakład Wydawniczo-Handlowy Materiałów Szkolno-Oświatowych „Wiem Wszystko”, 2002; E. Florek (ed.), *Unplugged. Podręcznik dla nauczycieli. Zapobieganie uzależnieniom w szkole*, Poznań: Ośrodek Wydawnictw Naukowych ICB PAN, 2008; A. Kaźmierczak et al., *Zdrowo żyć = pięknie żyć. Scenariusze profilaktyczne*, Cracow: Rubikon, 2010.

That's why the problems with talking, correct evaluation of situation, thinking problems.

- Question: "What other effects can excessive drinking have?"

Students refer to their own observations.

Conclusion: symptoms are the same as in food poisoning or toxic poisoning, e.g. with paint fumes.

Together, establish a stand concerning the influence of alcohol on human organism and health.

Final part:

7. Summary of the class.

Ask: What have you learnt today? Are you going to react to smoking/drinking in your environment?

Topic 6. **Drugs - the threat of the 21st century**

Participants: 25 people

<p>Tasks (detailed aims):</p> <ul style="list-style-type: none"> - making students realise what drugs are and how they influence people's behaviour; - passing on the information about dangers to health and life connected with drugs; - making the students aware of the reasons why people reach out for drugs. 	<p>Aids: a fragment from the book Christiane F., <i>My, dzieci z dworca ZOO</i>, Warsaw: Iskry, 1987</p> <p>Time: 45 minutes</p>
<p>Expected results – student:</p> <ul style="list-style-type: none"> - knows what drugs are and how they work; - knows what influence on health drugs have; - knows why people reach out for drugs. 	
<p>Description of class:</p> <p><u>Introduction:</u></p> <ol style="list-style-type: none"> 1. Introduce the topic and aim of the class. 2. The first contacts with drugs usually take place between 13 and 18, i.e. during the time of puberty, which is very important in every man's life. Youth seeks the sense of life, try to solve their own problems using different means they think might be helpful. Unfortunately, more and more often young people reach out for drugs... <p>Quote a fragment from the book <i>My, dzieci z dworca ZOO</i> (e.g. pp. 262-263). Ask to refer to the text.</p> <p><u>Proper part:</u></p> <ol style="list-style-type: none"> 3. Ask students a question and ask them to write down associations. <ul style="list-style-type: none"> - Question: <i>What do you associate the word "drug" with?</i> <p>Conclusion drawn on the basis of literature.</p> 4. Conduct a talk on types, content of drugs and how they work. 5. Tell the students to list: <ul style="list-style-type: none"> - reasons why young people reach out for drugs (curiosity, wishing to impress others, escape from problems, relaxation, etc.); 	

- arguments against taking drugs (e.g. early death, lower organism immunity, worse physical abilities, possibility to contract jaundice and HIV, etc.);
 - ask to write the suggestions down on the board.
6. Initiate a discussion: is it worth taking drugs?

Final part:

7. Ask students:

- what did you realise during the class?
- what can you apply in your life?

8. Carry out a short test on types of drugs and how they work.

Comments:

Exercise 3. If students present thesis arguments supporting taking drugs, it is worth spending more time discussing the above issues; trying to conduct individual conversations with these students.

Further preparation may be done on the basis of additional literature:

- M. Moneta-Malewska, J. Wrześniowska, *Narkotyki: inni biorą, ty nie musisz*, Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 2008
- J. Wrześniowska, *Narkotyki? Nie, dziękuję*, Warsaw: Wydawnictwa Szkolne i Pedagogiczne, 2008.

Topic 7. Learning constructive ways of dealing with negative emotions - aggression

Participants: 25 people

Tasks (detailed aims):

- making students realise what negative emotions are, what are the symptoms and what they can lead to;
- familiarising students with constructive ways of dealing with negative emotion;
- shaping social competences through learning constructive ways of dealing with one's own aggression and anger;
- building the sense of safety.

Aids:

Sheets with a "thermometer of mood", poster: "signs of anger", clean sheets of paper, balloons

Time:

45 minutes

Expected results - student:

- sees and expresses his own moods, emotions - not only his own, but also others';
- is aware what the symptoms of anger are, so sees the need to control anger and aggressive behaviour;
- can show the ways of dealing with negative emotions, releasing tension and aggressive behaviour;
- knows reducers of anger and relaxing techniques.

