houses of empathy

LISBON, 2017

Houses of Empathy
Anti-bullying Programme Handbook
An approach to preventing and intervening in bullying in children's residential care settings through empathy

Note: We know that gender equality is a human right and we respect and promote its implementation. Whenever a gender-specific term is used, eg 'he', it should be understood as referring to both genders, unless explicitly stated.

Index

"We felt a motivation to trust each other. We were all closer and we were able to sort – more or less – things out afterwards"

(Houses of Empathy participant – Portugal)

Introduction

Welcome to Houses of Empathy Anti-bullying Programme Handbook.

This publication aims to support professionals from children's residential care settings to effectively prevent and intervene in bullying situations within the home through the implementation of the Houses of Empathy anti-bullying programme.

Our mission is clear: Build Houses of Empathy. This approach is based on the principle that empathy is the key to tackling bullying. In Houses of Empathy we believe that healthy and empathic relationships among peers will decrease young people's aggressive behaviours.

This programme was designed by the project consortium and was piloted in nine residential care settings in Portugal, Spain and Northern Ireland. The experience of implementation, as well as feedback from staff and young people, indicates that Houses of Empathy is a valid and useful tool to address this issue. One thing you should know about this programme is that although this is an anti-bullying programme the concept of bullying is only presented to the young people towards the end of our approach. Although it's important to correctly understand the concept and associated behaviours, this approach focuses on the development of the essential competences that discourage bullying behaviours.

Houses of Empathy Handbook is organised into four main chapters: "Houses of Empathy – The project", "Bullying in Children's Residential Care Settings – a brief framework" "The Houses of Empathy programme" and the "The House of Empathy" The two first chapters aim to familiarise the reader with the project and with the issue. The third chapter contains all the information about the programme itself. This chapter is also divided into three sections to provide a global understanding of the programme – Theory, Metaphor and Action. The first two sections outline the theoretical support and the programme's philosophy. The third and most extensive section, gathers all the practical information needed for implementation and is subdivided into two phases: "Getting ready" and "The construction".

We understand that running a programme like this can be a challenge for professionals in several ways. In order to respond to that, the "Getting Ready" section gathers all the information we found essential to: a) understand Houses of Empathy methodologies; b) understand the programme's structure and main features; c) Feel more confident about the methods and techniques used in the programme; and d) Collect useful tips about the facilitator´s role - namely how to manage the group and the session itself. Even if your main interest in this handbook is to find out what activities can address bullying, we strongly advise you read this chapter to have a deeper understanding of the programme, and review some key points essential to ensuring the effectiveness of your intervention.

"The construction" will introduce you to the six units that comprise the programme – Team Building, Communication and Assertiveness, Problem Solving, Emotions, Self-esteem and Empathy. In each unit, you´ll find some theoretical information on the integration of that set of skills, and a proposed session plan to address it. Besides that, there are also some suggestions for tasks that young people can do between sessions, and some extra activities. The additional activities are intended to be an extra support in case you feel the proposed ones aren´t appropriate for your group or you need to do a bit more work on a certain competence.

"The Houses of Empathy" - the last chapter in this handbook - gives you some suggestions to capitalise on the atmosphere of empathy beyond the programme and the context of the session. We hope you find this handbook useful and that it helps you transform your home into a more empathic place for everyone!

Houses of Empathy – The project

General description

The Houses of Empathy project was designed to combat the high levels of bullying in children's residential care settings. Recently, bullying has become a concern due to its incidence among peers and its severe consequences. Until now, prevention and intervention methodologies were mainly focused on school settings. For that reason, Houses of Empathy aims to address the issue of bullying in a context that has been neglected until now - Children's Residential Care Settings.

No systematic evidence exists on the incidence or prevalence of peer violence, including bullying, in the residential child care sector, as we have for school settings (Barter, 2011). Research, however, shows us that bullying is a persistent issue in this setting (Barter, Renold, Berridge,& Cawson, 2004).

There are three main reasons why Houses of Empathy is an innovative programme:
* It is pioneering a programme to address bullying in children's residential settings;
* It is based on an ecological approach and therefore involves not only children and young people but also professionals that work in those settings and public authorities;
* Lastly, but extremely importantly, it recognises empathy as the key to tackling bullying. This means that empathy is the common denominator in all the activities promoted by this project.

Funders and partners

Houses of Empathy is funded by the Rights, Equality and Citizenship Programme (2014 - 2020) of the European Union. The project takes place in Portugal, Spain, Northern Ireland and Ireland, and it's being delivered by Par, Hechos, VOYPIC and Sticks and Stones, entities that make up the consortium:

Par is a youth organization and NGO that develops and delivers social responses in education and training, social and community intervention and health promotion. Thanks to previous projects it has a consistent know how about working with vulnerable youth and also delivering programmes for personal and social development promotion.

VOYPIC has over 21 years' experience of providing support services to children in care and care leavers. VOYPIC is the only NGO in Northern Ireland working exclusively with children in care. They deliver advocacy, mentoring, and a range of personal development programmes to children and young people in all care settings.

Hechos aims to improve the living conditions of young people at risk in Spain. Since 2007 it has supported unaccompanied minors arriving in Spain from Africa, and living in children's residential care settings. Since 2012, Hechos has supported young adults and young immigrants on their transition to autonomy from care. Sticks & Stones is Ireland´s longest running and most innovative anti-bullying programme for school communities. Sticks & Stones delivers anti-bullying workshops for students and anti-bullying training for teachers and staff, and events for tutors.

Activities overview

Reducing levels of bullying in children's residential care settings, as is expected with Houses of Empathy, requires a systemic intervention that facilitates structured work with children and the empowerment of professionals.

The project is organised into four work streams, which ensures an ecological approach, assures sustainable impact, and continuity of good practice.
The first work stream - Community building – was designed to gather knowledge to support the implementation of the project and to promote the exchange of best practice between North and South countries on bullying amongst children in CRCS. As a result of this work stream a State of Art Report and Best Practice Guide were published and shared with the CPC on the Houses of Empathy website.

The second work stream refers to - Activating Child Protection Community. Several activities including conferences and a communication campaign, were organised to raise awareness of bullying in RCS within the child protection community and to influence public authorities' decision-making policies.
The third work stream is the core activity of this project and also the purpose of this publication – The Houses of Empathy Anti-Bullying Programme. It covers the design and implementation of the programme, professionals' training and the launching of an online platform for support.

The fourth work stream is about achieving - Sustainability and the Dissemination of results - to raise awareness of bullying in CRCS and influence public authorities. It also implies the dissemination of the program so that it can be adopted by the different institutions linked to residential care.

Bullying in children's residential care settings
A brief framework

Understanding the issue of bullying is essential if we want to prevent it or intervene. One of the most recognised authors in this field, Olweus sees it as a situation in which a person faces negative and intentional actions that cause pain or discomfort, from one or more of their peers, repetitively over a period of time (Barbosa & Santos, 2010). Literature highlights three key factors that define bullying: the behaviour´s intention; the repetition; and the imbalance of power between those who are displaying the aggressive behaviour and the targets (López, Finalé, Villén, Merchán & Ruiz).

Literature commonly identifies: the bullies, the victims, the bully-victims and the witnesses as the four kinds of protagonists involved in bullying situations. Houses of Empathy argues that this kind of labelling puts a great focus on children and may result in blaming and victimization approaches that aren't beneficial. Instead, we decided to use terminology more focused on the behaviours and not on the person because behaviour can be changed. In the State of Art Report on bullying (2016), the individuals involved in bullying situations are referred to as: "Perpetrators - those who display bullying behaviours towards others; Targets - those who are bullied; Bully-victims - those who bully other people but are also bullied; Audience or Bystanders - those who aren't bullied nor perpetrators, but they coexist in an environment characterised by bullying and they know the perpetrators and their targets" (Houses of Empathy, 2016 p.9).

There are many ways to perpetrate bullying. It can be displayed by: name calling, threats or teasing; in a more physical way (e.g. being kicked, pushed, punched, etc.); by extortion, stealing or damaging belongings; rumours and gossip; being excluded and isolated; being forced to do things against your will; and even using digital media, which is called cyberbullying. It can also be distinguished according to specific target groups like: disablist bullying, homophobic bullying; racist bullying, sectarian bullying, transphobic bullying, etc[1].

Why is it so important to intervene in bullying?

The effects of bullying can be very severe and last indefinitely. Children and young people who have been targets of bullying display its impacts eg low self-esteem, low self-confidence, negative self-concept (Vale, 2009), depression, anxiety, learning difficulties (Silva, 2016)a, physical injury, psychological disturbances, relationship difficulties, substance abuse, underachievement at school, self-harm or suicide. They also have a higher susceptibility to being victimized or to become perpetrators (Baker, Cunningham & Male, 2002).

According to research carried out in 2011, 31% of European children experienced bullying, 19% claimed to have been victims in the previous year and 12% had bullied others[2]. These high incidence levels highlight the need to implement prevention and intervention programmes to reduce bullying worldwide. Among the countries studied in this report, Portugal presents higher rates of bullying (Currie et al., 2012).

By now, many projects and practical solutions have been implemented to prevent and intervene in bullying situations, however, the majority are targeted at schools. Bullying is, however, a reality in other settings. For that reason Houses of Empathy wanted to intervene in bullying in a setting that lacks interventions – Children's Residential Care Settings.

---

1. Informação disponível em:
   http://www.endbullying.org.uk/what-is-bullying/
2. Informação disponível em:
   http://ec.europa.eu/justice/fundamental-rights/files/s3_forum_bullying_en.pdf

Residential institutions were created to meet a child's need for a safe environment and holistic development, often triggered by poverty or a family's inability to take care of their own children (Carvalho, 2013).

In 2010 residential care was the most common accommodation for children and young people in care in Europe. Living in a group can bring some benefits for children's development and social adjustment (Little, Kohm & Thompson, 2005), but it also can have negative effects on children and young people. Research tells us that children in residential care are often at risk of violence from other young people and face a great risk of bullying (Little, Kohm & Thompson, 2005). For that reason it is really important to make efforts to make these settings as safe and healthy as possible.

There are several ways to analyse violence among peers in these settings. The psychological perspective sees violence as the pathological result of children's previous life experiences, often marked by unstructured and abusive relationships, which condition their capability to bond with peers and their ability to solve problems (Barter, Renold, Berridge,& Cawson, 2004).

Young people also confirm that bullying in CRCS is an issue. A consultation carried out in England in 2009 indicated that 66% of children in care or living away from home admitted bullying was getting worse. 14% were bullied 'often or most of the time', while another 20% alleged being bullied sometimes (Ofsted's as cited in 4Children, 2009). A children´s safeguards review team in England and Wales, in meetings held with young people from 20 local authorities, reported that the most often identified danger came from peers, through bullying, physical abuse or theft (Utting 1997, cit. in Barter, 2011).

Staff play an extremely important role in identifying, preventing and intervening in bullying situations in residential settings. Their attitude and behaviour will influence the ethos of the residential setting and how bullying is seen and tackled.

Literature identifies several factors that can lead to more opportunities for aggression among peers: diminishing the seriousness of peer aggression, the number of young people per bedroom, as well as a punishing and blaming culture (Baker, Cunningham & Male, 2002). Reduced supervision and staff rotation make it even more difficult for children to report bullying incidents (Barter, 2003).

This data remind us that dealing with bullying behaviours in a residential care setting is a very complex and demanding mission and staff need support and training to handle it. Barter Cunningham & Male (2002) defend the importance of implementing effective programmes, which must increase respectful behaviour, provide a safe environment, promote healthier relationships and ensure the existence of safe and regular opportunities for young people to communicate with staff.

To better understand bullying, its relationship with children's residential care settings and to be aware of its impact in each country, we recommend you take a look at the "State of Art Report on Bullying in Children´s Residential Care Settings". Until now, several programmes were implemented to prevent and intervene in bullying situations in school settings. If you wish to find out more about what has been done in this field, we invite you to read the "Best practices Guide on Bullying Prevention and Intervention in Children´s Residential Settings". These are both Houses of Empathy early products, created in order to gather relevant information on bullying and children's residential settings.

Houses of Empathy
The anti-bullying programme

Houses of Empathy created a programme to prevent bullying in residential care settings through the promotion of empathy.

It aims to promote personal and social competences, as a path to empathetic and healthy relationships among peers in these settings. In Houses of Empathy we really believe that if someone is empathetic with another person, they will find no reason to hurt or mistreat them, which will naturally lead to less bullying behaviour.

The following chapters provide a detailed presentation of this programme, gathering not only the practical information needed to implement it, but also all the important theories that support Houses of Empathy methodological options.

The Theory

Before we start talking about what to do, it is important to understand the reason for the recommendations. So, it´s time to talk about the Houses of Empathy methodology and the theoretical assumptions that sustain it.

Non-formal education is the basis of the approach and is evident in all the suggested activities. Non formal education is a participative methodology that allows young people to be really involved in their learning process. The methods used give them tools to help develop their values, skills and competences (Novosadova et. al., 2007).

According to COMPASS – A Manual on Human Rights Education with Young People (2002) - non-formal education is currently used by many youth organizations. The fact that it is called non-formal doesn't mean that it hasn´t specific goals or that it isn't carefully planned. It is an organised process with pedagogical objectives, though it is characterized by being more flexible and leaving space for mistakes, which are viewed as opportunities for learning. One of the key features of non-formal education is that the participants are in the centre of the learning process and it should start from their needs. It is an approach based on experience and action, involving individual and group learning about life skills, where all the stakeholders are responsible for the accomplished results – participants, group and educators.

In non-formal education the group plays an extremely important role. Our job as leaders and facilitators is merely to prepare the setting and provide the group with indirect support (Novosadova et. al., 2007). We view non-formal education as an asset when working with Houses of Empathy´s target group. It is sensitive and respectful of the group's diversity. In a light, playful and unconscious way, it promotes the development of essential competences and attitudes required for a positive environment among peers in residential care.

Besides non-formal education there are other important theories that inspire and support the Houses of Empathy approach:

Transtheoretical Behaviour Change Model
Reducing bullying implies a behavioural change by all the players, not just those directly involved in bullying situations but also, and essentially, by those who witness them.

To promote this change of behaviour, Houses of Empathy based its intervention on the Transtheoretical Behaviour Change Model, of Prochaska and colleagues (1994). These authors state that it is possible to change behaviours, although this change will only occur through a process of motivation for change. This step-by-step process is organised into 5 stages:

Pre-contemplation – It is essential to identify what behaviours must be changed. This first stage is focused on raising consciousness about each person's behaviour and what should be addressed.

Contemplation - What skills must be developed to observe the change? This is the phase when those skills must be learned and improved.

Preparation - This stage is focused on developing strategies to truly accomplish the change: What can be done? How?

Action - At this stage it´s time to put the strategies identified into practice. It's normal that this requires some support, so be ready to help young people implement those strategies

Maintenance - Now that the change has occurred, the main concern is to keep the achieved changes. So this last stage is dedicated to maintaining this new behaviour.

Empathy Model of Preston and Waal

Apesar de não ser um conceito simples, a Empatia Although not a simple concept, empathy can be understood, as stated by Sticks and Stones, as the "social glue that binds us together". The Houses of Empathy programme is based on the belief that empathy is, in fact, the key to tackle bullying.

Do you know that literature shows us evidence that empathy inhibits aggressive behaviour? Given this acknowledgment, this programme is also structured on the Empathy Model of Preston and Wall (2002). According to this model, when an individual is confronted with another person's suffering, two things usually happen. On the one hand, the individual tends to feel the suffering as well. On the other hand, the individual also tries to end or, at least, diminish the suffering of the other person. However, the response depends on the following factors: a) the familiarity with the other person (Are they known or close? Do they have things in common?); b) Individual´s previous experiences (Has the individual experienced something similar before? Does he/she know someone that has been in that situation?); c) Intensity of the stimuli (How did the individual receive that information? What was its impact? Was it shocking?). It is the combination of these three factors that will influence each person's empathy response.

The authors argue that the greater the familiarity with the individual and the situation and the stimuli significance, the more empathetic the response will be. In Houses of Empathy, we believe that by working and reflecting on this issue with groups of peers, we´ll be able to promote more empathetic responses. Below, in the Empathy Unit of the programme, you´ll find detailed information about the concept of empathy and the practical options to promote it among peers within residential care settings.

No-blame approach

To conclude, it is important to share with you our overall approach. Houses of Empathy uses a "No-blame approach", a restorative practice based on the method of shared concern, avoiding blame or punishment (Sticks & Stones). Instead, it advocates that all the group, perpetrators included, must be encouraged to take responsibility for identifying the damage that bullying behaviour causes to the target and think of strategies to deal with it.

To be effective, this approach must be present not only in the sessions but also in the home's environment, which is highly dependent on staff and their strategies to deal with conflict in the home. Sometimes, and mainly due to the severe consequences of bullying, it can be difficult to avoid blaming. However, there are several techniques that will be helpful in applying this approach with the young people in your home. Later, in the "action" section you´ll find practical information about it.

The Houses of Empathy programme is therefore a practical proposal for an intervention that combines the methodologies and theories presented above.

House of Empathy Metaphor

The expression "Houses of Empathy " brings us to a place where a children's home environment is cosy, safe and happy.

To truly comprehend this programme it is very important you understand the metaphor used. Metaphors are often used with positive results since they usually facilitate young people's engagement with the activities. For that reason, in Houses of Empathy, the programme is presented to young people as the building of a house, a very special house, a House of Empathy.

Starting from the base, where all the bricks are essential, our goal is to make the group of peers understand the value each one brings to the group and their role as a foundation of the home they share. Then, step by step, the programme focuses on other competences. Each one will give them important tools to progress the construction of their house, and will contribute to making that home something they really identify with and feel part of – a real House of Empathy.

During this programme you will often find references about this house construction so that young people can understand and better embrace this metaphor. Throughout the programme educators and young people will be challenged to build a real house in order to transfer the skills addressed in each session to the house building. For this you´ll find suggestions and tips at the end of each programme unit.

Action

The "action" section of this handbook is dedicated to Houses of Empathy anti-bullying programme. As explained before it is organised into two chapters: "Getting ready!", which will provide you with the necessary information to understand the programme philosophy, the theoretical and methodological details; and "The construction" where you can find each unit and respective activities explained in detail.

Getting ready!

The programme goals

Houses of Empathy anti-bullying programme aims to reduce bullying among peers in children's and young people's residential care settings by promoting empathy skills.

Although reducing bullying behaviours is the main goal of this programme, it also achieves other and more specific objectives:

- Contributes to a positive environment in the residential care setting;
- Brings young people and staff closer;
- Promotes assertive communication;
- Promotes self-esteem and the perception of self-efficacy;
- Develops emotional management skills;
- Enables young people to understand the issue of bullying and their role in bullying situations;
- Introduces and nurtures the concept of empathy within the home setting;
- Raises awareness about the importance of an empathy (anti-bullying) policy for each home;

Target-group

The programme was designed for children and young people aged 8 to 18 and has been tested in nine residential care settings in Portugal, Spain and Northern Ireland. It is a group programme, which means that most activities require a minimum number of participants. However, since the number of residents in homes in each country varies, the activities can be implemented (with some exceptions) with groups of 4 to 15 participants.

Although there is no maximum number of participants for activities, we recommend the group does not exceed 15 participants. The target group can be demanding, and it´s important that facilitators can observe, listen and give attention to each participant while managing all the group dynamics.

Identidade

Houses of Empathy programme is an anti-bullying programme, however, it can be presented as a personal and social development programme too, since it addresses several competences before it focuses on bullying and empathy itself.

Why implement an anti-bullying programme based on competences training?

Although they´re used interchangeably, the terms skill and competence don´t mean exactly the same thing. Skill implies the knowledge required to perform a certain task – what to do and how to do it – and is something that can be observed (Novosadova et. al., 2007). Competence is the ability to act effectively in different situations (Perrenoud, 1999), which means not only applying the skills and knowledge but also transferring them into different circumstances (Novosadova et. al., 2007).

Personal competences are influenced by intrinsic aspects, like individual personality and character traits. Social competences refer to behaviours that manifest in relation to others and are the basis for feelings, attitudes, desires and expressing opinions, in a manner appropriate to each situation. (Spence, 1982).

Houses of Empathy recognises competences training as one of the most fruitful approaches in promoting healthy and empathetic relationships among peers in residential care settings. This idea is supported by several authors, since they also recognise that personal and social competences are essential for social, academic and professional adjustment (Lopes et al 2006), contribute to strengthening relationships with others and improve young people's well-being, their social acceptance and appreciation (Dias, 2002). In fact, personal, social and working competences prove to be fundamental to face the challenges of our society (Dishion, Loeber, Loeber-Stouthamer e Patterson, 1984).

Why is this relevant for young people in residential care settings?

Currently young people are more likely to be involved in risk behaviours that compromise their well-being, thus giving rise to the need to support them in developing more appropriate adaptive strategies (Danish, 1997, cit. in Dias, 2001).

The idea of a competences training programme as a strategy to address bullying with young people in residential care settings emerged from the following data:

- Young people in residential care settings present lack of social competences, constrained peer interaction and behavioural problems (Johnson et al., 2006);
- Young people with poor social skills are much more likely to experience continuing problems, namely making or keeping friends, displaying aggressive behaviour and even bullying behaviour and behavioural problems in general (Cowen, Hightower, Pedro & Work, 1989, cit. in Matos, Simões & Canha, 2008);
- When sharing the same living spaces, as happens in residential care settings, there is a tendency to establish hierarchies and compete for power positions (Barter 2003, cit. in 4children, 2009);
- The prevalence of bullying others significantly increased with age (Currie et al., 2012,cit. in Silva, 2016a);
- There is a relation between competences promotion and self-control and morality gain as well as decreasing impulsiveness (Palmer & Hollin, 1999).

This vision is reinforced by Matos (1998), who states that a competences training programme, structured and adapted to the target group can be a relevant answer, to prevent and reduce risk behaviours.

Methods

There are several methods and techniques that can be used, however, since we´re following a non-formal education approach the methods selected are those which ensure more spontaneous activity, dynamism and practice to the intervention.

We will present in more detail the methods favoured by the Houses of Empathy programme, namely group work tools, role-play and a more specific acting technique called forum-theatre.

Group Work Techniques

Group work tools are playful activities that encourage interpersonal interaction in order to promote personal and social skills and competences. According to Manes (2004) these kind of activities have the power to provide a level of stimulation that activate awareness processes and facilitate new ways of thinking, feeling and relating to others.

Being a preferred method for non-formal education, group work techniques are used with the intention of providing learning experiences within a positive and safe environment. Since these kind of activities are done in a group, success or failure is never individual. This helps to combat fear of failure, strengthens self-confidence and confidence in others and establishes more respectful relationships and a sense of mutual appreciation (Par – Respostas Sociais, 2011).

To benefit from the advantages of group work techniques it is important they have defined goals and are selected and adapted according to each target-group. The activity per se is not a pedagogical tool (Par, 2011), it becomes pedagogical when used for a specific purpose and allows the participants to have a practical learning experience. In group work techniques, and in other methods presented in this handbook, the process is much more important than the final result, and should be the facilitators' biggest concern.

Types of group work techniques:

According to their purpose, group work techniques can be organised into several categories. There is no single way of categorizing them, however, we will present those that are more common and generate more consensus:

Icebreakers: These activities have the power to unwind and disinhibit the group. They are often short games that require movement or relaxation; there´s no room for seriousness. The aim of using them is to bring people together through fun! Icebreakers can be used:

- When people don´t know each other or feel uncomfortable within the group
- Before more complex or demanding tasks
- When the group is dispersed or unfocused

Presentation: As the name suggests this technique is used for participants to present themselves and get to know each other. At an early stage it enables the sharing of basic information, usually name, age, interests, and others, depending on the group. With groups that already know each other it can be useful to enable a deeper knowledge about each participant.

Cooperative: Their purpose is to develop mutual aid and cooperation, avoiding confrontation or competition. Cooperative games and activities are very useful to prevent discrimination and to raise awareness on each individual or group's strengths and difficulties. Through fun young people simultaneously develop cooperative strategies to solve problems and tolerance and respect for difference (Civitati, 2003)

Relaxation: These techniques are ideal to eliminate tensions and relax the body. They provide a great opportunity to listen and became aware of the body and mind. These activities shouldn´t be used to fill unoccupied times. They´re an interesting option to use when the group environment is impersonal or even when the group is tired and you need to get back to a specific activity.

Trust: These activities are used to promote trust among peers. They can, however also boost individuals' self-confidence during the process. Although they´re very useful, they can also be tricky when used with a group that´s not ready to take this kind of responsibility. In these cases it can result in a lack of confidence instead of an increase of it.

Capacity building: Activities which focus on capacity building and empowerment usually take longer since they´re more demanding.

Role-play
This method involves the recreation of a scenario in which the participants are invited to play different roles involved in that scene. Acting and observation promote understanding of other people's position, their attitudes and behaviours (IEFP, 2004)[3].

Role-play is proven to be very enriching for young people. On the one hand it's an activity that helps them understand concepts more effectively. On the other, it allows participants to acquire learning not only from their active involvement and personal experience, but also from reflecting as a group on the experience. This method also highlights the differences among peers, and enables them to develop skills to work with different personalities, beliefs, value systems, abilities and background experiences (Manorom & Pollock, 2006).

We strongly believe role-play activities are great tools to help young people identify problems and think of solutions without exposing themselves, since they will be acting.

There are some important tips and suggestions a facilitator should take into account before managing this kind of activity. In fact, their richness depends a lot on the way they´re conducted. Don't worry, you don´t have to be an expert on theatre, there are just a few important things you should pay attention to:

- The scenes to be role-played must be carefully selected. It´s important they are motivating and challenging for the group and at the same time relevant, according to their purpose.
- The information given to participants should be clear. You should help them understand not only the scene but also the roles involved.
- Give them time to prepare the performance. Meanwhile, give instructions to the audience. Their role is very important too. Commenting on the performance and leading the discussion is up to them.
- Finish the role-play when the situation has been explored enough or if it's not serving the purpose. Besides that, it can be interesting to interrupt the role-play whenever you feel it's important to analyse a scene or if you wish to ask some questions or add instructions.
- After the role-play has concluded don´t forget the debriefing: Ask questions to both audience and role-players, to help them reflect on the performed scene. Ask them to think about what feelings were experienced by the players, why did they behave like that and also what solutions can they think of for each scenario.
- At the end remember to sum up everything and recap the main conclusions.

---

3.   Informação disponível em: https://elearning.iefp.pt/pluginfile.php/49591/mod_scorm/content/0/uti02/02uti02.htm

Forum-theatre

Forum theatre is a technique created by Augusto Boal that emerged from Theatre of the Oppressed. Theatre of the Oppressed is a socio-educational method that believes that theatre should be available to everyone, and uses it as a political tool to raise awareness of unfair situations and social inequality. According to its founder, using this method the "the spectator no longer delegates power to the characters, nor to think for him and neither to act in his stead. The spectator gets released, thinks and acts for himself!" (Boal, 1977, p.181).

Forum theatre allows a positive approach to social problems (Taite, s/d). It is for Gagic (2009) a theatrical game, where a certain problem is presented to the audience without solution, inviting them, not only to present suggestions to solve the situation, but also to enact them.

How does it work exactly?

It starts by the presentation of a simple play to the audience. In the scene the protagonist is faced with an obstacle, created by an oppressor, which he/she can´t overcome. After the performance, the audience is challenged to "help" the protagonist with his problem, and is invited to present alternative solutions and to jump onto the stage and replace other characters. This process is moderated by a figure called "Joker" who is responsible for managing the debate and facilitating the communication between actors and audience (Taite, s/d). According to the National Association of Youth Drama in Ireland, "the aim is not to discover the ideal solution, but to encourage the audience to analyse the situation and to try out strategies for countering oppression. (…) The actors explore the results of these choices with the audience, creating a kind of theatrical debate in which experiences and ideas are rehearsed and shared, generating solidarity and empowering them to generate social change (Taite, s/d), p. 9).

The fact that the dramatized problem is always about oppression, involving both oppressors and the oppressed (Gagic, 2009) and as forum theatre is recognised as a very effective tool to help young people identify and challenge situations of oppression in their lives (NAYD, s/d) it is a very relevant method to use to address bullying with our target-group. The Empathy Unit of this programme is partially based on theatre forum exercises, where the facilitator plays the "Joker". This is a complex and demanding technique for the facilitator, however Houses of Empathy will support you with this challenge by giving important tips to run each activity.

Activities application criteria

When should an activity be implemented?
- When you know well and understand the technique you´re about to use
- When you recognise its goals
- You´re comfortable in handling eventual conflicts that can come from that experience

When should it not?
- You don´t know or understand the activity so well
- You don´t understand the purpose of using it

Each unit in the programme has structured session plans. However, you'll also find extra activities you can choose to implement any time you feel they suit your group or could be interesting for their development. When choosing the activities, there a few details you should take into account:
- Your goals;
- Target group (age, sex, social status);
- Time and space available;
- Materials needed;
- Appropriate timing;
- The techniques you feel most comfortable with;

It is also important we talk to you about the variability criteria: Sometimes the same activity can be used with different purposes according to the moment you do it. It can even be implemented more than once, if your idea is to promote group growth or allow evolution between two distinct moments. However, avoid repeatedly doing the same technique with the same group; it is important you change your methods and techniques during the session. It will be more motivating and at the same time ensure you cover different interests and learning styles that may exist within your group.

Activities step by step

Before implementing group work techniques it is important to understand how they work and respect their flow. We can identify three steps in an activity:

Beginning - This is when you explain to the group every important detail about the activity and what´s expected from them: what the activity is about; its goals; the rules; and when necessary, the safety instructions. Ensure everyone is listening to you and that there aren´t doubts before you start. If someone refuses to participate, don't make him or her do it, however try to understand the reason for refusal.

Development - It´s time to try out the activity! Your role here is to pay a lot of attention to each participant. Try to understand how they´re interacting with each other, be a moderator when necessary. Be ready to intervene if any difficulty or conflict arises.

Assessment or Debriefing -The core of the learning process is in this step, so this is a really important moment in each activity. After the activity itself get the group together in a circle and begin the discussion by asking some questions: The debriefing should start with the recap of the experience ("What has just happened?"); After that, try to understand how participants felt during the activity, what was easier and harder, and other questions that allow you to understand their perception of the experience – "How did you feel during the game?", "Was it easy? What was hard? Is there anything that could have made the task easier?"; Then it is important to draw conclusions and transfer them to young people's daily routines and home setting – "What are the conclusions you take from this game?", "Are these situations common in your life?"; "Does this usually happen in the home?", "How would you react if it happens in the home?"

It´s difficult to give you a script with the questions you should ask during the debriefing because it depends on your group's feedback. However, in the programme session plans you´ll find specific questions that may be useful to debrief each activity. This is also the phase where you should focus on any conflict that may have occurred during the activity.   Make the group reflect on what and why it happened and think of solutions to solve it. To finish, remember to sum up all the conclusions and establish a relationship between them and the activity goals, for example: "With this game we learned that by being assertive we avoid conflict with others".

Essential information for activities

As you´re about to see in the programme details, there are several elements about an activity that are important to know before implementing it. These key points are useful to help you decide which option fits better with your group and purpose.

In Houses of Empathy session plans you'll find the following topics in each activity presentation:

- Goals: They must be defined and be specific because they tell you what the purpose of the activity is. They are essential to guide your technique or method and to assess it.

- Material: Required resources to run the activity. Don´t let this information put you off from doing the activity. Sometimes you just have to be creative and adapt it to your situation. Besides the material itself you should also pay attention to the setting - some activities require specific conditions.

- Time: The duration of each activity is essential to plan the session. However don´t be too rigid. It is natural that the length of an activity varies from group to group since it depends on the number of participants, their level of participation and the complexity of their reflection.

- Number of participants: This is important information. Some activities have a minimum and maximum number of participants. It is helpful to prepare all materials beforehand and, when the activity requires it, decide how many smaller groups you´ll have to create and how they should be constituted.

- Description: The description is essential to understand the activity and know what kind of instructions you need to share with the group.

- Debrifing: As referred previously, at the end of each activity there's a proposal of questions that you may use for reflexion. We reinforce that those questions are just guidelines and should be adapted to the group and to the course of reflection.

- Variations: The magic of group activities is that they can be adapted according to the environment, the target, the material available and even to your goals. You don´t have to do a certain activity exactly the way it´s presented on handbooks, since you don´t lose the goal for its implementation. Be creative and adapt!

- Tips: Specifically on this handbook, some of the Dynamics are accompanied by implementation tips. Those tips come from previous experiences and should serve only as an alert to the facilitator's practice.

Houses of Empathy implementation

Now that we´ve provided you with some important information to understand the nature of this intervention, we´re almost ready to move to the Houses of Empathy programme itself.

Before we move to the next chapter, we want to leave you with some basic principles about Houses of Empathy implementation and some other information about the facilitator´s role, the session work flow and the sessions setting.

Basic principles of Houses of Empathy application

- There are no guarantees. Each facilitator should use their knowledge about the group and sensibly select activities that best suit the group. What looks like an excellent idea for one group doesn´t always work as well with another.
- This is a flexible programme and must be adapted to each home's circumstances. This means that the number of sessions is just a recommendation. You can even choose to run just certain units. However, we suggest you try to focus on all six units.

- Sessions must have their own clear rules from the beginning. Simple rules allow it to be a safe space for personal development. We have some suggestions that we consider very important:
  - Everyone has his/her turn;
  - Everyone listens carefully;
  - Don't put anyone down;
  - Ensure confidentiality (except for specific cases, where it is your duty to pass information on);
  - Everyone has the right to "pass the turn" – which means no one must be forced to participate:

- There are no right or wrong answers. The most important thing is involvement and motivation to participate.
- There´s one thing you must not tolerate. It´s important the group understands that comments or attitudes towards others that are destructive or humiliating are not allowed – see rules proposed above.

The programme structure

Based on our partners' previous experience and on research on bullying and best practice to address it, the Houses of Empathy programme was organised into six units considered essential to promote empathy. They are: team building, communication and assertiveness, problem solving, emotions management, self-esteem and empathy itself. The programme suggests about 15 sessions. Each session should last one hour. You might want to spend longer on some units e.g. the Team Building Unit.

The following table presents the Houses of Empathy proposal for the programme structure. As the programme is flexible it´s up to the facilitators to decide, based on their knowledge about each individual and the group, whether the number of sessions recommended for each unit is sufficient or not for your group. You can even decide your group doesn´t need to do a certain unit, since they are more or less independent from each another.

Despite the programme's flexibility, our recommendation is that you try to implement the programme as a whole, ensuring all the skills are addressed and reinforced until you reach the last unit of this programme, which will focus specifically on bullying and empathy.

Units		Number of sessions
Unit 1	Team Building	1 (3h)
Unit 2	Assertiveness and Communication	3
Unit 3	Problem Solving	2
Unit 4	Emotions	2 or 4*
Unit 5	Self-esteem	1
Unit 6	Empathy	4

*according to the chosen approach

The role of facilitators – Some tips to make you more confident!

The facilitator's role is extremely important during the programme. To support you with this challenge, there are some principles that every facilitator should keep in mind when running activities.

- As a facilitator it is important you truly understand the programme you´re about to implement: the theory that supports it, the goals of each unit, the methodologies used, and the activities you're going to run. We advise you to read the programme carefully and cast all your doubts before you start!;
- If possible, do it with another person. When implementing these activities as a team you feel more supported, not only to run the session but also to plan them. But more than that, it is easier to pay attention to participant comments and behaviours and it can also be helpful in managing more difficult situations. For example, imagine a young person has a hard time with an activity and wants to leave the session. One of you can go out with him/her without compromising the session. If you don´t have the opportunity to co-work, which sometimes is difficult, you can do it by yourself;
- Try to present the activities in a spontaneous and informal way, using imagination and your sense of humour;
- It is important you are receptive to your group's feedback. Those contributions are essential to shaping your intervention, strengthening your relationship with the group and increasing their motivation to participate and then to change their behaviours;
- Remember to promote "team spirit", but don´t forget to value and be attentive to the individual characteristics of each young person;
- Make the most of each group's potential, allow everyone to grow up and learn from others;
- Avoid judging what young people share, their attitudes or choices. Instead, use these opportunities to help participants think about it, the advantages and disadvantages for them and for others, and what they could do differently. It is important you understand that when we´re judgemental we can push a child or young person from the activity;
- You´re going to deal with situations that can be very intensive, so it is important that you know yourself and your emotions, in order to prevent responses that can be harmful for you and for your group.

Houses of Empathy sessions workflow

When we use non-formal education, the session tends to follow a logical and common workflow:

- Introduction: As you will see later in the session plans, each session starts with an energiser. We want the group ready and active for the rest of the session, so why not start with a simple and fun game? As explained before, these kind of activities will make young people more "available" and will help to create a positive environment;
- Development: After that the "core" activities will take place, usually role-play, forum theatre, group work techniques, debates or individual reflections. This part of the session usually is the longest one and is the phase when you´re trying to address your session goals. Respecting the principles presented above, the most important thing at this stage is that you not only provide a relevant experience to the group, but also help them understand the experience they have just had. Remember to close the activity or the set of activities with a debriefing;
- Conclusion: It´s important we prepare the session's ending. At this stage, and according to your perception about the group environment and disposition you can do a relaxation activity or a fun and light activity to help them return to calm, since some of the dynamics can be emotionally demanding for your target group. You can also use this phase to sum up the main conclusions of the session or to leave some "homework challenge". In the end it´s important you try to assess your group's satisfaction with the session and their perception of learning. You can use a simple survey but there are a lot of creative ways to collect your group feedback.

Session Setting

The Houses of Empathy programme is not demanding from the point of view of setting and material requirements. Ideally, for these sessions you should have a large space with room for movement that allows all the group to sit in circle, since this is the position that enables everyone to look at each other. It´s also important it is calm and "safe", where you can run the sessions without too many distractions.

Plan in advance
Planning is very important when implementing a competences training programme. Even if you´re following the Houses of Empathy proposal it is important you know what you´re going to do next, in order to assess if it´s going to work with your group or not. If the sessions are well planned you´ll feel more comfortable and secure and will feel more available to pay attention to other details, or even to react more readily to unforeseen situations.

Take notes
These are notes for yourself. Sometimes facilitators tend to think that is not necessary to write some information down because they´ll remember it. However, it is really difficult to save all the important information and often it gets lost. An easy solution is to take notes, to do a brief report of each session. The session report is an extremely important tool to register information like the participant list, the activities held, and the specific goals. In addition it can be even more useful to register other kind of details like young people's statements and behaviours. This information allows you to assess your group and their evolution through the sessions.

Reflect on your practice
Reflective practice is a habit all trainers should get used to. It begins when "practitioners are problematizing their practice and learning afresh about both the knowledge and the skills and attitudes that their practice demands" (Jarvis 2002). "An experienced reflective practitioner purposefully establishes a clearly articulated goal for their reflective practice, makes disciplined use of a personally satisfying method for reflection selected from many varieties available, regularly assesses what they learn from their reflections, and, above all, makes a commitment to make changes to their practice, selected from many varieties available, regularly assesses what they learn from their reflections, and, above all, makes a commitment to make changes to their practice, personally or professionally based upon that learning. " (Chapman & Anderson, 2005, p. 541) Facilitators need to be keenly aware of how learning happens for them, particularly if they want to help others to learn.

According to Sticks and Stones a reflective practice will: stimulate enquiry; develop your analytical skills and creative thinking; highlight areas where knowledge is needed; help to integrate theory and practice as you seek for the best available evidence on which to base your decisions and lead to greater understanding and competence; aid your level of self-awareness, and your personal and professional development as a practitioner. In your reflection notes you should focus particularly on how you learn from: decisions you make intuitively, on the spur of the moment; what goes well and what goes badly; what takes you by surprise; what you find you can do easily or what proves hard; how your participants behave, what they do, what they find difficult or easy; what you observe and learn about yourself - sudden insights - when your perception of something has noticeably changed. Just after these things have happened you need to make a note for yourself with the relevant facts, remembering to note down how you feel.

In the appendix section you will find a template of a Personal Reflection Journal. Use it to record how you felt, how you thought, and how you acted. The journal will focus essentially on four topics which will help you to guide your reflection (Appendix I):

- What did you do well?
- What worked well that you could do more of? Did you have any "lightbulb" moments?
- What didn't work well? How could you have approached it to have a more positive outcome? What will you do differently next time?
- Think about what you have learned, what are the key points you will take from this session? What changes are you going to make for future sessions or to your practice in general?

The Construction!
Unit 1
Team Building

"Being all together is relaxing"

(Houses of Empathy participant – Northern Ireland)

Team building is the first unit of the six that comprises the Houses of Empathy programme.

Team building – Theoretical framework

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable." (Katzenbach and Smith, 1993 cit. in Snow, 2012, p.15)

Team building activities are very rich tools to promote social competences since all the people involved are engaged in accomplishing common goals. These kind of activities are used in lots of settings to promote cooperation and cohesion among groups. They´re proven to provide high-impact learning and are very useful to children and young people.

Although team bonding is essential in forming a cohesive and well-functioning group, it´s also a lengthy process. Sometimes, people who don´t know each other well need to be motivated and encouraged to interact and cooperate. Team building activities can work as a trigger for that (ECYC, 2009).

We address team building in this programme and look for its result – teamwork. This competence is part of a positive youth development since it involves skills such as communication, collaboration, mutual support (Henderson, 2012).

The decision to start our intervention by working on team building and cooperation among the group of peers is based on findings highlighted by practice and research about the advantages of these activities:

- Allow young people to learn skills of problem solving, cooperation, trust, understanding others, and leadership (Fautley, 2004; Fisher, 2005; Quezada & Christopherson, 2005 cit. in Henderson, 2012);
- Help to break down barriers between peers, enabling young people to work in a close proximity[4];
- Allow the group to learn new ways of working together (Newin, Bloom, & Loughead, 2008 cit. in Henderson, 2012);
- Help participants experience for themselves the importance of good communication skills (Fautley, 2004; Fisher, 2005; Quezada & Christopherson, 2005 cit. in Henderson, 2012);
- Allow each participant to identify his/her best contribution to the team, which leads to improvement in self-esteem[5];
- Allow the group to value each member´;
- As everyone is starting with an equal level of knowledge about the given task[6], this reduces the imbalance between participants;
- Strengthen relationships among the group of peers (Dotterweich, n/d).

Since the Houses of Empathy programme intends to work with each group of young people for more than a couple of sessions, we recognise that work on the sense of group and cooperation would be essential to start the Houses of Empathy construction process. Sessions are expected to be a space of reflection and sharing, which requires the group to be available to work together and recognise the importance of being a group and respecting each other.

These kinds of activities can be a good opportunity to promote skills that are sometimes less developed in our target group - children and young people in residential care settings - often due to their life experiences.

---

4. Information available at:
   http://smallbusiness.chron.com/benefits-team-building-1979.html
5. Information available at:
   https://www.understood.org/en/friends-feelings/empowering-your-child/self-esteem/how-team-building-activities-benefit-teens
6. Information available at:
   http://smallbusiness.chron.com/benefits-team-building-1979.html

Team Building – Houses of Empathy proposal
There are a lot of activities designed to promote cooperation and trust among groups and teams. These activities are often organised into different types: problem solving, physical challenges, trust-building games, communication activities, planning and adaptability and also creative activities. However, the activity itself isn´t the only thing that matters. There are other pointers that are really important for you to succeed with team building activities. Here are some tips[7]:

• Try to make it a challenge!
• Present it in an attractive way!
• Think of a way to make it worth the effort!
• Ensure it´s achievable!
• Show enthusiasm when presenting it!

For this unit we break with the regular structure presented in the other units and have a more intensive approach; one single session, lasting around three hours. It may seem like a lot of time to keep young people motivated, but our experience showed us that this is one of the activities that young people remember and refer to the most, probably due to the fact it is run in a more lively and enthusiastic way.

Houses of Empathy's proposal to address team building was designed using the five principles above. The result is a group challenge to rebuild a "House of Empathy".

Before we introduce you to the session itself, we leave you with some notes to help you understand our approach to team building and also guide and support your intervention:

In order to make it a challenge we suggest you present the session as a mission: "Rebuild the House of Empathy that has been destroyed" and treat young people as if they are the "empathy soldiers", selected and responsible for completing the mission.

The setting is important for these kind of activities, and even more important because this is the first one. To make it look more attractive, we suggest you try to do it outdoors and prepare the setting for the activity. You don´t have to invest a lot of time and material to prepare this setting, small details can make a lot of difference.

It´s important participants feel the challenge is worth the effort. Since they´re being challenged to build the "House of Empathy" we suggest you reward the group by giving them 'bricks' (milk cartons for example), according to their level of participation, helping them on this reconstruction. Please note that you shouldn´t just reward the final result, but also the team work displayed during the task. This must be properly explained to the group; it is important they understand what´s being valued. The bricks as a reward will make sense if you´re planning to build a real House of Empathy with your group. If you choose to do it another way, try to figure out other rewards, if possible related to the metaphor.

Sometimes these activities can lead to some frustration. Remember it´s advised that team building activities are achievable. Even if they don´t manage to accomplish the activity, try to reward other aspects, like their communication, their effort, their capacity to listen to each other and respect opinions, etc.
To ensure the enthusiasm required, we suggest you also go into the metaphor of the house building: act like you´re the person responsible for the "mission" and for coordinating "empathy soldiers". Motivate the group and celebrate their victories!

---

7. Information available at:
http://www.allaboutteambuilding.com/team-building-activities-for-teens/

Team Building
1st Session

With this unit our goals are to:
* Introduce the Houses of Empathy metaphor
* Develop cooperation skills
* Strengthen peer relationships
* Highlight the advantages of teamwork

Sessões sugeridas: 1

Group Challenge - Building the "House of Empathy" brick by brick

The imagination game

* Get the group together and tell participants the story about the "Dark force that sucked the empathy and destroyed the House of Empathy";
* Explain to the group that from that moment on, they have a mission to rebuild the House of Empathy and to accomplish that, they'll have to face some challenges;
* The challenges are the next four activities;
* The activities will be scored and the final marks converted into bricks. The more points they have, the more bricks they will receive.

The web

* Show the group a vertical web structure, like a net or a web with various empty spaces of different sizes (the number of spaces must be at least equal to the number of participants);
* Explain that everyone has to cross through the web, passing from one side to the other through the spaces. There are two important rules: each web space can only be used once; and while passing through participants cannot touch the web/strings.

Legend:
🕐 Duration
👥 Participants
🎐 Materials
🏆 Goals
📢 Notes/Tips

🕐 15 min.
👥 -
🎐 -

🏆 Introduce the metaphor of the house and the concept of empathy;
Introduce the general task of building the house.

📢 This is not an activity but as it introduces the House of Empathy metaphor it's important we are sensitive, creative and enthusiastic in its introduction.

🕐 20 min.
👥 Min. 5
🎐 String or elastic to build the web; wooden poles or brush sticks to hold the web

🏆 Enable young people to value the specific characteristics of each element;
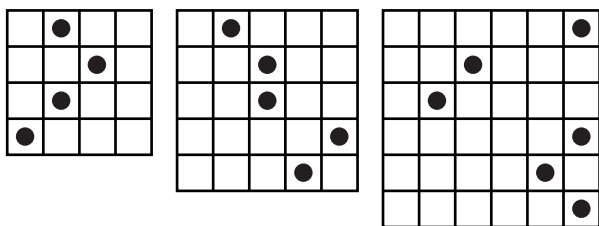Promote cooperation and team work;
Promote problem-solving strategies.

📢 -

Mine field

- Present the crosspatch field. Tell the group that it is a mine field and only some of the squares are safe; some are laid with mines;
- Explain that their challenge is to cross from one end of the field to the other without stepping on the squares that have a mine. Note that all the team must pass through the field;
- Participants will try to perform the path one by one. At each step you should indicate whether the new square is on a mine or a safe place. If it´s a safe place, they can continue their path by choosing the next square. If it´s a mined spot they can´t continue, passing the turn to the next person;
- There´s only one safe way. All the team must memorise the path, to ensure they all can cross the field. The game ends when every player has crossed the field.

Some examples of paths with different levels of difficulty:

Note: The signed squares correspond to the squares without mines (safe), the rest can´t be touched.

The crossover

- The group is divided into two smaller groups: the carriers and the transported. Note that there should be at least four carriers;
- Explain that the "carriers", organized in pairs, must take the "transported" from one point to another without letting them touch the ground. The transport is done using a wooden beam;
- Important rules: Only the carriers who are not transporting anyone can move; the pair who is carrying a person on their wooden beam are prevented from moving;
- The challenge is only completed when the entire group is transported to the designated location.
- The strategy: Although there are several strategies the most common is to hold the wooden beam and ask the "transported" to climb on to this structure. As they can't move from that moment on, the other group of transporters should move to their side holding their beam too, close enough, to ensure that in one step the transported can pass from one structure to another. After that it´s the turn of the first pair of carriers (now, unoccupied) to move next to those who are being transported. Repeat the process the number of times required to reach the winning post.

🕐 20 min.
👤 Min. 5 (4 carriers and 1 transported)
▧ Wooden beams (minimum 4)

🏆 Promote cooperation and teamwork
Promote problem-solving strategies

📢 Draw the participants' attention to safety issues. They´re responsible for ensuring that the person being carried is not in danger. Important note: If you feel your wooden beams can break due to young people weight, give two of them to each pair of transporters.

The cup challenge

- Tell the group they should walk across the room/game field from one side to the other, balancing an empty plastic cup on their head without holding it;
- Whenever the cup drops that person should stop and freeze at the place where he dropped the cup. Explain that they can´t touch their own cup to put it back on their head;
- Those who reach the end of the way can´t come back and the game is only over when everyone arrives to the end;
- The strategy: To achieve the goal, they need to realise that they need to help each other by catching the fallen cup and putting it back on the head of their peers. It´s also important they understand that they need to wait for each other since those who finish cannot come back to help anyone else.

🕐 20 min.
👤 Min. 4
▧ Plastic cups (one for participant)

🏆 Promote cooperation and teamwork;
Promote problem-solving strategies.

📢 -

The bricks

- Each point scored on the previous activities correspond to one brick;
- After achieving the bricks, each participant should pick one and write his/her own name and decorate it as they wish;
- If they earn more bricks than the number of young people challenge them to decorate the others writing the name of the home, the name of the staff or others things that are significant for the group.

45 min.

-

Milk/juice packages or cardboard boxes (for the bricks), tape, colour markers, magazines, coloured paper and other material to decorate the bricks.

Promote the importance of each individual within the group;
Promote creativity and artistic expression;
Motivate the group for the house building;

-

Gymkhana debriefing

Each of these activities could have its own debriefing. However, since it´s a group challenge and all the activities are contributing to achieving common goals, we found it more interesting to do a single debriefing at the end, considering all the experiences. The debriefing may be guided by the following questions:

- What can you tell us about this experience?
- Was it a good experience?
- Was it difficult? What helped?
- What could have made the task easier?
- What is for you the importance of the cooperation and team work?
- Is it important when we live with other people?
- What about your house, do you think that it´s easy for you to work as group?
- And what about empathy...do you have a better idea about what it can be now?

25 min.

-

-

-

Try to keep with the metaphor during the whole session
Don´t give them the solution. Give some tips if the group is getting too frustrated
Let them restart and adjust their strategies if they ask for it
Explore the analogy between the bricks and each participant

Rules presentation

- Sited in circle, explain to the group that, since you're going to be regularly together in this setting, it's important to define specific rules to ensure everyone benefit the most from the sessions;
- Define, if possible giving voice to young people, the rules you find essential to a proper functioning;
- We suggest you also define interpersonal rules, as the previously proposed:
  - Everyone has his/her turn;
  - Everyone listens carefully;
  - Don't put anyone down;
  - Ensure confidentiality (except for specific cases, where it is your duty to pass information on);
  - Everyone has the right to "pass the turn" – which means no one must be forced to participate.

- Clarify each rule with the group and try to understand what young people opinion is. Conclude by stablishing a commitment with all the group regarding the rules compliance.

🕐 15 min
👤 -
📑 -

🏆 Introduce, debate and clarify the rules;
Stablish the distinction between working and interpersonal rules;
Stablish a group commitment;

📢 -

Post-session challenges

The following challenges can be a way for young people to apply and continue to reflect on the skills worked on during the sessions by transferring them into their natural context:

- Help someone in a task;
- Do an activity that involves the whole group (e.g. watch a movie, play a game, take a walk);
- Make a cake or a dessert all together;

Building the House of Empathy
Suggestions for the Next Step

Just as each brick is essential to the foundations and structure of the house, so each of the young people is important to the group.

With the bricks won during the session, challenge the young people to build the structure of their House of Empathy. Invite them to write their names on the bricks and all those who belong to them.

Team Building – Other suggestions for activities

As cadeiras cooperativas

- In this version of the chairs game, the whole group wins or loses;
- As in the traditional version the chairs are arranged in circle, placing a chair less than the total number of participants;
- Play the music and inform the group that when the song stops everyone should try to sit on the chairs without touching the ground;
- This game differs from the traditional version as the whole group is responsible for ensuring that all the players can sit, even if it means they are sitting on each other's lap;
- Remove one of the chairs and play the music again. Nobody is eliminated; everyone is responsible to help each other get seated;
- Repeat this procedure taking a chair out of the circle in each round. If someone falls the group loses the game.