Introduction:

1. Welcome the group.

2. Suggest an introductory exercise „thermometer of mood” (annex 7).

On prepared sheets of paper with a thermometer drawn in form of a thunder, students mark on the scale their own mood (green - positive values, red - negative values). Then, people who marked positive values raise their hands, then those with negative values. Everyone describes in 1-2 words what influences their level of energy, mood on the day.

3. Introduce the topic, aim and reason for class, and ask about students' expectations.

Proper part:

4. Initiate a brainstorming activity and introduce the element of a „mini lecture”:

- what are emotions and what negative emotions do you know?
- what is aggression and what are their types?

5. Present an exercise „signs of anger”.

VERSION I: Students in 5 groups (5 people per group), on the basis of a drawing “signs of anger”, list all physical attributes of anger; negative emotions, aggression. The first group lists three physical signs, other groups other three not listed previously.

VERSION II: Students are to finish the sentence: “When I’m furious, I...” in any way - verbal or not.

6. Divide the students into 4-5 groups. Carry out an exercise: “A contest in calling names”.

Groups will be opposing each other during the contest in calling names. Each team in 5 minutes collects (in writing) as many terrible names as possible. Then the groups read them out loud with appropriate gestures and facial expressions.

Finally, we ask the students how they felt during this exercise? Did they choose the words consciously because they wanted to take revenge on the other group or some friends? Did they feel insulted hearing these words? We also try to find out whether the participants know the meaning of all these words. Do they know what they are using on a daily basis?

7. A visualisation.

A leader shows two balloons - symbolising two people who have negative emotions (air in the balloon) - anger, aggression, sadness, pity, etc. Then, he demonstrates what are the outcomes of not handling and handling negative emotions.

- let the air out of the balloon = handling negative emotions - releasing emotions;
- explosion of a balloon = giving into negative emotions - explosion of bad emotions and aggression.

Which method do the students find the right one?

8. Establish a discussion on: What are the ways of dealing with negative emotions? How to reduce or weaken anger?

9. Suggest an exercise.

VERSION I: “Tightening and loosening”. The teacher explains to the participants that through conscious tightening and loosening of the muscles, we can release the tension caused by external factors. The participants tighten individual parts of the body by around 10 seconds (we count 1-10). First, they clench their fists, then close their eyes tightly, buttocks and finally toes.

VERSION II: “Pressing the hands”. The participants sit or stand. Backbone is to be straight and the body relaxed. They put their hands as if they were praying. We try to press one hand against the other as hard as possible. It needs to be done with much engagement, including both halves of the body. It needs to be done for about 2-3 minutes or even longer.

Final part:

10. Summarise the class.

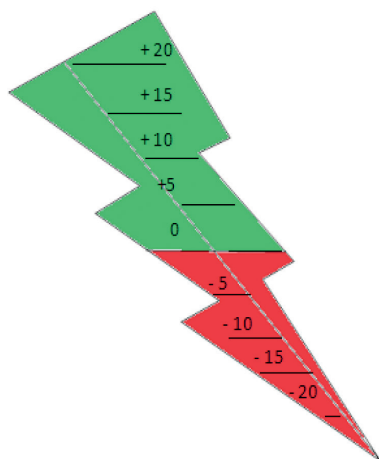
The exercise is to help receive feedback. The students count 1-5. A number gives them information about the number of the sentence the student is to finish:

- I have learnt that...
- I didn’t know that...
- I realised that...
- I most/least liked...
- In my life I’m going to use...

11. Homework - each student is to put into practice at least one way of reducing aggression as soon as anger or wrath appears.

Comments:

More in: R. Portman, *Gry i zabawy przeciwko agresji*, Kielce: Jedność, 1999.



Annex 7. Mood thermometer

Source: own work.