Debriefing questions::
- What did you think of this game? Was it easy? What was your record?
- Were you expecting to sit so many people in so few seats? Why do you think this happened?
- How did you feel knowing that the group was helping you to get a place?

🕐 15 min
👥 Min. 5
🎴 Chairs (one less than the total number of participants), audio system.

🏆 Promote cooperation and team spirit; Strengthen relationships among the peer group.

📢 Show enthusiasm during the activity and motivate the group to challenge themselves and try to follow through with the activity to as few seats as possible. Celebrate with the group each time they succeed!

Quiz

- Divide the group into small teams, assigning each team a table and a response sheet;
- Challenge each team to come up with a name and place it on the table;
- Do about 5 to 8 rounds of questions organised in different categories (e.g. general culture, sport, history, TV, science, etc.). Get creative in the categories, below you can find some suggestions;
- After the rounds, ask the teams to exchange the answer sheets and correct each other's answers. Once corrected, they should be delivered to the facilitator so that the totals are scored.

Debriefing question:
- How was this teamwork experience for you?
- Do you think you would have managed to score so many points playing individually?
- How do you think that being part of a team helped to solve problems?
- Did you find the game fun? Had you ever tried to play a game all together before?

Variações:
- Teams don´t necessarily need to compete against each other. You can, for example, present a whole group challenge in which teams must work together to accumulate points.
- In addition to the categories presented you can also include others such as:
  - Music: Make a CD or a track of 10 second excerpts of songs, recorded at intervals. Play the CD and ask the teams to write the name of the artist and/or the title of the songs
  - Movies: Show images related to scenes and characters from movies, or even play 20 second excerpts. Each team has to guess the name of the movie
  - Celebrities: Give each team an A4 sheet with photographs of several famous people. Each team has to guess as many people as possible

🕐 45 min
👤 Min. 4
📑 Cards with questions, pens, sheets of paper, computer, speakers.

🏆 Promote cooperation and team spirit;
Strengthen the relationships among the group of peers;
Recognise the contribution each person brings to the group
Value diversity.

📢 This type of activity has more impact if the whole environment and the facilitator's style is that of a game show or contest. So try to show enthusiasm, celebrate the points earned and use your sense of humour and keep them in suspense before telling them the correct answers.

The Construction!
Unit 2
Communication
and Assertiveness

"Communication is useful because, for example, here at home when there is a problem the tendency is to speak aggressively. If we speak in an assertive way, maybe that's a better way to communicate with others."

(Houses of Empathy participant – Portugal)

With this unit our goals are to:
- Help young people identify different ways to communicate;
- Increase understanding about barriers for effective communication;
- Reflect on the relationship between conflict and communication;
- Present different communication styles;
- Enable young people to recognise the advantages of using an assertive style;
- Practice the use of assertiveness in several situations.

Suggested sessions: 3

Communication and Assertiveness – A theoretical framework

It´s impossible not to communicate. We are sending messages all the time and there are lots of ways to do it.

The concept of communication comes from the Latin word Communis, meaning common. According to Lunenburg (2010) communication is an exchange of information and unless it results in a common under-stating, there's no communication.

The ability to communicate includes several skills, like explaining, expressing, presenting, listening and using different ways of doing it (Clarke et al., 2015). In fact, communication is everywhere, not only in what´s said or written but in our looks, facial expressions, gestures and posture. In Houses of Empathy, we present young people with two dimensions of communication: verbal and non-verbal. Verbal communication implies sending messages to others using words. It can happen face to face, usually orally, or through other communication channels e.g. telephone or internet. Non-verbal communication refers to messages that are sent without words, being perceived through posture, gestures, eye contact, touch, use of personal space, and facial expressions (Hodder education, 2013)[8].

It is common that conflict between people emerges from communication problems. It can happen for several reasons: misunderstanding, because our verbal and non-verbal communication don´t match, because we use different codes to communicate or even due to the communication style we use.

The quality and effectiveness of any communication process is dependent on all its elements. This means if a problem occurs in any one of those elements (sender, message, medium, receptor, understanding or feedback) the transmission of information will be compromised. For example, if we want to send a certain message it is important it´s encoded in a way my receptor is going to understand it; so the choice of medium for transmitting the information is important to succeed (Keyton, 2011 cit. in Lunenburg, 2010). To ensure the effectiveness of communication it is important to be aware of what can impede it: the barriers to communication. According to Rani (2016) a communication barrier can be defined as something that prevents a message being received and under-stood and can be attributed to attitudinal, behavioural, cultural, language and environmental issues. From Eisenberg's (2010) perspective, barriers can also be categorised as: process, physical, semantic and psychosocial.

---

8. Information available at:
    https://www.hoddereducation.co.uk/getattachment/Subjects/Health-Social-Care/Series-pages/BTEC-Assessment-Guides/Series-Boxes/Sample-chapters/Unit-3-Effective-Communication-in-Health-and-Social-Care.pdf.aspx

It's important to address communication skills with young people. During adolescence social interactions get more complex, demanding (Brinton, Robinson & Fujiki 2004, cit. in Hartshorne, 2011), and are essentially based on verbal skills. People in adolescence spend more time talking with others then younger children and often switch between language styles, according to whom they´re talking (Larson & McKinley, 1998, cit. in Hartshorne, 2011). With peers, the style used is usually slang and jargon, since it´s related to peer acceptance (Nippold, 1998 cit. in Hartshorne, 2011).

It´s unusual to promote healthy relationships and empathy among peers if basic communication skills are not strong, so addressing communication and assertiveness are one of the Houses of Empathy's priorities in this programme.

Why did we decide to focus on communication in the beginning?
Communication is a very important topic to address early in the training programme for three reasons (Rijo et al., 2006):
*   Good communication skills are essential to create a suitable environment to promote reflection and sharing, and they're required for the following units in the programme;
*   It isn't too invasive, which is important at the beginning of a programme. By this we mean that this unit focuses essentially on daily interactions and protects young people from deeper reflections on their previous experiences, which can be harmful if done too soon;
*   It allows young people to get used to the Houses of Empathy methodologies and to the session rules and flow. By experiencing different dynamics the group will start feeling more confident, not only with the group but also with the facilitator. This confident and positive environment is very important going forward.

Communication and Assertiveness – Houses of Empathy proposal

To accomplish the identified goals, Houses of Empathy initially focuses on gentle tools and techniques that help young people understand the importance of communication and also allow them to experience several communication barriers.

During this unit we highlight the different communication styles a person can adopt. If you remember, one of the core goals of this unit is to help the group recognise the advantages of being assertive, but that´s only possible if you allow the group to understand and establish a clear distinction between those styles. In the programme we focus on three communication styles: assertive, passive and aggressive. We decided to omit the manipulative communication style, because it could make this topic more difficult for children and young people to understand.

It is important that during these sessions young people find the answer to the following questions: "When is someone being passive? What is an aggressive style of communication? What is like to use assertiveness?" Passive communicators tend to have trouble expressing their feelings and opinions as well as meeting their needs, they avoid conflict and let others infringe their own rights (UK Violence Intervention and Prevention Centre)[9]. As a result, they generally don´t achieve their personal goals. As mentioned before, our body communicates too. According to Patterson (2000)[10] a passive style of communication is characterised by avoiding eye contact, speaking softly and hunching shoulders. People who are often passive tend to believe they´re less important and their contributions are not as valid as others. This communication pattern also has impact on people´s emotions. It leads to low self-esteem and self-respect, resentful feelings about others and a fear of rejection, frustration, abandonment and anger (Patterson, 2000).

An accumulation of these feelings can result in outbursts and disproportionate responses that the individual has difficulty managing (UK Violence Intervention and Prevention Centre).

Based on previous experience young people often confuse being passive with being placid, which causes some confusion as they see this as positive. Being aggressive implies the violation of other people´s rights, through verbally or physically abusive behaviour. Contrary to the passive style, aggressive communicators do express their needs and opinions; however, this is done by disrespecting and looking down on other people (UK Violence Intervention and Prevention Centre). Aggressive communication patterns can include: talking loudly, dismissing, insults, threats and fixed eye contact. Aggressive people usually feel their needs are more important than others and that their contributions are more valuable. These attitudes and behaviours can lead to feelings of anger, power or victory in a situation, but afterwards may result in remorse and guilt because they achieved their goals by mistreating others (Patterson, 2000).

---

9. Information available at:
   https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf
10. Information available at:
   http://www.changeways.com/resources/cwbooks/tawbook/tawforms/assets/assertstyles.pdf

This is the communication style that young people usually recognise and understand best of the three styles. This is probably due to their familiarity with the concept and previous life experiences.

Lastly, an assertive communication style will ensure everybody's rights are respected. Assertive people express their opinions, needs and feelings firmly but respectfully, without hurting other people (UK Violence Intervention and Prevention Centre). They are more relaxed, able to listen without interrupting, feel positive and confident, and their self-esteem is usually higher (Patterson, 2000). Assertiveness allows people to stand up for their rights and look for solutions as problems arise. It often leads to achieving personal goals, but always ensures a positive and respectful environment (UK Violence Intervention and Prevention Centre).

To make young people aware of the advantages of being assertive and encourage them to choose to use this style of communication more, Houses of Empathy uses role-play. As explained in the previous chapter, this method is proven to be very effective in increasing awareness of behaviours and identifying alternative behaviours.

Even if we see role-play as a very positive tool, not every child or young person feels comfortable participating in this kind of activity. In these cases try to understand why someone refuses to participate or why the group is resistant to the activity but don´t force them to do it. After, in the session plans, we will show you some alternative activities you can use when role-play doesn´t seem to be an option.
Although in the handbook we suggest you do around three sessions on communication and assertiveness, this is not rigid. Make your own assessment of your group's communication skills and extend this unit if you feel the need to.

Communication
1st Session

This session aims to...
- Raise awareness of the importance of communication;
- Establish the difference between verbal and non-verbal communication;
- Experience and understand what can work as a barrier to effective communication.

Desafio das cadeiras

- Position the chairs randomly in the room and ask each participant to step on one;
- Inform the group that they won´t be able to speak from the moment the activity starts;
- Explain to the group their mission is to arrange the chairs in a row, organised in alphabetical order by each person's first name. During this process no one is allowed to touch the ground.

Debriefing questions:
- What was your challenge in this game?
- Was it easy or hard? What was most difficult for you?
- Was it easy to communicate without talking to each other? Why?
- What strategies did you use to communicate?

Variations:
- If it seems too demanding for your group, you can ask them to organise in a row removing the chairs from the activity
- Instead of doing it by alphabetic order, try other challenges: order of heights, age, day of birth, surname alphabetical order. It can also be useful to do it more than once.

Legend:
- 🕐 Duration
- 👤 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 15 min.
👤 Min. 4
≋ 1 chair per person.

🏆 Develop non-verbal communication skills;
Experience and reflect on communication barriers;
Promote problem-solving strategies;

📢 Keep in mind the goal is to develop non-verbal communication – control this rule!
Let the group try several options first. Interrupt if they are struggling and getting too frustrated. Even then don´t give them the answer – allow them to talk and discuss the solution in group

Draw a chicken

- Give a sheet of paper to each participant and explain to the group they are going to make a drawing by following your guidelines only ;
- Ask them to choose a place in the room. It´s important they´re not too close to avoid looking at each other's drawing;
- Inform the group that they won´t be able to speak from the moment the activity starts and this incudes asking questions;
- Step by step give them the drawing instructions – which will match the drawing of a chicken. Repeat each instruction twice;
- After finishing ask everyone to show their drawing compare with the rest. At this stage it is normal that they all differ from each other. Use these differences to start the reflection on communication barriers (see debriefing questions - part 1);
- After the first debriefing repeat the process. This time the group is allowed to interrupt and ask all the questions they want and clarify all the details they feel are important;
- After finishing ask everyone to show their drawing and compare them again. At this stage they usually look more or less the same, and it´s possible to identify a chicken. During the reflection compare the two phases (see debriefing questions - part 2).

Example of drawing guidelines (Complex)[11]

1   Draw an oval shape with a 6cm diameter at the widest point;
2   From the bottom of the oval, make two vertical parallel lines about 3cm long, 1cm apart;
3   From the upper left of the oval shape make two parallel and inclined straight lines about 2cm long each, 0.5cm apart from each other;
4   From the centre of the oval, make 3 divergent lines opening to the right about 1.5cm in length each
5   At the left end of the two smaller parallels, make an oval shape about 2cm in diameter on the major axis and perpendicular to the parallels;
6   From the right end of the larger oval, draw 3 divergent lines, opening to the right,

🕐 15 min.

👤 -

📚 Markers, one sheet of paper per participant.

🏆 Identify situations that may lead to miscommunications;
Promote reflection on the impact of unclear information;
Raise awareness of the importance of communication.

📢 Be firm and don't allow interruptions in the first phase;
Some young people can feel frustrated during the first stage because they feel their result is not meeting the goals. Motivate them to continue until the end of the first phase. Manage this frustration by telling them that is normal and try to make them understand why;
Don´t tell them they´re drawing a chicken until the end of the activity!

11.   Text retrieved from:
http://www.dinamicaspassoapasso.com.br/2014/04/dinamica-para-trabalhar-comunicacao.html

7   At the lower end of each of the larger parallels, draw 3 divergent straight lines to the left, 0.5cm long each;
8   Make a small circle in the centre of the smaller oval;
9   Make an isosceles triangle, with about 0.5cm side, with the base leaning against the left side of the minor oval.

Nota: Apresentamos aqui as instruções originais da atividade. Para este público-alvo aconselhamos a que se simplifique o vocabulário utilizado (e.g. substituir elipse, por círculo ou forma oval).

Debriefing questions:
Part 1
•   What can you tell me about this task?
•   How do you explain that with the same instructions your drawings are so different?
•   What was the most challenging?
•   If you could, what would you change in this activity so it is less difficult?

Parte 2
•   And now, what can you tell me?
•   Look at your drawings now, are they more similar than before? How do you think that happen?
•   What helped in the second attempt?
•   Is this type of situation common in your life? Can you remember any incidents to share?

Variations:
•   The drawing instructions are complex to make the group experience the barrier of complex vocabulary. If you feel it´s too demanding for your group, even when allowed to ask questions, adapt it;
•   You can replace the chicken with another figure. The important thing is to use both phases to compare the experience with more and fewer communication barriers;
•   There are several aspects you can play with: vocabulary, speech speed, etc. Adapt the complexity to your group and the barriers you want them to experience;

Chispas and Pândias

- Divide the group into two, each one representing a tribe - the "Chispas" and "Pândias";
- Each tribe has a special way of communicating. Give each tribe a document with their codes of communication on it e.g. To say "Yes" Chispas shake hands; to say "Yes" Pândias clap their hands;
- Give each group some times to read their communication code, memorise it and practise;
- Explain to them that you will suggest a topic to discuss and they´ll have to interact about that topic.

Chispas
- They´re very affectionate;
- They call everyone by their names;
- They like to get very close when they chat;
- To say "Yes" they shake hands;
- To say "No" they stamp their foot;
- They snap their fingers to show happiness;
- They scratch their nose to show they´re sad or mad.

Pândias
- They only speak when someone speaks to them;
- They call everyone Madam/Mrs;
- They don´t like eye contact;
- They like to keep distance while they chat;
- To say "Yes" they clap their hands;
- To say "No" they turn around;
- They jump to show they´re happy;
- They shake their head to show they´re sad or mad.

Debriefing questions:
- Chispas and Pândias, how can you describe this experience?
- Were you able to talk with each other? Why?
- Could you learn or understand anything about the way of each of you communicate?
- So, you were using different codes to communicate. Does it happen in our lives? In which situations?
- What can be the consequences of these misunderstandings?
- What do you think can be done to facilitate the communication process?

Variations:
- You can promote the discussion in group, or in pairs instead;
- If you wish you can replace or add new communication codes. Adapt it to your group!

🕐 15 min.
👥 Min. 4
≋ Descriptive sheet of communication codes - one for each "tribe".

🏆 Experience the impact of the different communication codes on interaction; Identify situations that may lead to miscommunications.

📢 Try to give them enough time to understand some of the communication codes of the other tribe; Ask questions out loud to feed the discussion on the suggested topic.

Note: In this session all the activities allow participants to experience communication barriers. It can be interesting to register throughout the various activities what the group identified as barriers and facilitators and have a final debate about these aspects of communication.

Questions for the general debriefing
- What do you think these activities were about?
- Can you think of any conflict you´ve had that was created due to miscommunication?
- What do you think that can be done in the future to avoid it?

Communication
2nd Session

This session aims to...
- Experience and understand what can work as a barrier to effective communication (cont.);
- Introduce the three communication styles – Assertive, Passive and Aggressive.

Mime Train

- Ask the group to form a row and explain to them that during the game they won´t be allowed to talk;
- Give the last person in the row a piece of paper with a word written on it (an object, an animal, or action). This participant then touches the shoulder of the person in front. When he/she turns around the player with the card should mime the word on the paper;
- Next, without guessing what the mime is, the player who witnessed the mime, must turn back around and touch the shoulder of the next person, and repeat the mime to him/her;
- This step should be repeated until it reaches the first person in the row. When this person sees the mime he/she must guess what it is out loud. Then he/she goes to the end of the row and the game starts again with a different card;
- For every correct answer they receive one point! Challenge them to do as many words as they can in 5 minutes.

Debriefing questions:
- What did you think of this experience? Was it difficult?
- What strategies did you use to communicate?
- What happened to the message during the process?

Variations:
- You can do a simple mime game instead and do it in circle. Each participant takes one card and performs the mime for the rest of the group to guess – See "Noah´s Ark" in the "other suggestions". This can be a good option if you find this activity too demanding for your group.

Legend:
- 🕐 Duration
- 👥 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 10 min.
👥 Min. 4
≋ Cards with words to mime.

🏆 Promote a positive environment in the session setting;
Develop strategies for non-verbal communication.

📢 Select simple words to mime like animals, emotions, and actions e.g. swim, eating, running, reading, brushing your hair, cooking.

Open your hands!

- Divide the group into pairs. If you have an uneven number you can form a triplet;
- Explain to them that one person from each pair/triplet must close their hands and the other person must try to open his/her hands within two minutes using the strategies he/she wishes;
- When the time is up, each pair should change positions. The person who had their hands closed should now try to make his/her partner open their hands.

Debriefing questions:
- Did you accomplish your mission? What strategies have you used or were used with you?
- In your life do you use any of those strategies? Which one do you use most? Which one people use most with you? Do you like it?

Variations:
- Instead of opening hands you can select another action (e.g. "convince a person to give you his/her sweater". The important thing is not to lose sight of the main goal – creating an opportunity for young people to use different communication styles.

Note: This is an important activity to introduce the three styles of communication. Try to link what the participants did in this activity to the three styles in your introduction to the next activity.

🕐 10 min.
👤 Min. 2
📚 -

🏆 Enable the use of different styles of communication to perform a task; Introduce the concepts of assertiveness, passiveness and aggressiveness.

📣 -

Communication Styles – brief exposition

• Try to use the strategies identified before to introduce the three communication styles. For example, imagine someone says "I used my strength", you can use this feedback to introduce the concept of aggressiveness. Remember you can find the main features of these communication styles above in "theoretical framework";
• To ensure the concepts are understood give three examples to match with each style and ask them to identify other situations using the three communication styles.

Which scenario do you prefer?

• Explain to the group that you´re going to role-play a situation three times. In the scenario a young person is in a queue to catch the bus and as they get on the bus they unintentionally pass in front of another passenger. This triggers a conversation between the young person and the passenger. It's important to mention that participants will play the role of the young person and the facilitator will play the role of the other passenger.
• Explain to those who are not directly participating in the role play that they are the observers. Their task is to observe the scene and take notes: What communication styles can you identify? What advantages and disadvantages does that communication style bring to each scene? What changed between the three scenes?
• You will play exactly the same scene, using a different communication style each time. During the performance it is important to adapt the voice, posture, look, facial expressions and speech to the style adopted. The solutions identified to resolve the situation must be different in the three scenarios:
  Aggressive passenger - Must present a more rigid and inflexible posture, talk loudly, be closed to dialogue, and accuse the young person of passing him/her on the queue intentionally
  Passive passenger - will show trouble facing the young person directly, avoid confrontation, avoid eye contact and speak in hushed tones
  Assertive passenger – Must look confident, allow the young person to talk, attempt to understand what happened and explain that this was not the most appropriate behaviour.

🕐 15 min.

👤 -

☰ -

🏆 Introduce the concept of assertiveness, passiveness and aggressiveness;
Distinguish between the three different communication styles;
Identify situations where each participant has been assertive, aggressive or passive;
Reflect on the advantages of assertive communication.

📣 -

🕐 25 min.

👤 -

☰ sheets of paper, pens

🏆 Explore the three different communication styles
Reflect on the advantages of assertive communication
Reflect on the relationship between the communication style used and the obtained response.

📣 Your role is essential to ensure young people understand and distinguish the three communication styles. Is also essential the role-play allow them to take conclusions about the advantages of an assertive communication style;
Remember the communication styles are described above. Its revision is recommended before you run this activity.

Debriefing questions:
- Which scenario do you prefer? Why? What advantages could you identify?
- Do you think the passenger's attitude had any influence on the young person? Can you give examples of where you were able to see it?

Variations:
- This is just a suggestion. The role-play subject can be adapted to your group interests. You just have to ensure the situation helps to stablish the distinction between the three communication styles.

Communication
3rd Session

This session aims to...
- Practise assertive behaviours;
- Reflect on the advantages of using an assertive communication style.

If you love me smile for me

- Ask the group to sit in a circle, except for one person who must be in the centre of the circle. There must be one less chair than the number of participants;
- Explain to the person in the middle that he/she must "win" a sit in the circle by making someone laugh. The rules are very simple: He/she must select a person from the circle and say the sentence "If you love smile for me". The person seated must answer "I love you, but I won´t smile for you!" If the person laughs while saying this, they lose their seat and go to the middle. If not, the person in the centre must try with another participant.

Debriefing questions:
- There´s no need to debrief this activity, since it´s just an energiser to get the group into the session theme.

Let´s role-play

- Divide the group into smaller groups of 3 or 4. If your group is small (around 4 participants) you can organise them into pairs. If your group is big, you should divide it into lots of smaller groups as you won´t find roles for everyone;
- Each group randomly selects a scenario and a communication style to role-play.
- The rest of the group are observers. After the role-play is done their task is describe the scenario and identify the communication style used;
- Having concluded and debriefed each role-play (see debriefing questions above) the acting group will take the observers' places and observers will select the next role-play.

Legend:
🕐 Duration
👥 Participants
≋ Materials
🏆 Goals
📢 Notes/Tips

🕐 10 min.
👥 Min. 4
≋ -

🏆 Practice assertive behaviours; Create a good atmosphere among the group.

📢 -

🕐 35 min.
👥 Min. 4
≋ Cards with role-play situations and the communication style or two dice with this information.

🏆 Practice assertive behaviours; Recognise the advantages of using assertiveness.

Role-play scenarios:

Scenario 1: You are at a party and someone shoves you. Your drink spills all over you.   Your clothes are wet and everyone seems to be looking at you. How would you solve this?

Scenario 2: You have been unjustly accused of damaging a computer in your school. They called you to the head teacher's office and you are feeling extremely wronged. What do you think you could do?

Scenario 3: You find out that a friend has revealed a secret of yours. You become very angry and disillusioned and decide to talk to him. How was that conversation?

Scenario 4: A friend of yours hasn't gone to class for the last couple of weeks. You have an important exam coming up and he/she doesn't have notes to study, and asks to borrow yours.

Scenario 5: Your best friend's birthday party is next Friday. You asked to go to the party but you didn´t get permission. What would you do?

Debriefing questions:
• Can you explain what you´ve just seen? What was happening? What was, in your opinion, the communication style used in the role-play? Why do you think so?
• Do you think this was the best way to react in this situation? Why? If not, what communication style would be more effective to solve this problem? Why do you think so? Can we please rerun the scene using that communication style?"

📢 From our experience we notice that young people often prefer to role-play the aggressive style, on the one hand because it is one they understand better and feel more confident to play and on the other hand because it's more fun for the audience. It´s really important you explain to the group that even if they are playing the aggressive style, physical aggression is not allowed.
Don´t forget your goal is to practice assertive behaviours and recognise them. So when they get to role-play aggressive or passive styles, get them to role-play assertive behaviours too or at least ask them how it would be if assertiveness was used.
There are several important aspects to take into account when managing role-play activities. Check the general tips presented previously.

Variações

- You can manage the role-play in several ways and even change it during the course of the activity: you can select it randomly, as suggested; you can let the group decide which communication style they want to use, or ask directly to use a specific style;
- Not every child feels conformable participating in role-play. If your group doesn´t engage in this kind of activity there are other options that serve the same purpose:

    Let´s debate it! – In this version, instead of role play, you can present the scenarios to the group and debate them, using the same pattern used in the debriefing questions.

    Let´s take a photo! – Instead of acting, this version challenges young people to pose for a photo. The scenarios can be the same, but you just ask them to freeze on a picture that illustrates the communication style selected. This solution can work as a trigger to move on to the reflection.
- These are just proposed scenarios. Feel free to come up with new suggestions better adapted to your group's needs, age and interests. Just remember to keep your goal in mind – recognising the advantages of using an assertive communication style.

Communication and Assertiveness – final debriefing

Debriefing questions:

- In the last sessions, you´ve experienced several scenarios on communication. What do you think about it? Is it important?
- Here, in this home, what are the biggest communication problems you face?
- Now, how do you think you can overcome them?

🕐 15 min.

👥 -

⬙ -

🏆 Reflect on the previous experiences
Transfer these experiences into young people's routines

📢 -

Post-session challenges

The following challenges can be a way for young people to apply and continue to reflect on skills worked on during the sessions, by transferring them into their natural context:

- Stay tuned to your communication and try to identify the style used most often during the week
- Leave a secret message to someone! Remember to be assertive!
- Identify conflict which may have been generated by communication failures
- Identify a moment when you used assertiveness or when someone has been assertive with you
- At dinner, teach the rest of the group to say "Home" in various languages. Let's see how many languages you can use!
- Choose your "assertive pair" - during the next few days make a commitment to be assertive towards each other.

Building the House of Empathy
Suggestions for Next Steps

Learning about communication skills and assertiveness allows us to take another step in the construction of our House of Empathy. Here are some suggestions:

- Use bricks to make your communication commitment (e.g., "I'm going to be less passive", "I'd like to be more assertive ", "I'll confirm the facts they tell me before I let them annoy me," etc);
- Make a mailbox for your home. Use it to leave some messages, anonymous or not, about situations you would like to talk about when the whole group, as well as the adults, are gathered together.
- Doors and windows allow us to communicate with the outside and allow the outside to "peek" inside our house. Why not add these elements to your home?

Other suggestions for activities

Noah's Ark

- Divide the group into two. Each group receives a list of 10 animals (e.g. monkey, elephant, snake, chicken, cow, turtle, giraffe, dog, fish, eagle, etc.);
- One of the groups has to guess the name of the animal that the other group is miming. Each correctly guessed answer is another animal for their "Noah's Ark";
- Next, the groups switch tasks and the group that was initially responsible for guessing is now responsible for doing the mime.

Debriefing questions:
- So, how was the game? Did you earn many animals for your "Noah's Ark"?
- What strategies did you use to communicate with your team?
- In what other situations do you use or have you ever used similar strategies?

Variations:
- In this case the activity is done using animals. You can substitute the theme for another more relevant one for your group, making it more complex or simpler - the animal option is simpler than most.

🕐 10 min.
👥 Min. 4
🗂 Cards identified with animals' names.

🏆 Develop non-verbal communication skills.

📢 Try to ensure that young people don't make any sounds, nor imitate the characteristic sound of the animal. This rule will force them to exploit their non-verbal communication skills and come up with alternative strategies.

Who am I?

- Write the name of famous personalities on post-its;
- Ask the group to sit in a circle and give each person a post-it. Without reading it they should stuck it to their forehead;
- Taking turns, each person can ask questions about the character on his/her post-it
- Questions can only be answered with a "Yes" or "No";
- Participants can ask questions until they correctly guess which personality they have on their forehead.

Debriefing questions:
- How was this experience for you? Was it easy to get the necessary information?
- What strategies did you use to formulate your questions?

Variations:
- Although the theme presented is "Personalities", you can do the same activity using other themes, such as emotions, actions, or even names of young people in the group.

🕐 20 min.
👤 -
≋ Post-its, pens.

🏆 Develop verbal communication skills
Promote problem solving skills
Develop the ability to formulate questions
Promote a positive and relaxed environment among the peer group

📢 -

The conductor

- Ask the group to sit in a circle, except for a volunteer who is asked to leave the room for a few moments;
- Before leaving the room explain to the volunteer that from that moment on the group is an orchestra and one of the participants will be the conductor responsible for leading the orchestra. The volunteer's mission is to discover who is the conductor;
- In silence, select the person who is going to play the role of conductor. Discreetly explain to the group that they should all imitate the conductor's actions (gestures, movements, sound, etc.);
- When the volunteer returns to the room they are given time to observe the group and have several attempts to guess which of his peers might be the conductor;
- Several participants should have the opportunity to play the role of conductor and 'guesser'.

Debriefing questions:
- It's not necessary to perform a debriefing, since this activity can be used as energiser for the group and, since it´s in line with the subject of communication can help the group to work on these skills.

🕐 10 min.
👤 Min. 5
≋ -

🏆 Promote non-verbal communication skills;
Develop leadership skills;
Promote body and rhythmic expression.

📢 This activity is good for an initial activity, since it has a great energizing power and creates a relaxed and positive environment.

Who tells a story

- Ask some members of the group to leave the room;
- Explain to the others that they will play the role of observers, with the exception of one person. This person will hear a story with some details, told by the facilitator;
- When the other participants return to the room they listen to the same story, although this time it is told by the person who heard it initially;
- This step is repeated until the last person that left the room hears the story. After listening to it, he/she should tell it to the observers who followed the whole dynamic.

Example story that can be used for the activity:
The big day had finally arrived.

The movie which Andrew was waiting for, was arriving to the cinema. It was 135 minutes of pure action, filmed on a green, dense and full of surprises setting: a forest in Denmark. The inhabitants of the surrounding villages have grown up with the legend that in the forest lived a wise, as old as time. Everyone knew about him but nobody from the inhabitants had seen him. They knew from old stories that Mr. Watt, great-grandfather had been the last person meeting him. A very curious and brave boy from that village, Albert, decided that if this wise existed, he would have to find him! And this is the adventure that the movie tell us about! How is possible not to be curious about it? – though Michael.

On the movie premier day Andrew agreed with 3 friends to go to the cinema. The have booked their places one week before. They got the best seats: row S, from sit 15 to 18, 21.15pm session. On that day, since they didn't want to be late, they decided to have dinner together at the shopping centre. After catching two buses, they finally arrived and decided to go to their favourite pizza place and stayed there talking about the movie between slices of pizza!

When the time came they were looking forward to the movies. Like them, dozens of people lined up to go watch this adventure! There was little left for them be on their sits in room 5.

After buying 2 medium and two big packets of popcorn, they sit down and the movie started! It had been worth all the waiting. Andrew and his friends loved the movie and could not wait for a sequel to come out in December of the next year!

🕐 15 min.
👥 Min. 5
≋ -

🏆 Raise awareness of the importance of communication;
Highlight the communication problems that can arise through " word of mouth";
Reflect on the repercussion of these problems in your daily life.

📣 Manage the complexity and level of detail of the story according to the characteristics of your group.

Debriefing Questions:

- Observers, what do you think has just happened?
- Does the final story resemble the one told initially?
- Does this often happen on your daily routines?
- What usually happens when there are situations of this type? What can we do to prevent it?

Variations:

- This activity can also be done with mime. Select a story with a few pieces of information for example: the baker lost his hat in the supermarket. Tell the group that someone is going to tell a story with three important pieces of information but that person isn´t able to speak. As in the original activity, repeat the process a few times and compare the initial message with the final. You can use the same debriefing questions.

The Construction!
Unit 3
Problem Solving

"Sometimes we have to test our thoughts."

(Houses of Empathy participant – Portugal)

Problem Solving – A theoretical framework

We all face problems on a daily basis. Although some of them are harder to solve than others due to their complexity, everyone benefits from having solid problem solving skills.

Problem solving implies the ability to deal with barriers and obstacles that appear between us and our goals and includes a range of skills like anticipating consequences, identifying solutions, planning, deliberation and assessment.

According to OECD (2014) a problem solving situation has to include three key elements: the ability to engage in a cognitive process that enables the problem to be understood and solved; the absence of a single, obvious and predefined solution; and the individual´s willingness to get involved in the situation. In fact, solving problems is different from solving exercises. While exercises usually have predetermined solutions, with problem solving there are no predictable outcomes (Crebert et al., 2011), leaving space to analyse, reflect, try, fail and succeed.

Solving problems requires logical and creative thinking at the same time. It´s about "being able to analyse problems, to generate a range of possible solutions, to evaluate the alternatives systematically before choosing and implementing the best." (Toohey, 1999, p.138 in Crebert et al,, 2011). This process allows young people to better understand a certain topic and acquire knowledge, on which they´ll be able to base future decisions (Crebert et al., 2011).

This approach to promoting problem solving skills is called problem based learning. In problem based learning young people are challenged to "solve complex and authentic problems that help develop content knowledge as well as problem-solving, reasoning, communication, and self-assessment skills" (CTL, 2001, p.1). Even if the problem-solving situation addresses specific contents or contexts, problem solving skills are transferable, and it´s important for young people's development that they are able to transfer these skills into new situations (Crebert et al., 2011).

Research indicates that well-adjusted children can think of more alternative solutions than the less well-adjusted ones. When asked to foresee consequences, better adjusted young people can offer more different, relevant consequences and more empathic responses. Literature also shows us that without problem solving skills children are more likely to have aggressive behaviours and more frustrating interactions, which can lead to misbehaviour and hurt feelings (Davis & Nixon, 2013). This highlights the importance of addressing this with children and young people in residential care settings. Due to their profile, life challenges and also their age, empowering them to solve their problems can be very useful. If you´re able to involve the entire group, it can become even more important, because they´ll contribute to other people's problem solving and will understand each other's issues better, which will improve their empathy skills and reduce bullying behaviours.

The role of adults in developing young people's problem solving skills is also reinforced by several authors. According to Pearson and Hall (2008), significant adults in a child's life – which Houses of Empathy refer to as educators and other staff - can be essential to supporting children and young people develop resilience, through their example and by providing healthy relationships and opportunities to explore cause and effect.

When providing problem solving situations, to attract young people´s attention and ensure its effectiveness, facilitators are advised to (Crebert et al., 2011):

- Design or select achievable activities, with real and useful content;
- Ensure they´re challenging. Encourage participants to reflect on the task, select and use the essential skills to accomplish their goals;
- Enable young people to identify the diversity of skills they´re putting in practice;
- Let young people understand and discuss the problem first, instead of thinking about solutions;
- Leave space for doubt and uncertainty - avoid giving priority to solving the problem as fast as possible;
- Be open to ideas and suggestions;
- See different opinions as a positive consequence of the group´s diversity.

So, to sum up, problem solving activities can be very useful to (Davis & Nixon, 2013):

- Allow young people to face difficult and challenging situations from different perspectives;
- Promote 'alternative solutions' thinking – the ability to identify different solutions to the same problem;
- Promote consequential thinking. Thinking about positive and negative consequences of a solution before deciding;
- Develop 'mean-ends' thinking, which is the capacity to plan step-by-step how to solve a certain problem;
- Promote young people resilience.

ODEP[12] (n/d) suggests that these kinds of activities provide young people with secure opportunities to explore how their resilience can contribute to problem solving and conflict resolution and promote and demonstrates responsibility and maturity.

Problem Solving – Houses of Empathy proposal
In Houses of Empathy we like to see problems not just as barriers but also as opportunities. An opportunity to make the young people stop and try to see things from different perspectives and risk doing things in a different way.

We think it's interesting to address problem solving with a group of peers because 'a problem shared is a problem half solved'. Talking with other people, namely peers, can be very enriching, since other people's perspectives can help young people adopt different points of view and identify more potential solutions. Houses of Empathy´s practical proposal is to provide several problem solving situations to give young people the tools to help them make more conscious decisions with foreseen consequences.

Based on the theoretical information gathered above, we defined a simple "Problem-solving" scheme, that is going to be presented to young people during this unit:

What´s the problem? Identify and understand the problem you´re facing
Think of solutions. Make a list of all the solutions you can think of to deal with this problem
Choose the best one. Assess those options, and choose the one that fits better and which you think will have better results
Try it! Put your solution into practice
Evaluate the results. Is the problem solved? Did it work? Did it fail?
If it worked you succeeded. If not, don´t worry, try a different solution.

---

12.   Information available at:
      https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf

This scheme is used as a support for young people to solve the challenges presented to them in sessions. It´s important they realise that both sessions challenge daily life problems, and can be solved by following this scheme step by step. Contemplating failure is a natural step of the process (step 5 and 6). This is an advantage, since by including this option you´re legitimising it, reducing the negative feelings associated with failure.

As you will see further on in the session plans our approach will be gradually more specific and more focused on the home setting. Our suggestion is to start by giving the group several artificial but playful problems to solve in a group (big group, smaller groups, and pairs). The idea is help them to integrate and experience the problem solving scheme in a less invasive way. Next, the activities will require transferring the skills learned to a more real setting, addressing personal and group problems. Here the group will play a really important role, since they´ll be involved in other people´s problems and asked to support them, by thinking of alternative solutions.

Problem Solving
1st Session

This session aims to...
- Develop strategies for problem solving in a team
- Identify the steps for a problem solving

Eat the candy

- Give a sweet to each person in the group with the following instruction: "You can all eat your sweet, however there´s a golden rule: You can´t touch it with your own hands to open it";
- Usually young people tend to try to do it by themselves when the simple solution is to ask for help.

Debriefing questions:
- Did you succeed? How? Was it difficult?
- Did you notice other strategies in the group that seemed easier than the one you used?
- In general do you think it is easy to ask for help when we're struggling with a task or problem?
- What are the benefits of asking for help in this situation? And in other situations in your life? Why do you think sometimes it is so hard to ask for help?

Legend:
- 🕐 Duration
- 👥 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 15 min.
👥 -
≋ 1 sweet per person

🏆 Promote cooperation among the group; Promote problem solving strategies.

📢 Don´t give the group the solution! Usually someone in the group finds the solution (asking for help). Even if that doesn´t happen there´s no problem, you can discuss it during the debriefing.

Don´t break the egg

- Organise your group in smaller groups, from 2 to 5 people each. Give each group the same amount of material;
- Explain to the group that their challenge is to build a structure that sustains an egg dropping without letting it break. The egg should be dropped from a considerable height (around shoulder height) to a central area assigned on the floor. The construction cannot touch this area, but should guide the egg to that space;
- Tell the group that besides the material distributed they're free to use everything available in the room;
- The mission is completed if the egg reaches that specific area without breaking.

Debriefing questions:
- Please, tell me about your experience. What was your biggest challenge?
- What strategies did you use to solve the problem? Was it easier solving it in a team? Why?

🕐 20 min.
👥 Min. 2 por grupo
☰ 1 egg for each group; Material to build the structure e.g. newspapers, magazines, clothes, tissue, card, adhesive tape, or any material you find convenient.

🏆 Promote problem solving strategies in group;
Develop strategies to cope with frustration;
Encourage cooperation among the group.

📢 If, after testing the structure the egg breaks or doesn´t stay in the assigned area, give some time to the group to adapt the strategy and let them try again. Remember the goal of the activity is to promote problem solving skills, and failing is also part of this process
Encourage the groups to anticipate the consequences of solutions. Ask them to assess the solutions created and share suggestions before you test the structures.

How to face a problem step by step

- Brainstorm with the group the steps to solving a problem, using the previous experience as support
- Present to them the following 5 steps problem solving scheme:
  - What´s the problem?
  - Think about solutions to solve it;
  - Choose the best option:
  - Put it into practice;
  - Assess:
    - If you succeed - congratulations!
    - If not – There´s no problem, try another solution!

Debriefing questions:
- There´s no need to debrief this activity, since it´s just a discussion and has included brainstorming and debate

🕐 15 min.
👥 -
☰ -

🏆 Introduce the group to the steps in solving a problem.

📢 If possible, transfer the scheme information into cards and fix them on the wall. The use of a visual stimuli can help children and young people integrate the information easily;
Even if the scheme is already displayed, try to use young people's contributions and correlate them with each step;
Invite participants to help you fix the scheme to the wall.

Problem Solving
2st Session

This session aims to...
- Develop strategies for problem solving in team;
- Apply the steps for problem solving;
- Develop strategies to cope with daily problems;
- Promote empathy towards other people's problems;
- Involve peers in helping each other overcome problems.

O desafio da torre!

- Organise the group into small groups, with two or three people each. Distribute the material to each group;
- Present the challenge to the group: Using just the distributed material each group is asked to build a tower, as high as possible, that will hold the marshmallow on top;
- Explain to them that after 18 minutes the tower height is measured, from the marshmallow to the base of the tower. The winning team is the one who builds the highest tower;
- Before starting, tell the group they can´t touch any material during the first two minutes, they´re just allowed to discuss the problem with their partners. This rule will prevent the group reacting impulsively but think about the solutions first.

Debriefing questions:
- How was this challenge? Was it easy to agree on a solution? Did you succeed in your first attempt?
- What strategies did you use? Was the scheme helpful in solving this problem?

Variations:
- Instead of using spaghetti and marshmallow, you can use straws. This is a good solution if you find the activity too demanding for your group. It´s less frustrating as the straws are more resistant than spaghetti.

Legend:
- 🕐 Duration
- 👤 Participants
- 📚 Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 30 min.
👤 Min. 2 per group
📚 1 marshmallow, 20 dry spaghetti, tape and roll of thread (material for each group)

🏆 Promote cooperation among small groups;
Promote problem solving strategies;
Develop creativity and logical reasoning;
Develop strategies to cope with frustration.

📢 This activity can be very frustrating to some young people. It´s important you moderate this frustration and reflect about it in the end in case it happens. Try to make the group understand the relationship between the complexity of the situation and the difficulty felt
If necessary give them more time to restart and adapt the strategy. Once again, it's important they pass through the five steps of solving a problem.

- Ask the group to sit in circle and give a piece of paper/post it and a pen to each person;
- Ask them to write a problem they are facing or have faced and fold the paper. Explain it can be any problem, related to school, home, family, friends, relationships, behaviours, etc.;
- After everyone has finished, ask them to mix the papers several times and open a new paper. Remind them that if they get their own, they should swap it;
- Explain to the group that they should help the person who wrote the problem to deal with it, by giving some solutions, suggestions, or even by sharing concern.

Debriefing questions:
- What was this activity about? How did you feel during the activity?
- Was it hard to help other people solve their problems?
- How was sharing your problems with the group for you? Was their help important?
- Were you aware of some of these problems? Do you often help each other here in the home?
- How could we be more available to help others solve their problems?

Variations:
- Alternatively (and mainly if the group resists sharing their own problems) we can present some daily problem scenarios, and use the same process to ask them for solutions;
- Role-play is also an interesting method to work on problem solving. If your group enjoys it ask them to role-play the solution. In "other suggestions" you can find another problem solving activity based on role-play.

🕐 30 min.
👥 -
🗇 Paper/post-its and pens.

🏆 Promote empathy towards other people's problems;
Involve peers in helping each other overcome problems.

📢 From our experience, despite the problems being anonymous young people always try to guess who wrote on each paper. Remind them that´s not important and each person has a right not to identify him/herself. The most important thing is to try to help everyone find solutions for each other's problems;
It´s also possible that some participants dismiss other people's problem. Don´t let that happen, however, do this with a positive approach. Highlight that it is a good thing that not everyone has the same problems, but we can all help and learn from each other.

Post-session challenges

The following challenges are a way for young people to apply and continue to reflect on the skills learned during the sessions, by transferring them into their natural context:

- Give them one or more challenges that can be solved in a group or individually (e.g. puzzle) and give a symbolic reward to those who try to find a solution;
- Think of someone who has had a problem recently. Call him/her or write him/her a message asking how he/she is;
- Help someone solve a problem;
- Think of alternative solutions to a problem you are facing. If you need it, ask for help!

Other suggestions for activities

Turn the carpet!

- Give the group a carpet and ask the participants to place themselves on top of it;
- Explain that their goal is to get the carpet turned inside out without putting their feet on the floor during the process.

Debriefing Questions:
- How was this challenge for you? Was it easy?
- What was the most difficult for you?
- What strategy did you use to solve this problem?
- Was it easy to coordinate the whole group? Why?

Building the House of Empathy
Suggestions for the Next Step

Sometimes sharing a space with other people can bring some problems.

Now that you are the "stars" in solving problems, organise the space in your home.

How would you like it to be divided? What divisions would you like to have? Be creative!

🕐 15 min.
👥 Min. 5
🗇 1 carpet, bed sheet, or a big piece of paper (e.g. strip of wallpaper).

🏆 Promote problem solving strategies in big group;
Promote tolerance to frustration;
Develop cooperation among group members.

📢 Do not give the solution to the group, instead allow them to try several times and if necessary give some help.

The riddle!

- Ask the group to sit in circle and tell them the following riddle:
  "A long time ago the owner of a farm went to the market and bought a wolf, a sheep and a cabbage. To return home he had to cross a river. He had a boat to make the crossing, however, the boat could only transport him and one of his purchases at a time. He had a problem: if the wolf was left alone with the sheep, he would eat it, and so would the sheep if it was left alone with the cabbage. How can get all his purchases home intact? How many trips will it take?
- Explain that they will have some time to think about the problem together and try to find a solution.

Debriefing questions:
- What did you think of this puzzle? Was it challenging?
- Did you try to solve it together or individually? What was easier? Why?
- What strategies did you use to get the solution?

🕐 15 min.

👥 -

≋ Sheets of paper, pens

🏆 Promote problem solving strategies in group
Promote tolerance to frustration
Encourage cooperation among peers
Promote logical reasoning

📢 The group can struggle a lot with this activity, as it is slightly complex. Do not give them the solution right away but if the group is getting too frustrated, intervene. You can give them some tips about the solution or even about the strategies to adopt (e.g. advise them to note down the hypotheses they tested, use objects to simulate the various characters, etc.).

Here's one solution:
1. He Takes the sheep home (1 trip);
2. Returns (1 trip);
3. Takes the wolf. Leaves the wolf at home and brings back the sheep (2 trips);
4. Leaves the sheep and take the cabbage, leaving it next to the wolf (1 trip);
5. Returns (1 trip);
6. Transports the sheep home.(1 trip)
In total the owner of the farm will have to make 7 trips.

Note: There is another solution identical to this, however instead of transporting the wolf at stage 3, he transports the cabbage.

The Construction!
Unit 4
Emotions

"Talking about emotions helped us separate feelings so we did not get confused."

(Houses of Empathy participant – Portugal)

Emotions – Theoretical framework

Emotions are responses that combine physiological activity, expressive behaviour and a conscious experience.

Talking about emotions is different from talking about moods or affects. Emotions are triggered by a specific event or person and are very brief in duration. There are a great range of emotions (for example anger, fear, sadness, happiness, disgust, surprise) and they´re usually associated with distinct facial expressions. Emotions are also action-oriented, which means they usually lead to some action (Robins & Judge, 2013, p.99).

Why are they so important for us?

- They are kind of a guidance system that lets us know when something is missing or needed;
- They help us make decisions;
- They help us communicate with others – the way we communicate them can send very important signs to other people about our emotional needs;
- They help us understand others.

In fact, the better we recognise our emotions, the easier it will be to identify what's missing for us to feel happy.

Although there are several theories and there is no common view in literature, the most consensual perspective is that human beings have six essential universal emotions: anger, fear, sadness, happiness, disgust and surprise. For those who agree on this categorisation, the remaining emotions come from a combination of these six (Ekman, 1993; Weiss and Cropanzano cit. in Robins & Judge, 2013, p.99). Emotions have an adaptive function. That means that they all have a specific meaning and are triggered in certain kinds of situation (Rijo et al., 2006). Therefore, they´re all important and their management is essential for our well-being and adjustment.

Let´s take a brief look at the basic emotions identified:

Fear – Has a protective function and is usually triggered in situations perceived as threatening or dangerous. Fear makes the emotional circuits alert, ready to react, and also focuses the individual´s attention on the threat felt in order to assess the best response. (Rijo et al., 2006).

Anger – It emerges from a sense of danger and need for self-defence, not just physical threats but also threats towards a person's dignity or self-esteem, such as humiliation, insults or injustice. Of the wide range of emotions we have, anger is the most difficult to manage, since it provides energy and increases easily when there´s overthinking about a situation (Rijo et al., 2006).

Disgust - The adaptive value of disgust is the protection of an individual organism from harmful substances. According to Darwin (1872/1965, p.253 cit in Olatunji & Sawchuk, 2005) it "...disgust "...refers to something revolting, primarily in relation to the sense of taste, as actually perceived or vividly imagined; and secondarily to anything which causes a similar feeling, through the sense of smell, touch and even of eyesight".

Joy – Usually referred to as the most positive emotion. There are several ways to feel joy, namely through sensations of pleasure, happiness, satisfaction, relief, pride, enthusiasm, amongst others (Rijo et al., 2006).

Surprise - "Surprise is the mental reaction to unexpectedness" (Reisenzein & Niepel, 2012, p. 564). It can manifest in several ways and its function is to identify differences between cognitive schemas and the received information and, once they´re detected, activate processes of adaptation to them.

Why is important to develop emotional skills in young people in RCS?

When talking about emotional skills, it refers the ability to recognise, express, understand and manage the numerous emotions that a person can experience. Children and young people who have good emotional skills, tend to develop a positive self-concept, be more calm, curious and confident and to take more pleasure from their experiences[13].

People who have cognitive distortions, which are inaccurate thoughts that reinforce negative thinking about ourselves and others, usually show less emotions, and tend to experience some of them in a very disruptive way (Rijo et al., 2006).

And it´s exactly because of this that we think it is critical to work on these skills with our target group. We advocate, as does research, that in a supportive environment, young people can learn to identify their emotions and start to understand how to control them and use them in positive ways.

Young people with challenging behaviour (common in our target group) are often uncomfortable expressing emotions other than anger, and at times, sadness. Rijo and his partners (2006) identify two main reasons for this. Firstly, the existence of stereotypes and dysfunctional beliefs, developed in young people's family, social and cultural settings, such as: "boys don't cry or show fear"; a person shouldn´t show their feelings otherwise people will know his/her weaknesses; and even the idea that other people´s positive appraisal depends on a person's confident and secure image. Secondly, the cognitive schemes individuals build up from their experiences remain active, in the majority of the situations, even when the situation differs. For example, if a young person is used to being physically abused, they will expect this to happen all the time, and will develop an attitude of distrust and self-defence.

Adults are key to helping children feel safe and confident and helping them to manage their feelings of helplessness and insecurity, by trying to increase their confidence and self-esteem, and reduce their stress levels. When trusting and warm adults provide positive experiences, young people will progressively develop skills to manage their emotions14.

Emotions – Houses of Empathy proposal

There are several activities you can use to promote emotional management skills with your group. The most important thing is that in the end you have created opportunities for them to understand these key topics:

- There are a lot of emotions. It is natural to feel all of them. Everybody does;
- There are no good or bad emotions. All of them have their purpose, the important thing is to learn how to deal with them;
- What we feel depends on our previous experiences. Not all of us have to feel the same way in the same situation. So it´s important we are empathetic to other people's emotional expression and management.

Therefore the following proposal aims to help young people better understand the meaning and use of each emotion and help them to control their emotional expression and to manage each experience. Group work techniques will play an extremely important role in achieving these Houses of Empathy goals, since they allow young people to experience and understand that each situation activates a different emotion.

Due to the complexity of this unit, Houses of Empathy has created two different approaches to intervention:

- You can address emotions in a more general perspective;
- You can focus individually on each emotion.

As explained before, you should make your choice according to your group's profile and needs, and the time you have available to implement the programme.

---

13. Information available at:
   https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/emotional-development/feelings-matter
14. Information available at:
   https://www.kidsmatter.edu.au/sites/default/files/public/KMC_201205-02_feeling-overwhelmed.pdf

Both options are valid. Bellow you´ll find some information that may help you with your decision:

The first option – "A general approach to emotions" – would fit better if:
- You don't have much time available –2 sessions;
- Your group struggles or resists deeper reflection;
- Some participants have learning difficulties;
- Participants are younger or more immature.

On the other hand, the second option would be more relevant if:
- You´re able to do a greater number of sessions in this unit – 4 sessions;
- Your group engages in more complex reflections;
- The group is able to share personal issues and respect other's contributions.

The first option focuses on several emotions at the same time, which will contribute to increasing young people's vocabulary on emotions. Then you´ll invest in activities that promote reflection around emotional expression, function and management strategies.