Topic 8. Stress - anti-stress strategies and defence mechanisms

Participants: 25 people

<p>Tasks (detailed aims):</p> <ul style="list-style-type: none"> - making students aware of what stress is; - providing students with various relaxation techniques; - inspiring the students to elaborate their own way of dealing with stress. 	<p>Aids:</p> <p>5 sets of paper rectangles (15-20 in each) of different colours: blue, green, yellow, red, black; a tree diagram, pieces of paper shaped like leaves</p> <p>Time:</p> <p>45 minutes</p>
<p>Expected results - student:</p> <ul style="list-style-type: none"> - knows what stress is; - knows how it influences human organism; - knows different techniques of relaxation; - can find his own way of fighting stress. 	
<p>Description of class:</p> <p><u>Introduction:</u></p> <ol style="list-style-type: none"> 1. Introduce the topic and give its justification. 2. Ask to give some associations connected with the word „stress” and put them on the board. 3. Ask about situations that may cause stress and what are the symptoms. 	

Proper part:

4. Divide the students into a few groups, several students in each group. Every group is to think about a question: "How can a person defend against stress? My suggestion as for fighting stress." After writing the answers, students share their ideas.

5. Can a colour calm you down?

Distribute a set of paper rectangles (15–20 rectangles in every set) in the following colours: blue, green, yellow, red, black. The job is to make any object using these rectangles (e.g. a kite, a tree).

Having done that, students decide that a colour impacts a person, e.g. green calms you down, blue soothes the nerves, yellow makes you more vigorous and brings back happiness. They should reject black as it is commonly associated with sadness and does not enhance our mood positively.

6. Creating „The tree of life”.

Give the students the following introduction to the task: "Tree is the symbol of peace and health. According to the people from the East, 'a person's backbone is a tree of our life'. Just like the trunk feeds the branches, our backbone supports our body."

Give each participant a green leaf where he may write what, in his opinion, contributes to strengthening the human tree of life – the backbone. Students read their leaves one by one and stick them to the tree. Together write down the rules of looking after your tree, so your own anti-stress strategies, e.g.:

- learn to relax;
- exercise – run – swim;
- think positively;
- take care of your body and your psyche, don't forget about good relationships with others and yourself;
- stay in harmony – with yourself and others.

Final part:

7. A relaxing game – "Electric current".

Students stand in a circle, have their hands joined and pointed towards the inside of the circle. There is one child within the circle. On the leader's signal, a child squeezes his friend's hand and he does the same with the opposite hand. The job of a child inside is to find where the electric current is at the moment.

8. Summarising of the class.

Topic 9. Tolerance. "Everyone's different, we're all equal"

Participants: 25 people

Tasks (detailed aims): <ul style="list-style-type: none"> – shaping acceptance in students, tolerance and respect for others; – making students realise the meaning of tolerance and the consequences of the lack of it; – making it possible for the students to carry out a civilised discussion. 	Aids: board, Polish language dictionary Time: 45 minutes
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Expected results – student:

- knows and understands the meaning of tolerance and intolerance;
- knows what are the intolerant attitudes towards others;
- can differentiate the tolerant behaviour from intolerant one;
- knows the consequences of intolerance.

Description of class:

Introduction:

1. Greet the students.
2. Introduce the topic.
3. Make students familiar with the topic and tasks they will have to perform: brainstorming, drama, discussion.

Proper part:

4. Carry out a discussion over the terms of: tolerance, intolerance, acceptance of others. Suggest creating a definition of these notions. Read out the definitions from the dictionary.
5. Create a “mind map” concerning behaviour and tolerant approaches as well as intolerant ones. Suggest a brainstorming activity creating such approaches.
6. Carry out a discussion on the subject of tolerance and intolerance and stereotypes. Do stereotypes influence our tolerance?
7. Discussion why people are intolerant?
8. Group work. Scenes acted out in front of the whole class. Provide the students with topics of scenes they are to prepare. Time for preparation: 3–5 minutes.
9. “Yes or no”. Answer the questions concerning tolerance and tolerant behaviour:
 - does a person’s value depend on their skin colour?
 - does a person’s value depend on their nationality?
 - does a person’s value depend on their sexual orientation?
 - does a person’s value depend on the job they do?
 - does a person’s value depend on sex?
 - does a person’s value depend on their age?
 - does a person’s value depend on the colour of their hair?
 - does a person’s value depend on their beauty?