The second option focuses individually on each emotion. We recommend you start your session with activities that show young people the wide range of emotions that exist. We propose that you provide experiences that allow the group to confront each emotion individually. As you know there are a lot of emotions and it´s impossible to address all of them. Our suggestion is that you focus on: joy, sadness, anger and fear, which are four of those considered essential in the literature as well as guilt and shame.

So as not to overcomplicate this approach, we decided to prioritise these four emotions from the six identified as essential according to the target group's profile and emotions adaptive function. Disgust is not addressed in the main proposal since this emotion can be the basis of exclusion and avoidance behaviours that can turn into bullying, however, you can find one activity suggestion in the "Other suggestions" section.

Guilt and shame are both self-conscious emotions, which seemed relevant due to their importance for healthy relationships and integration with peers.

Guilt is often the result of the use of an aggressive style of communication. It protects others by inhibiting socially unaccepted behaviours. Shame emerges as a protection from situations of social exclusion and its understanding can bring useful cues to reflect on bullying later.

Both options recognise that it is important to start with more dynamic and easy activities, because the following ones will be harder and more challenging. So it´s important to create a good environment and prepare the group for what´s coming.

Don´t forget that this programmes is not just a host of activities. The debriefing and the reflection on the experience is crucial to accomplishing your goals, and that's why you should evaluate how much time you have before deciding the best approach for your group.

No matter which approach you choose, one thing is essential. After passing through the process of recognising and accepting the various emotions and even reflecting on how to deal with them it is really important that you try to discuss these within the home setting.

This kind of reflection requires that you get a personal contribution from each participant and reflect it back to the group through some questions. There´s no specific script for that, since it depends a lot on the group feedback, however, you´ll find some debriefing question suggestions in the sessions below.

It's possible that in the reflection young people will bring some sensitive problems to the discussion. In that case it is essential you try to help them solve them in the session setting. Try to recap on the problem solving steps they learned in the previous unit, and help them to think of solutions:

"Mmm ok, I see that´s a problem for you. Do you remember how we talked about the best way to solve a problem? In this specific problem, which solutions can you think of? ".

Don´t forget the Houses of Empathy approach is based on empathy and on no-blame, so if someone shares a situation where a peer had done something that makes him/her feel sad, avoid judging and use expressions like: "Oh really? He has done that?", or "I can´t believe she has done such a bad thing", because using these kind of expressions assigns blame. Instead, be empathetic with the sharing: thank them for sharing and if necessary repeat it back to them in your own words so that you acknowledge the problem and also make it clear to the rest of the group. Then, if possible, involve the entire group in the discussion. If the sharing is related to a specific person of the group try, once again, to promote empathy, by asking something like

"Did you notice that he was feeling like this?", "Why do you think that happened?, "What do you think can be done differently next time"?

If there's more general sharing involve the group in finding strategies to cope with it: "Did any of you also feel anger in a situation like this?" "What have you done to deal with it?", "In this case what do you think he/she could do to deal with this emotion?"

Emotions
1st Session

This session aims to...
* Identify the wide range of emotions;
* Recognise emotional expression.

Coffee with bread

* Ask the group to sit in circle and give each person a small card with the name of an emotion (e.g. joy, sadness, shame, fear, anger, guilt, disgust, passion, surprise, disappointment, jealousy, excitement, indifference);
* Explain that each person will say "Coffee with bread" one at a time expressing the emotion on the card. The rest of the group has to guess which emotion it is.

Debriefing questions:
* There´s no need to debrief this activity, since it´s just an energiser to get into the session theme.

Variations:
* You can replace the expression "Coffee and bread" with another, more significant phrase for your group. However, the fun of the activity comes from the fact that you´re associating important emotions to a basic thing.

Legend:
🕐 Duration   🏆 Goals
👤 Participants   📢 Notes/Tips
≋ Materials

🕐 10 min.
👤 -
≋ Cards named with emotions

🏆 Create a good atmosphere among the group
Promote emotional expression
Introduce the theme of the unit

📢 If the group resists, be the first to express the emotion on your card;
It´s an activity to create a positive environment, so be expressive and cheerful.

The emotion dictionary

- Explain to the group that there are several cards with emotions written on them and three types challenge: drawing, mime and sculpture;
- Explain to the group that each person will randomly select an emotion and the type of challenge and will perform it. The rest of the group will guess what it is. When the challenge is sculpture, the participant will need to use a person from the audience to be sculpted;
- While guessing, you can challenge young people to identify what could have caused that expressed emotion.

Debriefing questions:
- There´s no need to debrief this activity. As this is an introductory session the debriefing can be done at the end of the session when summing up on all the activities on emotions. At this stage you can sum up the experience, concluding that we all have a wide range of emotions and start referring to their importance. You can also add that now they have talked about emotions and simulated their expression it´s time to feel some of them (doing this you are linking to the next activity).

Variations:
- You can add categories to the activity if you want to have a longer game. For example: questions, role-play, lip reading, forbidden word;
- You can also split the group into teams if you want to promote healthy competition, communication and deliberation among peers.

🕐 15 min.

👤 -

🗇 Cards named with emotions and the task (can also be a dice or something that allows you to select the task and emotion randomly), sheets of paper, markers

🏆 Promote emotional expression; Develop vocabulary on the range of emotions.

📢 Be sure you have enough cards for all participants. Even if someone refuses to participate is important the activity allows everyone to participate. Don´t insist too much, but don´t quit on any participant at the first signs of resistance. Some young people just need to see others performing first to feel more confident;
This activity requires an individual input, which for some young people is difficult, so don´t forget to give positive feedback and thank them for their participation.

How does it make you feel?

- Give a pen and answer sheet to each young person;
- Tell the group they´re going to hear some music, 10 pieces in total with a brief break between them. Their challenge is to identify, for each piece of music, the emotion it makes them feel and register it on the sheet;
- At the end invite the group to share their answers with their peers.

Debriefing questions:
- How was this activity? Was it nice to hear some songs?
- Was it difficult or hard to associate emotions to those songs?
- Why do you think the emotions we chose were different from each other if we listened to the same music?

Variations:
- You can get them to do the activity while walking freely around the room. This option is good if the group is mature and can keep focused on the activity;
- The themes should be chosen purposefully to represent very different emotions; however, you can reduce the number of songs if you think it´s too long;
- This can also be done with images instead of songs;
- If you consider that stablish the link between themes and emotions is to demanding to your group, you can tell them to write another word they relate to the song instead.

🕓 20 min.

👥 -

≋ Material to reproduce audio (computer or radio and speakers); pens and an answer sheet for each participant.

🏆 Trigger different emotions;
Reflect on emotions and associated external stimuli;
Recognise how the same stimuli can activate different emotions according to the individual.

📢 Music is a very rich tool. It enables emotional expression as also motivates and encourages young people's engagement with the activities. By using music you´re also diversifying the stimuli used and thus reaching your group better.

- Give each young person a sheet of paper with the shape of a face on it;
- Put all the material in the centre of the room: scissors glue, the different eyes and mouths expressions (you can also add other face details if you wish);
- Ask them to use the material and dress the face to represent the emotion they are feeling;
- Once finished invite everyone to share their final result with others and the reason for their choices.

Debriefing questions:
- Since this is the end of the session this debriefing will focus not only on this activity but also the previous experiences:
- Tell us about the expression you create. Do you want to explain your options?
- Why do you think that combination represents joy/sadness/surprise?
- How was experiencing all these emotions for you today?
- Do you think it is easy to talk about emotions? Why?
- Today each of us felt different things although we were doing the same activities. Why do you think that happened?

Variations:
- This activity can also be done by drawing or, if you don´t have time, by multiple choice. In this last option you would have to present several facial expressions to young people, and they would have to select the one they relate most.

15 min.

-

Sheets of paper with the shape of a face, scissors, glue, several facial details (eyes, mouths, noses, moustaches...).

Promotes self-consciousness of one's feelings;
Enables emotion sharing among the group;
Develops empathy towards other people's feelings.

Try to give them a great range of options and even repeat ones, to ensure everyone can select expressions that really illustrate how they´re feeling. The more detailed they are the richer their reflection and their final sharing will be Do the activity too. If the groups is resistant to sharing, be the first to do it.

Emotions
2nd Session

This session aims to...
- Reflect on the importance of all emotions;
- Recognise emotions adaptive function;
- Reflect on joy and sadness;
- Promote emotional expression and management skills;
- Promote empathy towards other's feelings and emotional management.

Emotion Ball

- Ask the group to sit in circle;
- Present the "emotion ball". Explain that the ball has two colours (e.g. black and white) and each is related to one kind of emotion. For example, the black squares are emotions they think are negative and the white ones are those they perceive as positive;
- The ball is passed by hand from one participant to another. Every time someone catches it the colour where their thumbs touch the ball determines what they have to do next: If it is a black square, young people must think of a "negative" emotion and share a moment when he/she felt that emotion; if it is a white square they must think of an emotion they enjoyed feeling and share the experience that caused that emotion.

Debriefing questions:
- You have talked about several emotions during this activity. Why do you think we have some emotions that are more pleasurable than others?
- Is it "normal" to be afraid of a ferocious dog? And afraid of an ant? Is it normal to respond with anger or sadness when someone hurts us a lot?
- What do you think could happen if we didn't feel fear, for example?
- So can we say that there are good emotions and other types of emotions?
  Note: Although the emotions introduced are perceived as positive/pleasant and negative/unpleasant, the objective is on the reflection to counter this dichotomy, making young people realise that there are no good and bad emotions, and that all have an adaptive power in different situations.

Legend:
- 🕐 Duration
- 👥 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 15 min.

👥 -

≋ A ball with stripes or squares with two different colours

🏆 Understanding that all emotions are important;
Demystify the idea of the existence of good or bad emotions;
Understand emotions' adaptive function;
Promote empathy skills towards other people feelings.

📢 These kind of activities are more sensitive, since it involves personal sharing. It´s important you ensure an environment of mutual respect among peers, not allowing anyone to make fun of a peer's contribution;
You should take part in the activity too. As seen in theoretical framework some people think they will look fragile if they admit to experiencing certain emotions. By sharing your personal experiences with the group you´ll contradict this assumption and also develop trust between you and the group.

Variations:
- You can write names of the emotions directly on the ball instead of using colours, participants have to classify the emotion as positive or negative, and share a situation in which they felt it

Joy and Sadness luggage

- Invite all the young people to draw a suitcase (if possible on A3 sheet of paper). This suitcase can be drawn as they wish, but it´s better if it´s a big one;
- Explain to them that inside the suitcase they should draw two different pockets or partitions. One of the "pockets" is for joy and the other for sadness. Then they should write down three moments that made them feel those emotions in each pocket;
- Reassure participants that this is a private and personal activity. Only those who want to share their moments of joy and sadness with the group at the end. They can also share just part of their luggage if they wish.

Debriefing questions:
- How was identifying those moments?
- Why are these moments you carry with you important?
- We all like to feel happiness, but what about sadness, do you think it is important? Why? Note: To think about sadness it is important that you can use the traffic light metaphor. As with traffic lights, the red light (sad experiences), helps us to stop a while to feel and think about situations with the certainty that it won´t be red forever!

Variations:
- You can also use the metaphor of the luggage with different emotions, or even add some pockets to this luggage and reflect on more than just two emotions;
- The luggage is a good metaphor since we carry our experiences with us, as we carry our luggage. You can also do this activity without using any metaphor; use envelopes to save young people's experiences, or even replace the metaphor for another that is more relevant to your group.

🕐 20 min.

👥 -

📚 Sheets of paper (A3 if possible), markers.

🏆 Reflect on the importance of joy and sadness;
Understand how everyone carries experiences considered less positive;
Promote empathy towards other people's experiences and feelings.

📢 Our luggage is very personal. Don't forget to thank everyone for sharing;
If the group is sharing things that are really sensitive and difficult, it´s important you also engage in this activity and share a bit of your luggage. This will help to strengthen relationships.

- Ask the group to sit in a circle and place the empty bottle in the middle
- Explain to the group that to play, they have to spin the bottle. The person to whom the neck of the bottle points is the one to take a turn
- This player must take a card. On the card is a task, a challenge or a question to answer. After completing his/her task it´s time to spin the bottle again to see who´s next to play.

Examples of card content:
- Mime and drawing exercises using the emotions addressed in the unit;
- Questions (e.g. What emotion is the hardest for you to manage? Share a moment in which you felt joy in this home. How does this home make you feel? Describe a situation in which you felt guilt/shame/fear/anger. Describe a situation in which the person on your left made you feel good. Look at the person in front of you, what helps him/her when he/she feels anger? From the following cards choose the one which corresponds to things you like to do to make you feel better when you´re down – eat, dance, go out with friends, chat with an adult, chat with a friend, read, be alone, take a walk, sleep, etc.);
- Challenges: Sing a song that reminds you of sadness. Pick someone in the group and thank him/her for something he/she has done that made you feel good. Apologise for something you've done and made you feel guilty. Hug a person who makes you feel confident in the home.

Debriefing questions:
- What did you think of this game? Did you enjoy participating?
- Was it easy for you to talk about these issues with your group? Why?
- Did you already know all these things about each other? How does it help you to better understand them and their reactions?
- What do you think you could do in the home to respect each other emotions more?

Variations:
- With this game you can integrate all kinds of tasks and challenges you find relevant. You can add cards with other kinds of performances like role-play or lip reading. To make it more funny you can also have some cards that have consequences for a person or the group when someone doesn´t answer the question or refuses to do a certain task.

🕐 25 min.

👤 -

📚 An empty plastic bottle and cards with questions and challenges

🏆 Promote skills for emotional management
Promote empathy skills towards other people's feelings
Strengthen trust and empathy between the peer group

📢 Ensure everyone has a turn to play. Since you´re using a bottle it´s possible that it stops several times at the same person. To avoid this you can simply negotiate with the group or set a rule that nobody is allowed to have another turn until everyone has played.
Some of the questions are personal and sensitive. Thank young people for sharing with the group.
On some cards young people may be challenged to identify a moment in which other people from the group contributed to their well-being. Highlight that and congratulate the person for his/her behaviour.

Emotions
1st Session

The first session, since it´s a general introduction to emotions is the same as the one presented in option A.

Emotions
2nd Session

This session aims to...
- Reflect on the importance of all emotions;
- Recognise emotions adaptive function;
- Reflect on fear and guilt;
- Promote emotional expression and management skills;
- Promote empathy towards other's feelings and emotional management.

The keys guardian

- Ask the group to sit in a circle, except for one volunteer who should be seated in a chair in the centre of the circle with their eyes closed;
- Explain to the group that under the chair is a set of keys and their challenge is to, one by one, take the keys without the person seated on the chair noticing;
- Tell the person in the middle that every time he/she hears the sound of keys they must say "Keys!" and the person who was trying must go back to the circle and let other participants try. If someone gets the keys without being noticed by the seated person, he/she replaces that person in the middle.

Debriefing questions:
- There´s no need to debrief this activity, since it´s just an energiser to get into the session theme.

Legend:
- 🕐 Duration
- 👥 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 10 min.
👥 Min. 3
≋ One chair and a set of keys.

🏆 Promote a positive environment;
Promote impulsivity control;
Develop problem solving strategies.

📢 This is an activity that young people usually like, so it´s easy to lose track of time if the group is big, because they usually want to repeat it to try different strategies. Just ensure everyone has the opportunity to try.

- Ask the group to sit in circle;
- Present them with the "emotion ball". Explain that the ball has two colours (e.g. black and white) and each one is related to one kind of emotion. For example, the black squares are emotions they think are negative and the white ones are those they perceive as positive;
- The ball is passed by hand from one participant to another. Every time someone catches it the colour where their thumbs touch the ball determines what they have to do next: If it is a black square, young people must think of a "negative" emotion and share a moment when he/she felt that emotion; if it is a white square they must think of an emotion they enjoyed feeling and share the experience that caused that emotion.

Debriefing questions:
- You have talked about several emotions during this activity. Why do you think some emotions are more pleasurable than others?
- Is it "normal" to be afraid of a ferocious dog? And afraid of an ant? Is it normal to respond with anger or sadness when someone hurts us a lot?
- What do you think could happen if we didn't feel fear, for example?
- So can we say that there are good emotions and other emotions?

Note: Although the emotions are introduced as positive/pleasant and negative/unpleasant, the objective is to counter this dichotomy, making young people realise that there are no good and bad emotions, and that they all have an adaptive power in different situations.

Variations:
- You can write names of emotions directly on the ball instead of using the colours, participants have to classify that emotion as positive or negative, and share a situation in which they felt it.

🕐 15 min.

👥 -

🎴 A ball with stripes or squares with two different colours.

🏆 Promote the understanding that all emotions are important
Understand emotions adaptive function
Promote empathy skills towards other people's feelings

📢 These kind of activities are more sensitive because it involves personal sharing. It´s important you ensure an environment of mutual respect among peers, not allowing anyone to make fun of a peer's contribution;
You should take part in the activity too. As seen in the theoretical framework some people think they will look fragile if they admit to experiencing certain emotions. By sharing your personal experiences with the group of peers you´ll contradict this assumption and also develop trust between you.

The pendulum

- Ask the group to stand in a circle, except for one volunteer who must be in the centre of the circle;
- Tell the volunteer that, just like a pendulum, he should try to let himself fall into his colleagues' arms and be guided by them in different directions without ever opening his eyes or moving his feet from the starting position;
- Advise the rest of the group that the person in the middle will be trusting them, so they must be really careful. To ensure safety the group must support the person's fall by using both hands on the shoulders or shoulder blades;
- Repeat the activity several times to provide the entire group with the experience of being the pendulum.

Debriefing questions:
- How was this experience? What did you feel during the activity?
- Was is easy to trust the group to catch you like this? Why do you think so?
- Why do you think people feel fear?
- Is that emotion important for us? Why?

Variations:
- This activity can also be done in pairs. In this version a person turns their back to their partner and falls back. The partner must support the fall with his arms.

Who's guilty?

- Tell the group you´re going to tell them a story, where several characters will play important roles.
- The story, which you can find below, will describe a problem and all the characters are somehow related and responsible for it.
- Explain to the group that their task is to listen to the story carefully and try to identify who is guilty, identifying the two characters they find guiltier.
- After they identify the characters, leave space to discuss not only the story but also guilt and blaming issues in general.

🕐 20 min.

👤 To have impact and to be secure enough
this activity requires at least 5/6 participants

-

🏆 Reflect on the importance of fear;
Promote trust among the group.

📢 It´s important you participate too to help young people manage the activity and ensure their safety. Every time you feel it's necessary, remind the group about the importance of taking care of the person in the centre.
Remember this activity aims to introduce reflection on fear and its adaptive function. It´s important you guide the debriefing into this reflection.

🕐 20 min.

👤 -

🏆 No material is required. However, it can be helpful to have some drawings of the characters and their names - this will help young people follow the story.

🏆 Reflect on "guilt";
Understand the subjectivity in assigning blame;
Reflect on personal experiences of guilt;
Understand the meaning and importance of guilt.

Example of a story and characters that can be presented:

Mary is going to celebrate her 17th birthday.

Rita, one of Mary's best friends, decided to surprise her on such an important date and organise a surprise party. She started to think about what could be done and decided to call Mary's mother to ask her if they could organise a dinner at their home and, more important than this, if they could count on her to help them keeping this as a secret. She got absolutely radiant after talking with Mary's mother. She not only agreed but also offered to help in everything. Then, she called some friends to invite them to the party. She invited about 10 friends, the closest ones are Sarah, Peter and Ruth.

After receiving the invitation Peter realize Rita hasn´t invited Johny. Johny was very close to Mary, but the truth is that he and Rita didn´t get along. Although he knew about that, Peter decided to invite Johny to the party, because he knew Mary was going to be very happy with his presence. He called Johny inviting him to the party, but forgot to mention it was a surprise. Then he also informed Rita about this invitation. After receiving this information Rita told them: Ok, do it as you wish, but this way it´s up to you to continue working on the details left for the party". Based on this answer Sarah said: "Ok, So I can handle the cake". "And I try to entertain Mary during the day", said Ruth.

On the birthday day Sarah went to buy the cake at a new pastry shop that has recently opened in her neighbourhood. Ruth also played her role and challenged Mary to have a snack in a new pastry shop from which she had very positive feedback. Which was not Mary's amazement when during the snack with Ruth she saw with Sarah with a big cake in her hands! – "What are you doing here Sarah?" – Mary asked. Sarah tried to disguise but got a little bit jumbled. At the exactly same time Mary received a message on her mobile phone: "Happy birthday Mary! I hope you´re having a wonderful day! I´m very glad to go to your birthday party! See you later! Kisses, Johny".
Maria finally discovered the surprise. Who was guilty?

As in the previous activity it is important to introduce guilt as one of our emotions. It´s important during the debriefing you try to move the discussion from the story presented, to young people's lives and the home's daily routines.

Debriefing questions:
- Who do you think has guilt? Why?
- Why do you think you have different perceptions of who is guilty in this story?
- How do you think the characters felt when they realised they had harmed other people? How would you feel in this situation?
- Is it easy for you to deal with guilt? What are you used to doing in those cases?
- Do you think this is an important emotion? Why/when do we feel it?

Variations:
- If you wish you can replace this story for another more relevant to your group
- If you prefer to directly address guilt from a perspective of personal experience, there´s an activity that fits that goal in "Other suggestions".
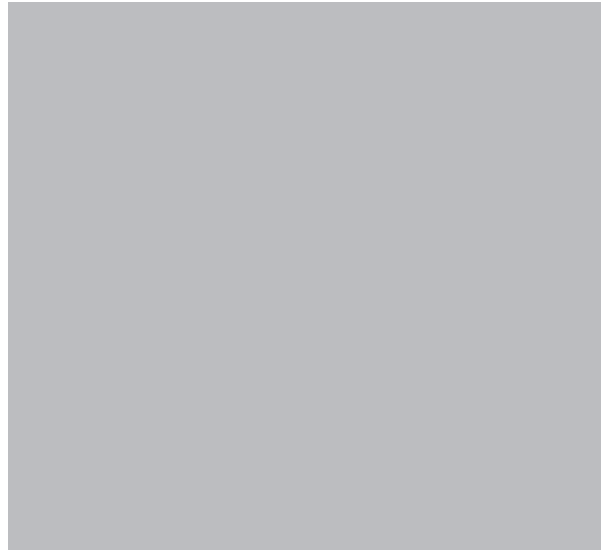
Emotions
3rd Session

This session aims to...
- Reflect on the importance of all emotions;
- Recognise emotions adaptive function;
- Reflect on shame, joy and sadness;
- Promote emotional expression and management skills;
- Promote empathy towards other's feelings and emotional management.

The Stage of Stars

- Inform the group that from that moment on they're all participants in a talent contest – The Stage of Stars[15];
- Tell them that talents will be drawn and each will be randomly assigned to a participant;
- Each person must then present his/talent to the whole group.

Debriefing questions:
- How did you feel showing your talent in front of the group? Were you comfortable?
- Would you have liked to have had a different talent? Why?
- Do you think other people understand when you feel ashamed? And you, are you able to understand why other people feel ashamed in certain situations?
- Why do you think people feel shame? Do you think it´s useful?
- When do you think it can become a problem?

Legend:
- 🕐 Duration
- 👤 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 25 min.

👤 -

≋ Cards named with talents (e.g. to declaim a poem, dance hip-hop, act as a chicken, make a speech, sing a song, do a fashion show, to imitate a famous person, to do a magic trick, to tell a joke).

🏆 Reflect on shame;
Understand the adaptive function of shame;
Develop empathy towards other people´s emotions;

📢 When addressing shame it's important we respect young people if they show it. If a person feels really ashamed to perform their talent in front of the group don't force them to do it. Instead, during the debriefing try to reflect with the group why it is so difficult for some people to feel exposed in front of others.

15. Activity adapted from GPS Programme – Gerar Percursos Sociais

Joy and Sadness luggage

- Invite all the young people to draw a suitcase (if possible on A3 sheet of paper). This suitcase can be drawn as they wish, but it´s better if it´s a big one;
- Explain to them that inside the suitcase they should draw two different pockets or partitions. One of the "pockets" is for joy and the other for sadness. Then they should write down three moments that made them feel those emotions in each pocket;
- Reassure participants that this is a private and personal activity. Only those who want to share their moments of joy and sadness with the group at the end. They can also share just part of their luggage if they wish.

Debriefing questions:
- How was identifying those moments?
- Why are these moments you carry with you important?
- We all like to feel happiness, but what about sadness, do you think it is important? Why?

Note: To think about sadness it is important that you can use the traffic light metaphor. As with traffic lights, the red light (sad experiences), helps us to stop a while to feel and think about situations with the certainty that it won´t be red forever!

Variations:
- You can also use the metaphor of the luggage with different emotions, or even add some pockets to this luggage and reflect on more than just two emotions;
- The luggage is a good metaphor since we carry our experiences with us, as we carry our luggage. You can also do this activity without using any metaphor; use envelopes to save young people's experiences, or even replace the metaphor for another that is more relevant to your group.

Note: In this session this activity lasts longer than in the previous approach, due to the specific reflexion that is being promoted around each emotion.

🕐 25 min.

👥 -

≋ Sheets of paper (A3 if possible), markers.

🏆 Reflect on the importance of joy and sadness;
Understand how everyone carries experiences considered less positive;
Promote empathy towards other people's experiences and feelings.

📢 -

Emotions
4th Session

This session aims to...
- Reflect on the importance of all emotions and recognise their adaptive function;
- Reflect on anger;
- Promote emotional expression and management skills;
- Promote empathy towards other's feelings and emotional management.

Burst your anger

- Give a balloon to each participant and ask them to think of things that make them feel angry and upset;
- Then ask them to fill the balloon with this anger, blowing it up to the size they want, but without letting it pop. You can also challenge them to write down the things that make them feel that way on the balloon;
- When they finish invite them to burst their anger, which means to pop their balloons.

Debriefing questions:
- Was it difficult to identify things that make you feel angry?
- How did you feel when you burst your balloon?
- What do you think would happen if you continued to fill your balloon with angry thoughts?
- Is this common in your daily life? What can you do to avoid "bursting"?

Legend:
- 🕐 Duration
- 👤 Participants
- 🗇 Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 25 min.

👤 -

🗇 One balloon per person; pens.

🏆 Reflect on anger;
Develop strategies to deal with anger.

📢 The aim of this activity is to promote the reflection on anger and help young people find strategies to deal with it. Make sure to reflect on this with young people to avoid them leaving the sessions feeling tense and stressed with this experience.

Emotions swirl

- Ask the group to sit in circle and place the empty bottle in the middle of it;
- Explain to the group that to play, they have to spin the bottle. The person to whom the neck of the bottle points is the one that is going to play;
- The player must take a card. On it is a task, a challenge or a question to answer. After completing his/her task is it´s time to spin the bottle again to see who´s the next person to play.;

Examples of card content:
- Mime and drawing exercises using the emotions addressed in the unit
- Questions (e.g. what emotion is hardest to manage for you? Share a moment in which you felt joy in this home. How does this home make you feel? Describe a situation in which you felt guilt/shame/fear/anger. Describe a situation in which the person to your left made you feel good. Look at the person in front of you, what helps him/her when he/she feels anger? From the following cards choose the one which correspond to things you like to do to make you feel better when you´re down – eat, dance, go out with friends, chat with an adult, chat with a friend, read, be alone, take a walk, sleep, etc);
- Challenges: Sing a song that reminds you of sadness. Pick someone in the group and thank him/her for something he/she has done that made you feel good. Apologise for something you did that makes you feel guilty. Hug a person that makes you feel confident within the home.

Debriefing questions:
- What did you think of this game? Did you enjoy participating?
- Was it easy for you to talk about these issues with your group? Why?
- Did you already know all this things about each other? How does it help you to understand them better and their reactions?
- What do you think you could do in the home to respect each other's emotions more?

🕐 35 min.

👤 -

📚 An empty plastic bottle and cards with questions and challenges.

🏆 Promote skills of emotional management; Promote empathy skills towards other people's feelings; Strengthen the relationships of trust and empathy between the peer group.

📢 You can integrate all kinds of tasks and challenges you may find relevant into this game. You can add cards with other kinds of performances like role-play or lip reading. To make it more funny you can also have some cards that have consequences for a person or the group when someone doesn´t answer the questions or refuses to do a certain task.

Variations:

• You can integrate all kinds of tasks and challenges you may find relevant into this game. You can add cards with other kinds of performances like role-play or lip reading. To make it more funny you can also have some cards that have consequences for a person or the group when someone doesn´t answer the questions or refuses to do a certain task.

Note: In this session this activity lasts longer than in the previous approach. Since you've done a more structured work around emotions, it's relevant to save more time to this final integration.

Post-session challenges

The following challenges can be a way for young people to apply and continue to reflect on the skills worked on during the sessions, by transferring them to their natural context:

• Fill in an emotions journal - try to identify the main emotions you feel during the next few days and if possible why you felt them and how you reacted
• Joy challenge – Make someone laugh!
• Surprise someone who lives with you
• Thank someone for making you feel joy

Building the home of empathy
Suggestions for the Next Step

The house must be a safe and secure space. As you have experienced in these activities emotions also protect us and give us cues to feel good and safe.

So it's time to make your home a protected space! How about starting with the roof? What else can you add?

Other suggestions for activities

How would you react?

- Divide the group into 2 or 3 small groups, which will be rotated between the role-play itself and the observer's role;
- Present several situations that could generate less pleasant emotions (e.g. conflict situations, discovery of a lie, etc.). Inform the group that they will have about 3 - 4 minutes to read the situation and role-play it, deciding how to continue the scenario;
- Explain to the observers that it's up to them to identify the initial situation, what emotions were triggered in the different actors, and what behaviours or attitudes were generated.

Examples of Scenarios:
Scenario 1: Francis's girlfriend broke up with him after nearly a year of dating. When they finished the relationship he …

Scenario 2: John called his friend to ask him to go out. The friend thanked him for the invitation but said he had to study. Later that day, John bumped into him on the street with other friends.

Scenario 3: You said something that made a friend feel really bad.
It was not really your intention, you were just joking, but she was very hurt. When you realise her reaction, you ….

Scenario 4: You really want to go to a birthday party, but you've been told you're not old enough for parties like that. All your friends are going, how come your parents do not realise how important it is for you?

Questions for debriefing:
- Since it is a role-play these debriefing questions can be directed to each of the scenes represented:
- Can you describe what the role-played situation was?
- What do you think of the way he/she reacted? Why?
- What do you think for that reaction? How do you think you would have reacted?
- What do you think the character could have done differently?

- 🕐 30 min.
- 👤 Min. 4
- 🗇 Cards with scenario descriptions.

- 🏆 To experience the relationship between: situation – emotion – reaction; Practice the resolution of personal and interpersonal conflicts; Promote emotional management skills .

- 📢 The tips for this activity are similar to the general facilitation tips for role-play activities presented earlier.

Variations:
- In this case no direction was given about the emotions; these were at the discretion of each group. Another option might be to present the scenario and the emotion that you would like the group to represent associated with that situation;
- Another option could be to set out the emotion and let the group create the role-play situation according to their experiences.

Guilt or consequence

- This dynamic resembles the famous bottle game
- Ask the group to sit in circle and place the empty plastic bottle in the centre of the circle;
- Each participant, in turn, must turn the bottle; the selected player will be the person at whom the neck of the bottle is pointed. He/she should choose between "Situation" and "Consequence"
- If the choice is "Situation" the participant should share a situation in which he/she has felt guilty. If it is "Consequence" the participant should do one of the tasks on the cards
- After completing his move the participant should spin the bottle to determine the next player

Example of some actions that may be included in the consequences:
Jump while you say "coffee with bread";
Imitate a penguin;
Kiss somebody´s hand;
Thank someone for something;
Say a positive thing about yourself;
Tell someone: "You´re good at....";
Tell someone: "I love you!";
Spell "ASSERTIVENESS";
Complete the sentence: "I´m good at...";
Do a hip-hop move;
Hug someone;
Praise someone.

Debriefing questions:
- How did you feel during this activity?
- What did you choose more often, guilt or consequence? Why?
- How was sharing situations in which you felt guilt with the group? Why?
- What strategies do you usually use to manage this emotion?

Variations:
- This activity can be adapted to every emotion.

🕐 20 min.
👥 Min. 4
📚 An empty plastic bottle and cards with "consequences" .

🏆 Reflect about personal experiences of guilt;
Understand the meaning and importance of guilt;
Develop relationships of trust among the group of peers.

📢 Keep in mind that it may be very difficult for some young people to share situations in which they felt guilty. Don't forget to thank all the contributors for sharing.

The Construction!
Unit 5
Self-esteem

"I learn to talk positively about myself"

(Houses of Empathy participant – Northern Ireland)

Self-esteem – A theoretical framework

We included self-esteem as a unit in this programme because it's important for an individual's adjustment and well-being.

The ideas we have about ourselves, our perception of competence in the various aspects of our lives, such as academic, social, behavioural and athletic (Hater, 1999 cit. in Manning, 2007), make up our self-concept, who we are. One component of this concept is self-esteem, which represents how we feel about or how we evaluate ourselves (Boumeister, 1997)[16].

Some people call it our inner voice – the voice that tells us whether we are good enough to do something, that judges us and tells us about our self-perceptions, beliefs and what we are or aren´t capable of[17].

Self-esteem can have a great impact on children and young people's adjustment. Low self-esteem influences not only the way someone reacts before new challenges, but also their peers' response[18].

But why is it so important to address self-esteem?

Many educators state that self-esteem is one of the necessary conditions for a successful life adjustment. Do you know that research associates poor self-esteem with depression, suicide, poor academic results, susceptibility to peer pressure and anti-social behaviour?

Poor self-esteem can influence how a person behaves and their achievements in life.

Research tell us also that positive interactions, like praising for example, are very important especially when they come from significant people, like a group of peers.

These interactions can be unconditional, which means they don´t depend on the young person's abilities or behaviours, and for that reason they´re extremely valuable. However, it can be very hard for self-esteem when it depends on whether or not a person meets the high standards of others. As you may know, it is quite a struggle to meet other's expectations about our looks, our dress, talent for sports, hobbies, and so on.... So it's crucial to have children reflect on the impact they have on other´s self-perception, and how important it is to value and be valued[19].

Leaving the family and their home can significantly influence people's self-esteem and increase their sense of rejection. For that reason, due to their history of rejection and disruptive life events, a lot of children in care show low self-esteem, even before they enter the care system[20]. Children and young people in this situation are at greater risk of having social or psychological problems, which corroborates the importance of working on self-esteem in this programme.

Self-esteem – Houses of Empathy proposal

So, what are our biggest concerns with this unit?
- We want to allow young people to experience how it feels to receive compliments, in order to understand the impact it can have on others;
- Help them to recognise that everyone has positive aspects, even if they can easily identify the negative ones;
- Make them reflect on the role each one of us plays in the way other people feel;

We believe that if they conclude that: a) each of us enjoys being praised; b) praise makes everyone feel better; c) they wouldn´t like to experience the opposite feeling; then they may comprehend that it is, in fact, up to us to make other people feel better!

16. Information available at:
https://research-srttu.wikispaces.com/file/view/self+concept+%2B+self+esteem+and+identity.pdf
17. Information available at:
http://www.skillsyouneed.com/ps/self-esteem.html
18. Information available at:
https://www.youngminds.org.uk/assets/0000/1383/Risk_factors_handout_Looked_After_Toolkit.pdf
19. Information available at:
http://www.afcscounseling.org/pdfs/Self_Esteem_Handout.pdf
20. Information available at:
https://www.youngminds.org.uk/assets/0000/1383/Risk_factors_handout_Looked_After_Toolkit.pdf

The activities proposed will boost individuals' self-esteem and strengthen the group bonds, and also, start to directly promote empathy skills within the group.

One really important thing in this session: no matter what activities you run, this is going to be a special session where only praise is possible! This must be made clear to the group from the beginning. Explain to them that during this session they must make an effort to forget if a person is too shy, gossips, is lazy, a slow runner... Challenge them to focus only on what each one has and can do best.

During this session it´s important young people pass through three different experiences. This is why the session proposal is comprised of three core activities:

Identify good things in them and in others - It´s incredible how difficult it is for some young people to recognise positive features in themselves, and even how surprised they get when their peers praise them. The sentence "I had no idea they thought this about me" – is more common than you think. The same occurs when the task is praising others. For some young people it can be a hard task, probably because some of them aren't used to doing it.

Understand the impact their words and actions have on the other person's "self" - Understanding the power we have on other people's well-being is essential when it comes to addressing bullying behaviour.

Group games and activities are excellent to recreate this type of situation, in a safe and controlled way, helping young people to understand the harm or empowerment a single comment can do to a person's "self".

Be praised and praise every person of the group - This really seems to contribute to a positive environment among the group because at the end everyone has "written proof" that all the people in that room can find at least one positive thing about themselves, and it´s very powerful. You should participate too! Just remember to reinforce that only compliments are allowed in this activity.

To accomplish that, we´ll leave you with several suggestions. As you already know, the activities selection will depend on your group's features.

Self-esteem
1st Session

This session aims to...
- Promote self-esteem;
- Develop the ability to praise others;
- Promote reflection on the impact we have on others.

Number of sessions: 1

Note: It is very important you clarify at the beginning that this is a special session: "Today is a praising day!, Even knowing that all of us have things we would improve, today we are only allowed to say positive things to each other".

The seller

- Ask the group to sit in a circle and choose one piece of paper;
- Inform them that from that moment on they have to pretend they´re all sellers and they have to "sell" the person whose name is written on the paper. Explain that to do this they must think of everything positive that this person has: his/her qualities, attributes and talents;
- One at a time, all the sellers will have a chance to present their "product" to the audience to convince them of its value.

Debriefing questions:
- How did it feel to hear the compliments?
- Were you aware of these characteristics?
- Was it easy to praise the others? Why?
- Do you think we do this (to praise) often enough? Why do you think so?
- When could we implement this attitude towards the people around us?

Variations:
- This activity can be done using several settings. Instead of a seller you can do it as if it was a campaign to elect a president, for example;
- You can divide the group into pairs and ask each person to "sell" his/her pair;
- There are other activities with the same purpose in "Other suggestions", for example "positive links".

🕐 15 min.
👥 Min. 4
≋ Folded papers with the name of each young person.

🏆 Promote self-esteem;
Develop the ability to praise others.

📢 Be sure all the young people experience being praised. If someone refuses to identify positive features in another young person be the first to do it, naturally, and leave space for the rest of the group to praise him/her also
When situations like this happen it´s important you remember the "golden rule" and make them reflect on how they would feel in that position. Doing this you´ll be developing empathy skills too.
Reinforce that everyone has positive attributes
Let the group try several options first. Interrupt only if they are struggling and getting too frustrated. Even then don´t give them the answer – allow them to talk and discuss the solution in group

You make my bricks

- Ask for a volunteer. Leave the room for a moment with the person and tell him/her that he/she will hang the poster with the brick around his neck. Explain to him that the activity is going to have two parts: in the first phase someone in the group will insult him/her and while listening to insults he/she should start ripping the poster, slowly destroying the brick image; Then, in the second phase, another person in the group will praise the volunteer and during this part he/she should replace the poster of the brick by the one with the home;
- Ask for two volunteers from the observers: one to offend the volunteer in the first stage and another to compliment him/her in the second stage;
- The idea is make young people reflect on the impact the insults can have on the "self" (brick) of the person and the power it has to destroy and make the person feel bad. In contrast, when complimented the person gets stronger, confident and happier which makes the brick become a more solid structure (House).

Debriefing questions:
- So what do you think happened? Why do think it happened?
- Have you ever felt like this?
- Do you think when we offend someone we think about the damage we can cause?
- And the compliment, were you aware of the importance is has?
- How do you feel when you receive a compliment?
- What´s the importance this has to build a House of Empathy?

🕐 20 min.
👥 Min. 4
🗟 Two posters, one with a picture of a brick and another with a picture of a house.

🏆 Promote understanding about how each person's "self" can be damaged by things other people say or do;
Reflect on the positive impact of compliments.

📢 Although this is an effective activity to help young people understand their impact on others, it can be a very delicate position for the person that is being offended and praised. Make sure, when explaining the activity to him, you clarify that he is being offended just because you asked for it and it has a purpose. Thank him for volunteering and helping you with this activity;
It is important you control the first part of the activity. Interrupt this part if you feel that it is too hard for the person being offended. Make sure this person is praised enough, to ensure he/she doesn´t leave the activity feeling exposed and damaged;
Use the brick and the house metaphor to help young people understand the impact, positive or negative, they can have on others: When people recognise your value you feel more confident and your brick, gets bigger, finds other bricks and together results in a secure house. When the opposite happens the bricks get slowly destroyed and the person loses the foundations needed to build him/herself. Understanding these processes is very important for the following unit.

The fan

- Ask the group to sit in circle and give a sheet of paper and pen to each person;
- Tell the group to hold the sheet of paper vertically and ask them to write their name on the top of it. Then, ask them to fold the sheet of paper up to the place they wrote their name, leaving their name visible (on the back of the paper) and give the paper to the person on their right;
- When they receive the paper from the person on their left tell them to check the name on it and on the back of the paper write a private message (just positive!) for that person. The message can be signed or anonymous. Explain to the group that after finishing they must fold it again, like a fan, to ensure no one can read their private message. After everyone finishes, ask them to pass the fan to their right. And repeat this process for every person in the group;
- When they finally receive their own fan/paper again they can open it and read the private messages from the group.

Debriefing questions:
- How did you feel reading all those messages? Was it good to read so many positive messages?
- Did you find it an easy or hard task?
- Why is it important to recognise other people's value?
- Do you think this is important here in the home? Why?
- In which situation could you do this more often?

Variations:
- In "Other suggestions" you can find alternative activities that allow all the group to praise each other and also allow them to keep "proof" of it, which is important for children and adolescents.

🕐 25 min.

👤 -

🗇 Sheets of paper and pens.

🏆 Promote self-esteem;
Develop the ability to praise;
Strengthen the relationships among the peer group.

📢 Reinforce that only positive things are allowed, and repeat it during the activity if you notice that someone could be taking advantage of the fact it can be anonymous to make fun or mistreat another person;
If During the debriefing someone says they had negative things in their fan, talk about it with the group. Try to make them think of how they would react if that happened to them and look for a solution in the group. Don´t forget to support the person that received those messages directly, by acknowledging his/her feelings, show concern and involve the group in looking for a solution.

Post-session challenges

The following challenges can be a way for young people to apply and continue to reflect on the skills worked on during the sessions, by transferring them into their natural context:

- List your qualities/virtues;
- Today, put on your favourite clothes;
- Challenge: Compliments– Try to praise people from the home for the most diverse things;

Building the home of empathy
Suggestions for the Next Step

Houses tend to convey a little of the people who live in them. Each of us decorates our home according to our tastes and way of life.

Our positive features are also a way to make our home more beautiful! Decorate your home with your best features.

Other suggestions for activities

The mirror

- With the group sitting in a circle, inform them that you have a box in your hand containing the photograph of a very special person: "Inside this box is the photograph of someone very special to us all. Very special indeed. ";
- Explain that the box will pass to all participants and while it's passing they should open it discreetly, and say a positive thing about the person in the photo;
- The secret of this activity is that instead of a photograph, as expected, participants will find a mirror and the important person is themselves.

Debriefing questions:
- Were you surprised by the important person we chose? Why?
- Do you think it was easy to praise that person? Would it have been easier to identify positive things in another person?
- Why is it sometimes difficult for us to recognise positive things in ourselves?

🕐 15 min.

👥 -

📚 A box and a small mirror.

🏆 Promote young people's self-esteem;
Develop skills to recognise their positive characteristics;
Strengthen group spirit, by valuing each person.

📢 It is important that the mirror is a surprise factor for everyone. Ask the group to be discreet "when they see who the person is" so as not to give clues to the other participants; let them be surprised too; When someone shows difficulty in identifying positive things, it is important that you try to motivate the person with comments such as "I know many positive things about that person".

Positive links

- This is an adapted version of the presentation game known as ball game or web game;
- Ask the group to sit in a circle and hand the ball to one of the young people. Explain that he/she should grab the end of the wool and throw the ball to another person of his/her choice without dropping the wool;
- When throwing the ball, the participant must identify a talent, a skill or a positive characteristic about the person to whom he/she has thrown the ball;
- The person who receives the ball and the praise, should choose another person in the group to cast the ball, also identifying a positive aspect about him/her (holding a part of the ball of wool too) and so on until all the participants are connected by a web;
- Then ask the group to roll up the ball again, explaining that they should now pass the ball between all participants in reverse order, "returning" the praise to whomever threw the ball first.

Debriefing questions:
- How did you feel about the positive things they identified in you? Do you agree with these things? Had you already thought of them?
- How did you find praising other people in the group? Was it a challenge? Why?
- What do you think happens when we value positive things in others? How is it related with the web we created here?
- Do you think we value others enough? Do you feel that you receive praise enough? Why do you think this happens?
- What can we do to value others more? In what situations?

🕐 15 min.
👥 Min. 5
☰ Ball of wool

🏆 Develop the ability to praise;
Promote young people's self-esteem;
Reflect on the impact tolerance and appreciation have on interpersonal relationships;
Promote self-knowledge and knowledge about the group.

📢 When someone shows difficulty in identifying positive things, it is important that you try to motivate the person (e.g. "Come on, you can do it, there are so many positive things about Michael"). By making this kind of observation you will be also giving confidence to the group member whose self-esteem may be shaken by the fact that their peers are not able to identify positive things in him/her.

Star of features

- Give a star to each participant and ask them to write their name in the centre of the star;
- Ask them to write down five positive characteristics about themselves on the peaks of their stars;
- Then, ask them to move around the room and compare the stars with each other, adding to their star the name of a person who has written the same characteristic on his star;
- In the end, reflect with the young people about how they are all different, but at the same time have things in common, link back to this during the rest of the session activities.

Debriefing Questions:

- Was it easy to think of five positive traits? Why?
- Look at your star. How many other names are there? Were you expecting to find so many people with the same characteristics as you in this group?
- How do you feel about having points in common with others?
- What is the advantage of having different characteristics from each other?

🕐 20 min.

👤 -

📑 Sheet of paper with the drawing of a star (one per participant), markers.

🏆 Develop skills to recognise positive characteristics in themselves;
Strengthen the group spirit, by valuing each person;
Encourage understanding and respect towards the differences between individuals in the same group;
Reflect on common features that exist among the people with whom we interact.

📢 Due to low self-esteem, some young people may have difficulty identifying five positive traits in themselves. At this stage try to be attentive and give them some support, or even involve the other young people in this support;
Remind the group that this is a session to say only positive things. The goal is not to judge the five characteristics chosen by each young person, since this may have the opposite effect to that desired for this activity.

Praise me behind my back

- Give each person a sheet of paper, a pen and a piece of tape;
- Ask them to write their name at the top of the sheet and then to put it on their backs (they can ask for help for this step);
- Explain that they should move around the room and write exclusively positive characteristics on each person's sheet;
- When everyone has finished, ask the group to sit in a circle and read their sheet;
- To conclude, you can invite participants to share some of the "things that others said behind your back".

Debriefing Questions:

- How was this activity for you? Was it challenging to think of a positive thing about each person? Why?
- How did you feel about reading your sheet of paper? Were you surprised by any of the comments?
- It's good when we say positive things on the "backs of each other". Why do you think sometimes that does not happen? What can be done differently?

Variations:

- You can also collect several images and challenge the group to do the same but using images. In this case a set of images would be available to the group and the participants glue an image that characterised the person on the paper.

🕐 15 min

👤 -

🗇 Sheets of paper, pens and adhesive tape.

🏆 Promote young people's self-esteem; Develop skills to recognise positive traits in others.

📢 Remind the group that this is a session to say only positive things; Participate in the activity too. Take time to see if anyone has unpleasant messages on their paper. If so, alert the group to this situation in a discreet way, for example, asking how they would feel if they read less positive things on their sheet of paper. This kind of approach could lead young people who had this behaviour to get back to that sheet of paper and to remove what they had written. If this doesn´t happen, don´t forget to discuss it during the debriefing.

My tree

- The activity has three stages;
- Ask the participants to draw the roots of a tree at the bottom of the A4 sheet and to write down the experiences they consider the most striking/important in their life so far;
- Then ask them to draw the trunk, where they must write the characteristics that define them;
- Finally, ask them to complete the tree by drawing the treetop where they should write their dreams and expectations for the future;
- At the end, invite all participants to share their tree with the group, either presenting all the tree topics or focusing only on the content they feel is appropriate.

Debriefing questions:

- How did you feel when drawing your trees?
- Which part was more difficult or challenging? Why do you think that?
- What did you think about what you´ve heard from the other participants? Did you know these things about them? How did you feel about them sharing those things with you?

"Blind" love for my group

- Split the group into two, forming a sort of corridor or aisle, with one group in front of another;
- Explain that each person will be blindfolded and walk slowly along the corridor. Along the path the remaining participants should say, positive things, close to each person's ear;
- When they reach the end of the aisle, each participant should also join the corridor, to praise all the other people during their passage down the aisle;

Debriefing questions:

- How did you feel about this activity? Did you like hearing the praise?
- What did you feel when hearing so many compliments when you were blindfolded?

🕐 25 min
👤 -
▒ A4 paper, markers and pens.

🏆 Deepen their knowledge about the group;
Reflect individually on their own personal characteristics;
Reflect on expectations for the future;
Develop empathy skills with others.

📢 The content of the trees can be very personal. Their sharing may be very important to some young people and a sign of trust in the group and in the facilitator. Don't forget to thank people for sharing;
It's a young person's choice to keep their tree confidential. During the activity ensure that they have enough space, so that they can feel comfortable when drawing it.

🕐 10 min
👤 Min. 6
▒ -

🏆 Promote self-esteem;
Strengthen peer relations;
Become aware of the image the group has of each young person;
Develop competencies to value each other.

📢 This is an interesting alternative to " The Fan", "The Puzzle" or "Praise me behind my back" for groups that have people with difficulty writing, since the praise is verbal;
As in previous activities, reinforce the importance of saying only positive things as young people pass.

The puzzle

- Give each participant a large piece of paper and ask them to write their name on it;
- Then ask them to write down some of their positive characteristics;
- Then distribute the various pieces round the room;
- Explain to the group that they should move around the room and write one or more positive characteristics on each young person's paper;
- After finishing, each one must collect his piece and individually read its contents;
- Challenge the young people to compare the positive characteristics they received with the ones they had written initially;
- At the end, invite the young people to share the content with the group, or part of it. After that, put all the pieces together to complete a puzzle - the final result will gather together all the various characteristics of the group.

Debriefing questions:
- How was this activity for you? Was it challenging to praise other people? Why?
- How did you feel when reading your paper? Were you expecting such compliments?
- Do you think that the way others see you is similar to the way you see yourself?
- All the pieces together form a single puzzle. What do you think that means?

Variations:
- Since it is a puzzle you can create some message for the group that is only understandable after all the pieces are together. (Suggestion - Picture of a house with the phrase: "In this house you´re all special and unique").

🕐 20 min

👥 -

🗐 A4 sheets of paper, coloured markers, scissors

🏆 Promote self-awareness;
Promote self-esteem;
Strengthen peer relations;
Become aware of the image the group has of each young person;
Develop competencies to value each other.