Final part:

10. Summarise the class. Ask the students what they remembered from the class? What did they learn? What conclusions did they draw?
11. Ask your students: Are you satisfied with the class? What did you like?

Comments:

Remind your students the term stereotype (or teach it if they don’t know it yet). Give a few examples of stereotypes. Pay attention to the fact that stereotypes are as damaging as intolerant behaviour.

Topic 10. **Tolerance**

Participants: 25 people

<p>Tasks (detailed aims):</p> <ul style="list-style-type: none"> – shaping the attitude of acceptance in students and respect for the rights of others; – making students realise the meaning of tolerance and the consequences of the lack of it. 	<p>Aids:</p> <p>sheets of paper, felt-tip pens, papers with instructions for the groups, a song by Stanisław Soyka <i>Tolerancja</i></p> <p>Time:</p> <p>45 minutes</p>
<p>Expected results – student:</p> <ul style="list-style-type: none"> – understands the idea of tolerance and can define it; – avoids intolerant behaviour; – is aware of the difference between tolerance, passive behaviour and indifference; – is sensitive to the differences of behaviour in others. 	
<p>Description of class:</p> <p><u>Introduction:</u></p> <ol style="list-style-type: none"> 1. Greet students and familiarise them with the topic. 2. Divide the students into groups (of 4–5 people). Instruct them to write down any associations connected with the word “tolerance”, e.g. words, phenomena, feelings, literary pieces, films, etc. Presentation of the associations. Attempt to define the term “tolerance”. <p><u>Proper part:</u></p> <ol style="list-style-type: none"> 3. Perform a brainstorming activity on: „How do people differ from each other?” All ideas are put down on the board, we are looking for as many differences as possible, e.g. appearance, ideas, behaviour, likes/dislikes, taste, religion, etc. 4. Moderate a discussion: “Is it good or bad that we differ?” Summarise the discussion by saying we’re all different, everyone is unique. That’s why people should be proud of their differences. Such an attitude is called tolerance. 5. Instruct to search for examples of tragic results of intolerance – religious wars, persecution of people with different political ideas or culture, rejecting those who are ill or disabled. 6. Ask students: “Do we come across intolerance every day?” Students give different examples of intolerance and then groups that were created while doing task 2 present scenes referring to situations in the family, at school, in the yard, in peer group (annex 8). While the scenes are presented, groups are to write down feelings and emotions that accompany a person who is not accepted by others. <p><u>Final part:</u></p> <ol style="list-style-type: none"> 7. Evaluate the class. What new did you learn about tolerance and what conclusions can be drawn? 8. Play and listen to the song by Stanisław Soyka <i>Tolerancja</i> (annex 9). 9. Thank the students for participating in the class and encourage them to be tolerant every day. 	

Annex 8. Tolerance

Choose one of the situations below and develop it. Show the two faces of behaviour: tolerance and the lack of it.

Group 1: During a school disco, a group of girls comes to the conclusion that they listen to completely different music than everyone else and they do not know the pop hits because their music idols are different.

Group 2: A student frequently picks of a younger or weaker student in front of a shop, and takes his lunch money.

Group 3: A new student comes to the class, he looks radically different than the others (different clothes, different hairstyle etc.).

Group 4: Before a test a student does not want to explain the subject to others, claiming he does not understand the subject himself. It turns out the test goes very well for him.

Group 5: One of the students has a totally different opinion about every topic and he disagrees with the majority of the class.

Group 6: One of the boys is a fan of a sports team that is thought to be the worst by most people. They even consider this team an enemy.

Source: own work.

Annex 9. Stanisław Sojka, *Tolerancja*

Dlaczego nie mówimy o tym, co nas boli otwarcie?
Budować ściany wokół siebie – marna sztuka
Wrażliwe słowo, czuły dotyk wystarczą
Czasami tylko tego pragnę, tego szukam

Chorus: Na miły Bóg,
Życie nie tylko po to jest, by brać
Życie nie po to, by beczynn timerwać
I aby żyć, siebie samego trzeba dać

Problemy twoje, moje, nasze boje, polityka
A przecież każdy włos jak nasze lata policzony
Kto jest bez winy niechaj pierwszy rzuci kamień, niech rzuci
Daleko raj, gdy na człowieka się zamykam

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