📢 Take part in the activity too and try to see if there is someone who has less positive things written on their puzzle. Remind the group that the purpose of this particular session is to focus on positive things and if they will like to read positive things on their puzzle piece, others will like it too.
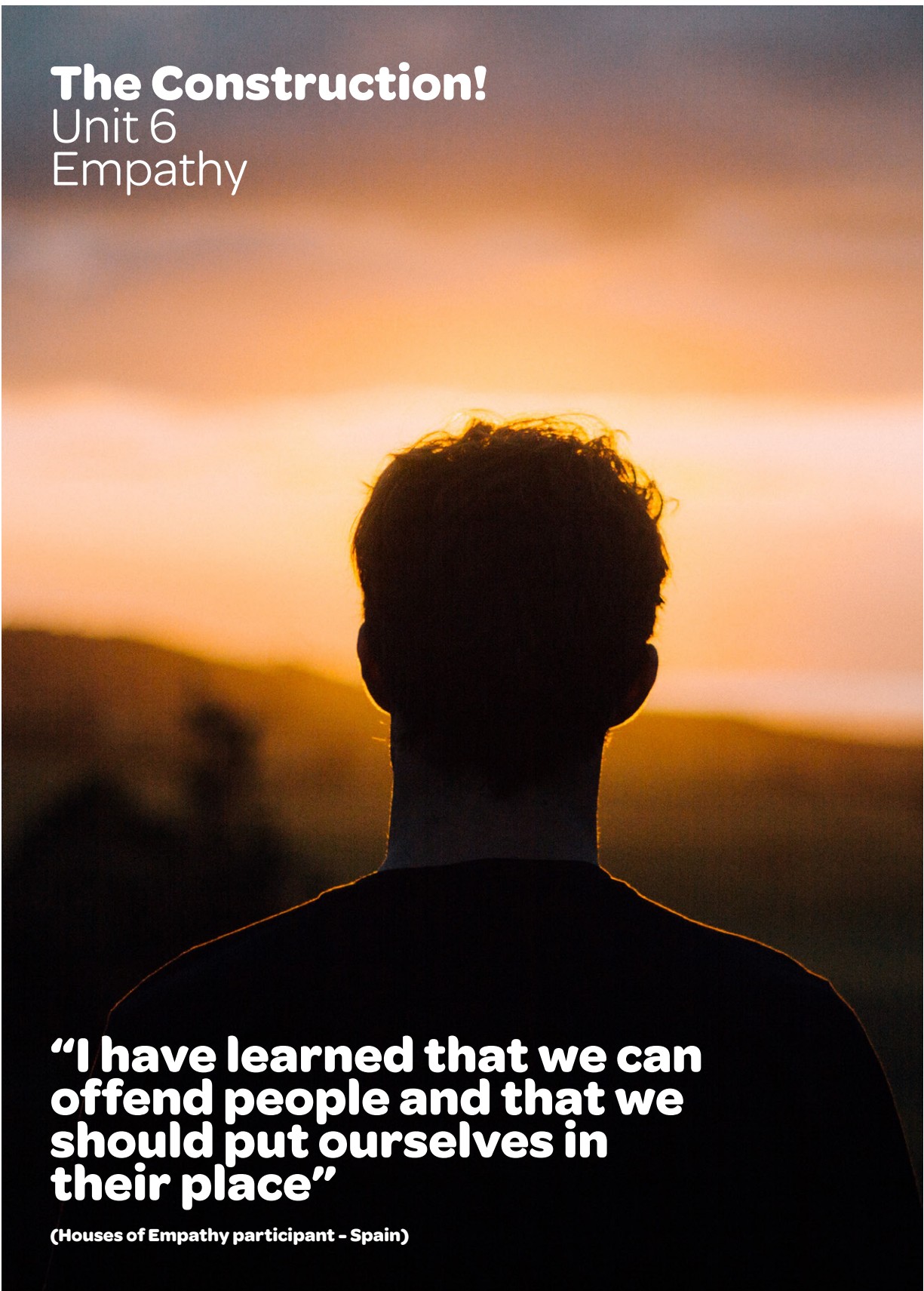
The Construction!
Unit 6
Empathy

"I have learned that we can offend people and that we should put ourselves in their place"

(Houses of Empathy participant – Spain)

With this unit our goals are to:
- Introduce and clarify the concept of bullying;
- Reflection on the role each one has in a bullying situation;
- Promote understanding around the concept of empathy;
- Establish the link between bullying and empathy;
- Promote empathy skills;
- Encourage and promote the creation of an #Empathy Code# for each home.

Suggested sessions: 4

We´ve finally arrived at the Empathy unit – the last unit of Houses of Empathy programme.
This unit was designed to inform young people about bullying and help them reflect on the issue, especially in the environment of their home, but always from an empathy perspective.

Even though this is an anti-bullying programme, this is the first time the concept of bullying is addressed, and that happens for two main reasons: Talking about bullying without any kind of preparation and before developing trust among the group can be seen as very invasive by young people. Secondly, we want to do it through a lens of empathy, so it's important we have worked on some other skills first, to provide a solid foundation for this module.

As you've learned, empathy plays an extremely important role in this programme. Before we present the activities to raise awareness about bullying and develop empathy skills, we leave you with some information to help you understand the concept we want every home to use!

Empathy and Bullying– A theoretical framework

Why was empathy selected as a key to tackling bullying?
Empathy is more than "Walking in another person's shoes". Sticks and Stones call it "the social glue that binds us together". Lawrence and Bookbinder[21] define empathy as the combination of three concepts: Empathic accuracy, the ability to sense what other people are feeling; Empathic compassion, which is being open to another´s experience with tolerance and compassion; and also Empathic interactions, the ability to interact in an empathic way with others. Contemporary approaches and research often distinguish empathy into two main dimensions (Davis, 1994, cit.in Özkan & Cifci, 2009; Reniers et al., 2011; Smith, 2006):

Cognitive - the ability to understand and predict the other person's beliefs, desires, ideas or feelings and affective or emotional – detecting and experiencing the other´s emotional state (Maurage, et al., 2011). The abilities inherent in empathy makes it a prosocial behaviour facilitator and antisocial behaviour inhibitor (Jolliffe & Farrington, 2006).

Research show us that people can benefit from having high empathy skills, since it:
- Helps people to create and maintain friendships (Del Barrio, Aluja, & Garcia, 2004; Hay, 1994);
- Enhances satisfaction in intimate relationships (Long, Angera, & Hakoyama, 2008);
- Empowers family relationships, namely family cohesion, parental support and communicative responsiveness (Henry, Sager, & Plunkett, 1996; Guerney, 1988);
- Shows a negative correlation with aggressive behaviours, acting as a moderator (Jolliffe & Farrington, 2006a; Mehrabian & Epstein, 1972; Eisenberg & Miller, 1988.

Empathy has two moderating mechanisms which can contribute to aggressive behaviour reduction: One of them is related to the cognitive dimension, as explained earlier. The more someone is able to appreciate and accept other people's perspectives, the more tolerance they will show towards them and will be less likely to engage in aggressive behaviour (Feshbach, 1978); The second relates to the affective (or emotional) dimension. If the aggressor is able to feel and experience the target's pain, they´ll try to avoid the emotional stress caused by the situation or even reduce the target's suffering, changing his/her own behaviour (Espelage, Mebane & Adams, 2004).

---

21. Information available at: http://learninginaction.com/PDF/ELSR.pdf

Association between bullying and empathyt
As empathy is linked to prosocial behaviour and aggressiveness inhibition, it makes it a very important key to tackling bullying.

The assumption that people who perpetrate bullying behaviour have lower empathy skills then those who don´t has been supported by several researchers (e.g. Olweus, 1993; Smith and Thompson, 1991; Bernstein and Watson, 1997; Rigby and Slee, 1999, cit. in Jolliffe and Farrington, 2006), under the assumption that those who are able to understand the result of their own bullying behaviours have on others, may inhibit them from continuing with those behaviours (e.g. Feshback, 1975 cit. in Jolliffe & Farrington, 2006).

However research results, despite showing a negative correlation between bullying and empathy, are not consistent and recognise this relationship can be influenced by other factors (e.g. economic status, cognitive skills) (Jolliffe & Farrington, 2006) According to Jolliffe and Farrington (2006) for those people, whether male or female, who only took part in name calling once or twice, empathy improvement won´t bring many benefits. However for "male high-frequency bullies and male violent bullies", and "female high-frequency bullies and females involved in indirect bullying", who appear to have low affective empathy, it seems to be effective approach.

Also Kahn e Weissbourd (2014)[22], refer to evidence that associates the development of empathy skills with a reduction in discrimination, threats, teasing and bullying at school and makes it more likely that young people will intervene to prevent bullying situations. This idea is also reinforced by Eisenberg and Fabes (1998), who defends that those who display bullying behaviour lack empathy skills, namely the ability to understand the consequences of their behaviours on other people´s feelings and empathise with the feeling of others (Eisenberg & Fabes, 1998).

Remember that "children see, children do". If you demonstrate respect, friendliness and fairness in your relationships with residents and your peers in the home, young people are more likely to model that behaviour. It is important to give young people opportunities to practice empathy. Challenge them to view things from the other person's perspective, involve them when you're resolving conflict in the home or making plans (Kahn e Weissbourd, 2014).

Empathy – Houses of Empathy practical proposal
The Houses of Empathy approach in this unit is based on the methodology of Sticks and Stones Anti-bullying Programme™, Ireland[23].

In Houses of Empathy we want to change the way people address bullying and positively intervene. We firmly believe that the solution is empathy and young people being empowered, so help us change the conversation and break the cycle:

• Let´s ditch the labels – avoid the use of negative and loaded words like bully or victim;
• Bully is a verb not a noun – which means it is behaviour - it can be changed;
• Dispel the myths and stereotypes;
• It is the majority who hold the key to change – so it´s our duty to empower them to act;
• And lastly, let´s activate empathy!

---

22. Information available at: http://www.huffingtonpost.com/richard-weissbourd/bullying-preventi on-the-power-of-empathy_b_6171238.html
23. Information available at: http://www.sticksandstones.ie/. Para uso deste programa fora do contexto residencial, por favor obtenha permissão prévia através do link acima.

Introducing the bullying concept

At this stage you´ll introduce the concept of bullying to the group of young people. To address bullying effectively it is important professionals and young people understand it well. This can seem like a simple concept since they hear about it in lots of places, but the truth is there are still a lot of misconceptions about the issue. Make it clear for them that bullying is unwanted negative behaviour that can be conducted by an individual or group against another person (or persons) and which is repeated over time. Try to establish the distinction between bullying and isolated incidents of aggressive behaviour. They are both problems that need to be sorted out, but the second one does not constitute bullying. To be considered bullying there are three requirements: there is invariably an imbalance and abuse of power, it is intentional, and usually it is on-going. In the case of Cyber-bullying whilst the original post was a one off, the repeated viewing of the bullying material makes it on-going.

There are exceptions to every rule; in some instances the behaviour can be so threatening that the child continues to be frightened long after the original event. e.g. one child threatens another that they will stab them with a knife after bedtime. The fear of being stabbed is repeatedly played out in the mind of the targeted child.

During this unit it is important that young people understand that bullying doesn´t just include the obvious types, such as physical. At this stage we suggest you present young people with the different types of bullying behaviour that exist. Although there are several categories for this issue, we propose you present the following[24]:

- Physical
- Gesture
- Exclusion
- Verbal
- Extortion
- Cyberbullying

The Audience and Back-up Method © Sticks and Stones Anti-bullying Programme™

One of the key points in this unit is the specific focus on the role the audience plays in a bullying situation, since it´s rare that bullying occurs without the presence of some viewers who may take the role of audience, or more actively the back-up.

"If a group of actors walk out on stage and discover there's no audience, then there's no show" (Sticks & Stones). The fact is that even if you don´t like what's happening but you keep watching it, then you contribute to its continuation. If the "audience" keeps watching, the bullying will continue. This is at the heart of our "mission" in Houses of Empathy – helping young people understand the impact their behaviour can have in these situations and empowering them to choose to behave differently. This is for us the key to reducing bullying. And here is where empathy comes in.

Role-play and forum theatre – the core of the intervention

As you will see, the core of the activities in this unit use role play and include the forum theatre technique. This technique has shown great results in addressing this kind of issue and is more popular with young people themselves.

This is not the first time we´ve used role-play in our activities, so don´t forget you have before general guidelines about how to manage these kinds of activities.

Forum Theatre is a type of theatre where, without barriers, the audience is invited to debate the problems role-played and to suggest solutions or alternative behaviours for each character. In forum theatre it's common that people from the audience replace a certain actor, trying to show alternative behaviours or responses that can be used in the role-played situation.

Although you´re going to find specific tips for each activity in the session plans, there is some information that is useful to know in managing Forum Theatre activities:

Instead of starting immediately by talking about bullying within the home setting we suggest you start by referencing their school setting since that is one area that everyone can relate to. If you introduce the home setting first, you might come up against resistance – "We don't have any bullying here". But if you talk about school instead, it will be easier for them to engage, since they will have seen bullying even if they are not directly affected by it.

---

24. Information available at:
     http://www.sticksandstones.ie/bullying/methods-of-bullying/

During the preparation:
- Give them around 10 minutes to come up with the role play;
- Remind them this is role play so they must try to be as realistic as possible;
- Inform the group that physical violence won´t be allowed. Explain to them that if it gets physical you´ll have to stop the role play;
- For some groups this is a demanding task. Try to go to each group to see if they have any doubts or need help devising a role play;
- It is important that you create a space for the audience – the young people who are observing the roleplay.

During the role-play:
- Try to make sure the audience is listening. Let them finish completely before you start asking questions or commenting. However, if it goes off track feel free to stop it at that point.

After the role play:
- Ask the audience about what they have just seen;
- Rerun some scenes and point out something about each one as it goes along. If necessary replay important points;
- Every time you find an important point, ask them to freeze on a certain scene of bullying and start the • reflection from the frozen scene. Get them to describe the scene. Remember we're trying to promote empathy so ask them what the different characters might be feeling. It is important that they reflect on the power dynamics in each scene. Ask questions like: "What do you think the audience could do to help?", or directly ask the audience characters – "Why aren´t you doing anything?";
- Try to analyse each scene from the perspective of each character using forum theatre. Ask for observers' feedback, tease out the points with them and use forum theatre techniques: include new characters, remove people from a scene, and replace some characters.

Example A:

Young person 1:	"He is just doing it because he has back-up".
You:	"Hum, interesting, let´s try to do it again but this time without the back-up".

Example B:

Young person 2:	"This just happened because nobody helped".
You:	"Do you think so? What do you think could be done? Please, jump into the scene and pretend you´re watching, let's see what you think could be done differently".

In both cases, after repeating the scene, analyse the situation again with the group. Ask them: "What changed? Did it get better?"

To introduce the reflection on telling others and asking for help you can include questions like – "Who can they tell?" and start the debate from their answers.

Don´t forget that your main goal here is help them understand and reflect on the impact their behaviour and choices can have in those situations. The secret in managing theatre forum activities is to take young people's feedback and work from it every time you can. There´s no specific script for that, since it depends on the group contributions, however in each activity you´ll find some examples of debriefing questions.

In the end don´t forget to debrief the activity with the group. You don´t have to do this with each role-play but ensure that over the course of all role plays you look at that particular role-play from one of these perspectives: The person leading the bullying; The Target; The Back up; The Audience, and for each case, what could they do differently.

These are strategies you should use in all the role-plays during this unit. Although we recommend you start with the school setting, slowly try to bring the focus to the home setting. Propose role plays in this setting too. In this case let them also suggest specific scenarios to play. In these role-plays you can ask someone to play the role of educator or other professional from the home to understand how they see the home dynamics.

Since this role-play is about the home setting it will tend to be much closer to the group's reality and because of that it is important you are very attentive and sensitive to everything that´s said.

The no blame approach

A lot of approaches have been devised to tackle bullying. Some use discipline, others try to empower the targets, there are those who recommend mediation. In Houses of Empathy we value the method of shared concern, and that´s why we stand for the "No blame approach".

A "No blame approach" seeks to resolve the conflict rather than simply punishing or blaming the perpetrators.

In closing, remember it's important that the Houses of Empathy space is used to empower young people and not to make them feel worse, accused, or threatened. When discussing sensitive situations such as bullying within the home setting, it´s important that you acknowledge there is a problem, make yourself available and engage in the solution to it. It´s also important that you manage the situation without blaming, involving the entire group in the solution. When trying to develop empathy and find solutions with young people we suggest you try a coaching approach called "SNIP":

S is for Situation – Ask the person/group to describe the situation. You can say something like: "Maybe I can help you here, but first please explain to me how you see things" or, if necessary, you can choose to give them your own perspective "Perhaps I can help you, let me share with you what I think is going on here…";

N is for Need – Let´s find out what is needed to change and improve the situation: "So what do you think you could do in a different way'", "What is working well between you? What isn´t?", "What do you think upset him/her?";

I is for Ideas – Even if you have solutions, let the person or the group find them first: "Hum, so if you think this is about managing your temper, what ideas do you have to help with this?"; It's important you make sure the final idea is good enough to fix the problem.

And P is for Plan – Let´s organise putting these solutions into practice!

Don´t forget to agree your role in this. It´s likely you´ll have some role to play in supporting the person to make the necessary changes.

Next you´ll find the session plans to address bullying. The number of sessions is just a suggestion, you´re the one who knows your group's needs better.

Empathy
1st Session

This session aims to...
- Reflect on the impact our actions can have on others;
- Enable young people to identify what can work as protection for them;
- Introduce the concept of empathy.

Bomb and Shield

- Get the group to move around the room using all the space. As you pass other people if you catch their eye, smile. Tell them to keep walking and fill up the space;
- Then, tell the group that each person should pick a person who is going to be his/her bomb, but without telling them. The goal is that each player stays as far away from the bomb as possible, since they could go off at any minute;
- Now, ask them to pick another person who is going to be their shield. Advise them that, like before, they can´t tell the person that´s she/he´s the shield. Tell them that they want to stay close to that person because he/she´s going to protect them. Tell them to keep walking and fill up the space;
- Then, tell the group that their challenge is trying to keep the shield between them and their bomb at all times. Meanwhile, tell them to continue walking, filling up all the space;
- As the group is moving around it should be fun – some people´s shield will be another´s person´s bomb, so you can have two people who are trying to stay away from someone and the other one is trying to be near them;
- After a few minutes shout "Freeze!";
- That means the bombs have just gone off. Explain to them that if their shield is not between them and their bomb, they must drop to the floor. Spend a minute asking people to point out their shield or bomb;
- Regroup in a circle and discuss how some people or situations are bombs in our life – they always set us off, or have the potential to create chaos and how we protect ourselves.

Legend:
- 🕐 Duration
- 👤 Participants
- ☰ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 20 min.
👤 Min. 4
☰ -

🏆 Reflect about the shields we might need to protect ourselves form what troubles us;
Think about the protection we provide to others;
Reflect on whenever we´re the ones who upset others.

📢 With many groups it makes sense to run the exercise a second time before debriefing. It allows everyone the opportunity to fully understand the instructions.

Debriefing questions:
- Who might you be a bomb for? Who do you wind up, annoy, irritate?
- What´s the impact of that on someone? What could you do differently?
- Who are your shields? Are there situations in the house that you intervene in – provide a shield for someone?
- What shields might we need? Is it another person to talk to? Is it taking time out? Listening to music? Playing a computer game?

My Shield

- Give each participant a sheet of paper with a blank shield on it;
- Ask them to fill in all the people/things that protect them individually from the "bombs" in life;
- At the end invite them to share their shields, or part of them, with the group.

Debriefing questions:
- What does your shield looks like? How do you feel about it?
- Now that you stopped to think about it, did you know you have so many important things/people that protect you?
- Do you feel your shield is strong enough for the "bombs" in your life?

Variations:
- One possibility is to do a home/group shield. And ask them to identify within the group and the home setting what they consider protective. This can give cues about the relationships between peers, peers and staff and also about how they feel in the home.

🕐 20 min.

👤 -

🔖 Sheets of paper with a shield shape, markers.

🏆 Allow individual reflection on the things/people have for their protection; Promote a sense of protection.

📢 Give them enough time to fill their shield. This kind of reflection can be demanding for young people;
Sometimes young people mentioned each other in their shields. Take that opportunity to value them for being so important and protective of someone.

Other people shoes

- Tell young people that you´re going to do some role-play in order to finally discover what empathy is! Tell them that in this session they´re going to try "some other people´s shoes";
- Divide the group into smaller groups, between 2 and 4 people each; while one group is acting the other will play the role of observers;
- Give each group a scenario to role-play, like those proposed below, and ask observers to watch the scene, paying special attention to what the characters may be feeling;
- During each role-play, rotate the roles, so they each have an opportunity to experience being on the end of negative behaviour;
- After each role-play do a small debriefing, focusing essentially on characters' feelings in that situation.

Scenario 1:
Having a broken arm: Broken arms and legs are not uncommon in childhood, but for the child who has never experienced an injured limb, it can be hard to imagine what peers are experiencing. Wrapping up an arm and tying it close to the body as if it were broken gives a child a way to role-play.

Scenario 2:
Simulated conflicts: Try having two or more children act out an imaginary conflict e.g. someone steals another´s phone. Let that scenario run and then switch roles to where the person stealing is now the person having the phone stolen. While this exercise is short and very obviously simulated, it can help participants understand what it is like to be someone else in a conflict situation.

Scenario 3:
Being excluded from a team based on physical appearance: Ask young people to act out a situation in which they´re playing two teams that are about to play a football match. There´s one person left at the end that hasn't been picked for a team. No one is picking them for their team, arguing that he/she´s too fat and will harm the team's performance.

🕐 20 min.
👥 Min. 4
☰ -

🏆 Introduce the concept of empathy; Experience another person´s perspective and challenges; Reflect on what it's like in another person´s shoes.

📢 At this stage we haven´t used the word bullying, we´re just looking at the behaviour.

Debriefing questions:

* Each time "debrief" with the person being targeted: How did it feel? Why?
* Have you ever thought this situation could be so harmful?
* Can you think of other situations in which we forget "to step in the other person's shoes"?
* Why is that so important?
* Now, did you already discover what empathy is?

Variações:

* These scenarios are just proposals. You add new options or even replace them for situations that are more relevant to work on bullying and empathy with your group;

* Since you´re working with the group in the home where you work, if you want the fullest effect you can challenge them to incorporate some situations throughout the day and reflect about it in the sessions (e.g. instead of wrapping up the arm for a few minutes, leave it tied up for part of the day, so the child learns what´s like to get ready, eat, try to do school work without the use of one arm);

* If you don´t have much time available, or if the group is not willing to engage in the role-play, you can just present them with the scenarios and start a debate from there. To enrich the experience you can draw some footprints on a sheet of paper. Ask someone to step into those shoes while you´re presenting the scenario and ask people how would they feel if those "were their shoes" for real.

Empathy
2nd Session

This session aims to...
- Introduce the concept of bullying;
- Reflect on the role of each person in a bullying situation .

Trust

- To introduce this game it is useful to explain and demonstrate with a volunteer;
- Ask the group to divide into pairs. Explain to them in each pair person A will guide person B around the room, holding their elbow and wrist and giving simple instructions: e.g. stop, walk forward, turn left, turn right;
- Clarify some important rules with the group: They can´t move before they hear their partner's instructions – Remind them they´re being guided; If there´s any obstacle the person that is guiding must say "stop" and it´s important the guided person obeys the instructions;
- Don't do this blindfolded. By just closing their eyes it gives the participants the option to open them if they feel unsafe;
- Explain to them that with so many people in the room, they have to whisper their directions;
- At the end ask them to change roles.

Debriefing questions:
- What does it take to trust someone?
- How can you inspire trust in someone?
- What difference does it make having people in our lives that we can trust?

Variations:
- This activity can be done just by touch without using words. Define codes with young people (e.g. touch the left shoulder - turn left; touch the back - move forward; grab both shoulders - stop) and do it in silence;
- If you haven´t done it during the emotions unit you can do the "Pendulum" activity to work on trust.

Legend:
- 🕐 Duration
- 👤 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 15 min.
👤 Min. 4
≋ -

🏆 Promote reflection on trust; Reflect on the trust levels between the peers in the home.

📢 Be attentive since some young people can take advantage of a blindfold situation to make fun of other people or let them hit obstacles.

Bullying Role-play

- Brainstorm with young people bullying situations they have seen in school. Where, when, what?;
- Pick the most common situations and places where they said bullying occurs (e.g. changing rooms, playground, school entrance);
- Divide participants into groups and give each of them one of the scenarios to role-play a bullying situation;
- Give them 10 minutes to come up with a role play;
- Explain to them that since it´s a role-play, it should be realistic and not a drama. Even though they´re playing a character, that character isn´t acting, they're showing us how they would behave in real life;
- Tell the group that physical violence cannot be present in the role-play, even if they want to integrate it in the bullying episode;
- After some minutes of preparation check each group to be sure they all understand the task and to see if they´re engaged with it. Remind them when they have one minute left;
- Set up a seating space for audience. They´ll play a very important role in this theatre forum activity;
- After finishing the role play give them a round of applause and ask the audience what they saw in the scene and point something important about each one as it goes along;
- Rerun the scenes and replay important points;
- When there´s a picture of bullying, ask them to freeze on it and analyse the scene with them by asking some questions:
    - What´s going on?
    - What´s the audience and back-up power in this scene?
    - What could the audience do to help? Ask the audience why they aren´t doing anything.
    - Who can they tell?;

Note: At this stage when we talk about one of the roles in a bullying situation and not about the role-play observers.

- After the reflection use the theatre forum technique: rerun the scenes using their suggestions, take characters from the scene, include new ones, or replace the characters to allow someone in the audience to show what can be done.

🕐 45 min.
👤 Min. 4
☰ -

🏆 Promote reflection on bullying behaviours;
Develop empathy skills through role-play;
Identify all the actors in a bullying situation as well as their roles.

📢 Give enough time to young people to prepare and feel confident to role-play;
Recognise and value their effort and their acting skills;
Interrupt the role-play every time you feel it´s not serving the purpose or if any kind pf physical violence is used;
Pay attention to the roles attributed. If you suspect someone is actually experiencing bullying in the home, it is important you don´t let him/her play the role of target, or even if he/she does make sure to switch roles between them;
Some of the situations role-played can be very sensitive since they are personal. You must be attentive to manage it during the debriefing or even interrupt the roleplay.

Debriefing questions:

In this activity the first stage of the debriefing is done during the role play, because this reflection is what allows the scenes to be repeated looking for solutions. You don´t have to use all the questions with each individual role-play. The important thing is that you ensure that during the whole activity you look at each role-play from, at least, one of these perspectives: The person leading the bullying, the target, the backup, the audience, and, in each case, what they could do differently.

- After concluding the activity, as it´s also the last activity of the session, you can include some general questions related to the session's experiences and bullying:
- After the role plays what can you tell me about bullying? Were you aware that bullying could be all this?
- What did you feel about being in and watching those bullying situations?
- What do you think could be your role in a bullying situation?
- How do you think empathy could be important in a bullying situation?

Variations:

- This time the bullying scenarios came from young people, since it´s also important to understand their perception of bullying and how they perceive it. However, if you feel it's important you can also suggest some specific scenarios.
- As highlighted before, not all children and young people feel comfortable with this kind of activity. Once again, in those cases you can try to address the same content using other strategies like: starting a debate about bullying, ask for examples and analyse it from the same perspectives we suggest in the role-play; or doing a still photograph instead of theatre. As proposed before you can suggest young people freeze in a picture of bullying instead of acting and start your discussion from here.

Empathy
3rd Session

This session aims to...
- Give young people more information about bullying;
- Reflect on the role of each actor in a bullying situation;
- Develop strategies to deal with bullying within the home environment.

Circle of Knots

- Ask the group to stand shoulder-to-shoulder in a circle and all come in close with hands stretched into middle of the circle;
- Tell them to grab two hands – cannot be the person next them, and not both hands of the same person;
- Once all the hands have been grabbed across the circle, the group is going to be tied together in a large knot;
- Explain they must un-tie the knot without anyone letting go of their hands. Advise them to go very slowly and be very gentle;
- Do it once allowing the participants to talk and once again in silence.

Debriefing questions:
- How did you do? What skills did you use to untangle the knot.

Legend:
- 🕐 Duration
- 👥 Participants
- ≋ Materials
- 🏆 Goals
- 📢 Notes/Tips

🕐 10 min.
👥 Min. 5
≋ -

🏆 Promote group cohesion; Develop problem-solving strategies.

📢 If the group are finding it difficult you can allow them to make one break – they must decide which is the most helpful break to make.

The types of bullying

- Start by recapping the last session
- Ask the group to brainstorm about bullying and write the words on a large flipchart sheet. Help them to define it in one sentence: "Bullying is…"
- Then, brainstorm the types of bullying that exist. Capture their words and contributions on the flipchart
- Using some of the bullying behaviours described in the previous session and others brainstormed in this session, elaborate on the types of bullying behaviour and help them understand them in more detail: "There are six types of bullying and you´ve described some of them. Any idea what they are called?". If they´re not getting the correct title of the bullying behaviour use the example they gave as a prompt
- Then, name the six types in detail:
    - Physical – Something you do physically to bully someone
    - Verbal – Something that you say
    - Gesture – Making threatening signs or giving "dirty looks"
    - Exclusion – Leaving someone out or ignoring them on purpose
    - Extortion – Forcing someone to give you something or do something they don´t want to do
    - Cyberbullying – Using technology (social media, phones, laptops, etc.).

- When you´ve named the six types, ask which type of bullying they see most. Ask them which of them might be seen in the home and how does bullying in the home differ from bullying in school;

Note that this is the first time we´re talking of bullying within the home setting.

Variations:
- This topic can be introduced using other strategies: debating in pairs the behaviours associated with each type of bullying and then presenting to the big group; or for example, using by doing a puzzle with the six types of bullying and the matching behaviours.

🕐 25 min.

👥 -

📑 Sheet of paper, flipchart, markers

🏆 Discuss and cement the concept of bullying;
Identify and understand six types of bullying;
Identify characteristic behaviours of each bullying type;
Transfer the reflection on bullying in the school context to the home context.

📢 -

Time for solutions

- Tell participants that you´re going to do some more of role-play;
- Organise them into groups, if possible, different groups to the ones in the previous session;
- Tell them that this time the setting won´t be the school but a home. At this stage you can let them come up with scenarios or let them decide as they have done previously. Even if they suggest a scene they want to play you can add details to this scene, for example include a staff member as a character.

Some example of scenarios:
Scenario 1: Role-play an educator meeting with a child who is suspected of bullying (get the young people to take turns playing the worker and the young person);
Scenario 2: Role-play a meal, where all the young people and also one educator are seated at a table. Distribute the different roles and then rerun the scene switching the roles.

Debriefing questions:
- How does it feel like to be the care worker trying to find out what happened?
- How did you feel in your role during both role-plays?
- Can you imagine what it is like be to be a target of bullying?
- How can we improve things here in the home?

Variations:
- The scenarios can vary according to young people's contributions. Besides the scenarios presented it´s interesting to role-play their suggestions too since they're based on their reality
- As in all previous role-play suggestions, there are other alternatives for groups that don´t engage in role-play. In this specific situation it could be interesting to promote a debate both in big group or small group

🕐 25 min.
👥 Min. 4
⊛ -

🏆 Reflect on bullying within the home context;
Develop strategies to deal with bullying in the home setting.

📢 Like in previous role-plays on bullying it´s important you are sensitive to how people are feeling playing their roles.

Empathy
4th Session

This session aims to...
- Develop an "Empathy code" for the home;
- Gather all the learning from the previous sessions;
- Conclude the construction of the House of Empathy.

This is going to be the last session of the programme. This is not a rigid session plan. The most important thing with this session is to recap the experiences during the programme and create an agreed Empathy Code for the home.

The Empathy Policy

This is an extremely flexible activity. In fact, the most important thing is that the young people identify what for them are the "golden rules" to have a "House of Empathy".

However, there are some important things to take into account when managing this activity:
- The policy should reflect young people's vision as a group, so it is important they all agree on each topic;
- It should come from the young people's own contributions. If they identify themselves with the policy, it is more likely that they will engage with it;
- Some groups will be able to write more complex rules, others will keep it simpler;
- Your role is to challenge them to think of the content. Help them reach consensus. Give equal air time to those who speak less. If they are really stuck for ideas, help them by giving some suggestions.

It is really important that everyone, young people and staff included, commit to the rules and principles. It´s the only way it can be transferred from the session setting to the home environment and routines
As a symbol of commitment, propose that everybody in the home signs it and it is placed in a visible spot in the home. Like this it will easily remembered by everyone.

Legenda:
🕐 Duração   🏆 Objetivos
👥 Participantes   📢 Notas/Dicas
≋ Materiais

🕐 -
👥 -
≋ -

🏆 Define ground rules to promote an environment of empathy within the home;
Define and clarify the procedure when bullying occurs ;
Promote an agreement and commitment with the rules defined.

📢

-

This can look like a very simple task but in fact it reflects the work that has been done during all the sessions. Doing this and reaching agreement will require young people to use communication skills, work in a cooperative way, respect each other's opinion and contribute and agree on a solution about how it can be done; all the skills that have been learnt during the Houses of Empathy programme.

Finish your construction
During the programme you´ve been challenged to build a real House of Empathy with young people; a house that was built with the skills that were being strengthened in the group.

This could be a very good time to finish that construction. Now not only do you have a House of Empathy but you also have a policy to help everyone understand how people relate to each other in that home.

The most important thing is to keep the metaphor alive and help young people to materialize what they have experienced in the process of construction. The group´s diversity and interests and even the time available, will certainly influence the way this house is built. Although you have some suggestions at the end of each unit it can be done in a wide range of ways!

We would love to see your Houses of Empathy!

Post-session challenges

The following challenges can be a way for young people to apply and continue to reflect on the skills worked on during the sessions, by transferring them into their day-to-day lives:

- Make a weekly calendar with the important events for everyone in the house (young people and educators): birthdays, tests, sporting events, etc. So it's easier to remember to congratulate them, show interest, and ask how these events went;
- Decorate your home with pictures from everyone. Make sure no one is missing;
- Take a group picture;
- Be aware of bullying at home and at school. Do something to change this situation;
- Think of someone who is facing challenges. Try to put yourself in that person's place What can you do to help?;
- Think of a cause you believe in. Why not spend time in groups trying to make someone's life easier?

Building the home of empathy
Suggestions for the Next Step

Now your house is complete and you have already created a code that everyone must respect. What else can be done to make everyone feel welcome in this house?

Take advantage of this last unit to put all the finishing touches in your house!
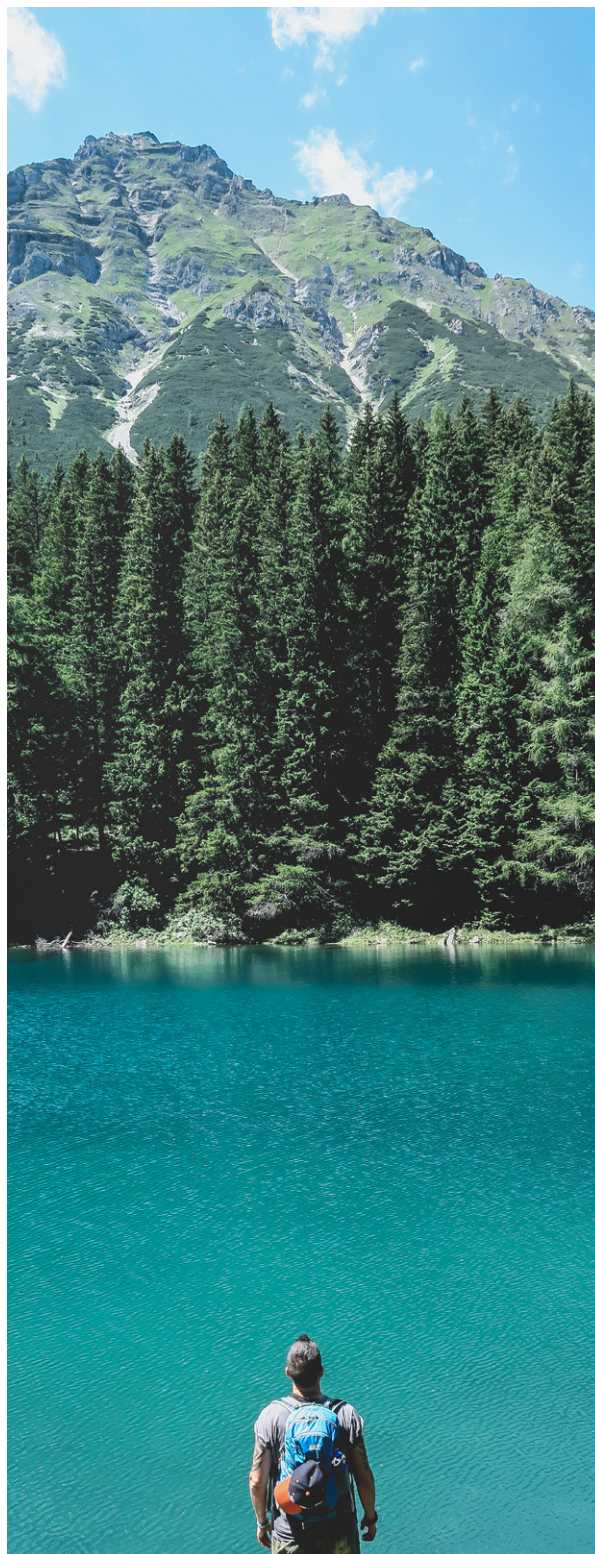
Other suggestions for activities

The spell turned on the sorcerer

- Explain to the group that they will have the opportunity to choose a task for the person seated on their left side to perform. Before each young person chooses the task, it is important to make a commitment to the group that everyone will do the assigned task;
- Ask each participant to indicate what task they will assign and record it on a sheet of paper;
- After everyone has chosen the task inform the group that suddenly the spell turned on the sorcerer and therefore, each one should perform the task they initially chose for the other person.

Debriefing Questions:
- What did you think of this activity? Were you expecting this to happen?
- What did you learn from the experience?
- Why do you think we sometimes put others in situations that we wouldn´t want for ourselves? How do you think they feel?
- In the future, what can be done differently?

🕐 20 min.
👥 Min. 4
🎚 -

🏆 Allow young people to put themselves in the "place of the other";
Experience the maxim: "Don't do to others what you wouldn´t like to be done to you";
Promote empathy skills.

📢 Often young people are reluctant to do the task. Remind them of their initial commitment. If they remain resistant don't continue to insist, however, it is important to use these situations for the debriefing - How can we put others in positions that make us so uncomfortable?
Use this activity to introduce or reinforce the concept of empathy.

Protect your dream

- Ask each participant to write their dream on paper, to fold it and place it inside a balloon, which they must then fill;
- Give the following instruction: "defend your dream / protect your balloon". - This should be the only verbalised statement;
- Gradually, give a toothpick to each person but without giving any instruction;
- Often the tendency is for everyone to start popping each other's balloons. Give some time for the activity. The time varies somewhat depending on the reaction of each group. When you find it convenient, end the activity and gather all the young people into a circle for debriefing.

🕐 20 min.
👥 Min. 3
🎚 Balloons, toothpicks, sheets of paper, pens.

🏆 Reflect on the effects our actions can have on others;
Promote tolerance and respect among the group;
Promote empathy skills.

📢 This activity can have a big impact on young people. Try to be very clear when explaining the mission of protecting the dream and distributing the toothpicks discreetly.

Debriefing Questions:
- What happened during this activity? What was your first reaction?
- Why did you destroy the dreams of others?
- Why do we sometimes have the impulse to hurt others?
- In this specific case was there any way that everyone could have managed to protect their dream? How?
- Do we have to attack or destroy others in order to protect our things?

Draw a boat

- Explain to the group that they should draw a boat together, and each participant can only contribute with one stroke for that drawing;
- Inform young people that a certain characteristic will be assigned to each member of the group, which must be "incorporated" when they are designing the boat;
- Use characteristics such as:
    - Blindfolded
    - Only use left hand
    - Jump to the floor while drawing
    - Draw with hands behind your back
    - Can't use hands
    - Draw with your mouth
- Do not touch any part of your body on the floor or any other object;
- Ask them to form a circle and the sheet of paper should pass from hand to hand, after each one completes their stroke.

Debriefing questions:
- Have you achieved your goal?
- How did you feel about the characteristic attributed to you? Was it easy?
- Did it take longer than usual?
- What strategies did you find?
- How do you react when you have to deal with someone with skills different from yours? Why do you think this happens?
- What can we do differently in the future?

Variations:
- You can replace the boat by another image more significant for your group, as well as the conditions to be assigned to each element; our only recommendation is that it should only be simple and adapted to the size of the group.

🕐 15 min.
👥 Min. 5
☰ A4 sheets of paper, markers.

🏆 Promote group cohesion;
Understand how some characteristics or situations can be conditioning for individuals;
Promote awareness that, although there are characteristics that can condition us in a given task, there will be other areas in which we are valued by our characteristics;
Promote empathy skills.

📢 You can manage the complexity of the conditions according to the characteristics of the group so that the activity is not too frustrating
Remember to congratulate them on the effort!

A House
of Empathy

"It made us spend a lot of time together and united us as a family"

(Houses of Empathy participant – Spain)

The process, up to now, was just the beginning of a construction. The programme leaves young people with important cues regarding what's necessary to get along with others in a heathy way; however, it's idealistic to think that such important skills and competences can be acquired and strengthened in such a short period of time. The consolidation of personal and social competences is a developmental process which requires not only practice but also a suitable environment.

Therefore, it is essential that the empathy environment that you try to establish with the programme's implementation becomes part of the culture of the home, which should be lived and shared by all the professionals. This consistency will allow young people to feel secure and confident to risk empathic relationships.

Even if not all the professionals have had the chance to be directly involved in the programme's implementation, it is extremely important that everyone is committed to combating bullying. Furthermore, it is recommended that the whole team be aware of the work that is undertaken during the programme, so they can share the vocabulary and metaphors used, transfer the reflection to the daily routines and reinforce some behaviours and attitudes. A culture of empathy, with a specific focus on bullying prevention is dependent on:

• Understanding the bullying phenomenon and being alert to its signs;
• Preventing bullying situations;
• Standardising intervention procedures;
• Implementing routines and behaviours that promote empathy.

Be alert for signs of bullying
There are several signs that alert us to possible bullying situations. Often they´re not easily identified, and require professionals to understand each young person. A young person that is a target of bullying can exhibit[25]:

• Unexplained bruising or cuts;
• Loss or damage to personal possessions or equipment;
• Unexplained changes in mood or behaviour;
• Loss of concentration;
• Decreasing attendance and participation in activities;
• Increased requests for pocket money;
• Stealing (to pay off sources of intimidation);
• Artwork expressing inner turmoil.

Bullying prevention initiatives should indicate that these behaviours are intolerable, whether in a school, a sports club or in children's homes. It´s important young people feel, from the beginning, that the issue of bullying is not being ignored within the home and that there is a general commitment to prevent its occurring. One of the suggestions in the Best Practices Guide, edited by Houses of Empathy, is the creation of an anti-bullying policy and a code of conduct that standardises procedures to deal with it.

Planning efficient policies is essential to identifying bullying situations in the correct way, implementing a systemic approach to prevention and giving adults a way to respond to bullying situations with more quality and in a more relevant way (Silva, 2016) b.

Besides the code of conduct, there is a list of routines and behaviours that can help to promote and strengthen the empathy culture of a home, preventing bullying episodes from taking place.

---

25.   http://www.sticksandstones.ie/bullying/signs-of-being-bullied/

Code of Conduct

There isn´t any one template or defined structure for a code of conduct. Each team should develop it based on each person's contribution and the home's needs. However, there are some aspects and good practices that are often identified in literature as essential:

- Bullying and types of bullying definition – What's bullying? How can it be perpetrated? What are the signs to watch out for?;
- List the working principles of the home, making it clear that there is "Zero tolerance" for bullying – What are the procedures to implement in case a bullying situation is identified or reported?;
- Appointing a person responsible for the home's anti-bullying action, a figure to centralise the information and communicate with the whole team, ensures that there isn´t any loss of information between shifts. This person must also be recognised by young people as the one who is responsible for managing violent/aggressive situations. It is important to explain to young people that they are free to talk with another adult, with whom they feel more comfortable, if they prefer;
- Identify the possible consequences for bullying behaviour – What to do when there´s a bullying situations? At this point it is important to remember that this is a project that uses a no-blame approach;
- Use positive language that encourages healthy behaviour;
- Demonstrate that reporting bullying is always well received;
- Pay attention to certain moments in daily routines (e.g. family visits, "going to bed" time) to take special preventative measures.

Young people's involvement in developing the code of conduct is important. By listening and involving young people in this process they understand the home's position from the beginning and feel part of the solution.

There are several good examples of practice to support the development of a code of conduct. Despite the fact that the majority of the examples are for the school context, we believe that many of the suggestions are also relevant for the residential care settings.

We consider it really important for each home to get involved in the construction of this document, and we provide you with two examples, designed for the residential care setting. We hope that it can be an inspiration for your own code of conduct construction, or, as we like to call it: The Code of Empathy.

The Anti Bullying Policy for Children´s Homes (2005)[26] is a policy created in the United Kingdom to identify the basic procedures to adopt a supportive and relevant response to a bullying situation. This initiative reinforces the importance of contemplating not only the support that must be given to the targets but also to perpetrators, highlighting the importance each home places on the promotion of a secure, safe and healthy environment for young people's development. Also the "Safe from Bullying In Children´s Homes Programme" (4children, 2009) supports the creation of preventive measures that include the following topics: designation of an anti-bullying leader, responsible for the coordination of the anti-bullying activities, as well as bullying situations; creation of welcoming and inclusive environment, where bullying isn´t tolerated; involvement of children and young people in the anti-bullying policy definition, establishing the distinction between acceptable and unacceptable behaviours and their consequences; the use of an assertive style of communication; professional empowerment on the issue of bullying, in order to ensure the effectiveness of the anti-bullying policies implemented; Planning of actions aimed at the gradual reduction of bullying episodes; and the establishment of partnerships between professionals in contexts that are significant for young people, such as school, extracurricular activities, etc.

26. Information available at:
www.health-ni.gov.uk/sites/default/files/publications/dhssps/anti-bullying.pdf

A culture of empathy

According to Jones and his partners (2014) there are several tips that can help to promote empathy:

Model Empathy
* Whenever you feel frustrated, try to have a break and analyse the situation from young people's perspective before you give an answer;
* Pay attention to the non-verbal signs communicated by young people and try to understand their reasons instead of censuring the behaviour;
* Give young people a voice and try to integrate, every time it's possible, their contributions and respond to their needs, namely when establishing the home code of conduct.

Teach what is empathy
* Explain that empathy implies understanding and concern towards other people's feelings, as well as the decision to help them, which is essential to improving the environment;
* Show how important it is to have empathy towards everyone, not only to close friends but also with all those who are different or who go unnoticed;
* To facilitate young people's understanding give them examples about how to act in an empathic way, such as: help, show kindness, listen, etc.

Practice Empathy
* Promote opportunities for young people to get used to observing each situation from other people's perspective and analyse what they might be thinking. For that, you can promote challenges, role-play, book discussions, among several other options;
* Practice strategies with young people to overcome some obstacles to empathy, such as stereotypes or social and peer pressure;
* Promote the development of personal and social competences, especially anger and frustration management, as well as conflict resolution.

Define clearly what's expected from young people
* Explain to your group that you expect them to take care of each other;
* Clarify, if possible, with young people, what language and behaviours are considered unacceptable. It is important not to tolerate offensive language, even when said as a joke.

Simple routines that can make your home more cosy and empathic...

* Celebre! Festeje os aniversários de jovens e Celebrate! Commemorate young people's and professionals' birthdays, important achievements and other festivities;
* Provide group activities outside the home setting;
* Help young people feel at home... Why not put photos of everyone around the home?;
* Create a space or a calendar where everyone can write down their important challenges (e.g. maths evaluation; try out for sports team, medical appointment). Promote the habit of asking: "How was your day?", "How did it go?";
* Save moments where young people and professionals can talk and give their opinion about home routines and rules, as well as some sensitive situations that have occurred;
* Praise and promote the use of compliments! Install the habit of praising and recognise what young people have and do well. Why not organise a "prize giving" occasionally?;
* Challenge the group to do something for other people. What about helping some a charity in their local area?;

Intervention
No blame approach

The no blame approach, already introduced, is part of the method of Shared Concern, developed by Pikas (2002). It is an approach which focuses on resolving conflict and not the attributing of guilt or punishment in brief conversations (around 5/10 minutes) with all the players. Whoever is the player, it is important to highlight that the goal is always to empower the young people to take responsibility, promote empathy towards the situation and encourage them to act, instead of blaming.

This method uses the following sequence:
- Reporting/Identification of the bullying situation;
- Individual interview with the perpetrator (s) of bullying;
- Interview with the target of bullying;
- Interview with the perpetrator (s) of bullying – situation point;
- If necessary: interview with all the players to agree on behavioural changes;
- Follow-up.

Reassure young people that it is extremely important to report when they fear or know that a young person is in a bullying situation. Try to explain to young people that their condemnation can be decisive in ending their peers' suffering and ensuring their well-being. Also try to help them understand the difference between "whinging" and reporting. Lastly, reassure young people that if they decide to report bullying behaviour their identity will be protected, although it's important you don´t guarantee confidentiality.

How to proceed with a report of bullying

Listen without judging – Listen carefully to what is being shared without showing signs of doubt or surprise. Above all, at this stage it is important to accept what is said. You don't have to believe the accusation, since some allegations may sometimes be false, but remain receptive.

Show receptivity – It's important that the young person who is making the report feels that the educator is giving him/her attention, thus ensure that your body is also showing these signs - present a position of openness, an expression of interest, and eye contact. During the report, be patient. Sometimes, this situation can be very difficult for young people. At this stage try to wait quietly during the breaks and if the breaks are too long, use open questions like "and…?".

Validate feelings - Imagine that the complaint comes directly from a bullying target, it is important that you don't victimise, validate their feelings that are being shared by the target (e.g. "I understand you are very angry", "I understand this situation is making you really sad…"). Remember to calm the target down, and assure him that it´s not their fault.

Thanks for sharing - Thank the young people for sharing their suspicions with you and let them know that this was the right thing to do. Try to value the young person, whether he is the target or not (e.g. Thank you for trusting me and sharing this situation", "Johnny is really lucky to have you as a friend"). Again, we warn you that you can't guarantee confidentiality, but assume that you will try to protect young people's identity.

Take notes - Record all the information that is shared with you, including the names of all players, so you can move on to the following issues, the date and the location.

Assure continuity – Assure them that you will try to clarify the situation and find out more about what is happening. It is also important to develop a plan of action and explain what will be done by you and what can be done by the young person. If the complaint comes from the target it is important to take into account that he may also be a perpetrator of bullying, or the so-called "provocative victim". In this situation it will be important to question the young person, making him reflect, on what may be the basis for the behaviours. The plan may include some behavioural changes identified by the young person and that can be beneficial for the situation.

The interviews with the players
General tips
- Avoid asking closed questions (e.g. "What has he/she done after that?", or questions with yes/No answers), instead ask open questions or encourage the young person to continue with the speech. (e.g. "Is there anything else you want to tell me?", "yes, and?"). After asking the questions give the young people time to reflect before responding, do not press them on the answer;
- Try to narrow down the issue. Start with open and embracing questions and, according to the young person's response, move forward and collect more details;
- We suggest you use reflective listening. Reflective listening is a process that allows clarification and assures that both parties understand what is being said. The use of this method allows the young person to feel listened to, to clarify his ideas and easily reach a solution for the problem. It´s also useful for educators since it enables them to confirm what they´re hearing, ensuring the accuracy of information to deal with the subject more easily. This method includes four steps: a) Collect information/Cues - The spoken words, the implicit or shared feelings, other information that has caught your attention; b) Join up the various pieces of information to find the essence of the problem; c) Try to come to a conclusion and formulate a sentence that sums it up; d) Share with the young person your conclusion, in order to verify whether or not you have understood the information transmitted to you (e.g. What you´re trying to say is that Richard has been making fun of you and this is making you sad?");
- When someone is not cooperating try to introduce a "door opener". Door openers work as an invitation to begin conversations. To unblock the conversation, try to describe the behaviour you´re seeing, followed by an invitation for the person to talk, to show you are available and committed to listening. After that you should give them enough time to respond and use reflective listening in an appropriate way. Imagining a young person who is reported as a target of bullying but who resists; a door opener can be expressions like: "You seem upset/sad", "I can see you´re angry", "You look worried…";
- Remember that we want the focus to be on the behaviour, thus if you want to criticise, ensure the criticism is directed at the behaviour and not at the young person (e.g. "Physical violence is not tolerated here at home");

- Assure you´ll keep in contact – this will show young people that you´re really committed to ending the bullying situation. It is important you offer your support and show yourself to be available, either to support the targets or the perpetrators with the behavioural changes needed.

Interview with perpetrator(s)
In this interview your intention is, through empathy and responsibility, to make young people agree to change their behaviour towards the target of bullying.

According to Pikas (2002) the interviews are organised in 5 steps:

1st Step: This is the stage where the educator approaches the young person who is potentially the perpetrator of bullying. Trust must be built through non-verbal cues that demonstrate that the educator is having that conversation with a role somewhat different from his usual role. Avoid starting the conversation with expressions like, "I've heard that …". Instead you might ask something like, "Don't you think you've been a little hard on Maria lately?". If the interviewed youth asks who passed on the information, the answer should show that this is not important, "what interests me now is to understand your view of this". Tell me a little about it, please";

2nd Step: The second stage of this interview is to transform bullying into a shared concern between the educator and the young person, reinforcing whatever the young person says related to the change of behaviours or the recognition of the situation of suffering that the target is going through. Avoid provoking feelings of guilt in the young person. Instead, make him/her reflect on what the situation may be doing or causing to the one who is suffering: "What do you think of the situation Mary is going through?";

3rd Step: This is the stage at which you should try to identify signs where the young person suspected of bullying behaviour admits that the situation that "Maria" is going through isn't positive. This will be a turning point! This is the time to close the analysis of the subject through this less positive perspective and start thinking about solutions;

4th Step: "What can we do about it? Do you have any solutions?" This is the stage of looking for constructive solutions. It is important to reinforce any positive contribution coming from the young person;

5th Step: Prepare the young person for a group meeting. We should meet again to discuss how we can resolve this situation together. Later we can also ask "Maria" to talk with us." Please note that although this point is entered here, true preparation will only begin after the interview with the target.

In appendix II you can find an interview script for the authors divided in two parts. Although this is exclusively an indication, it is a good example to illustrate the kind of interview that is intended.

It is important that this interview ends with some proposed solution and with the idea that you will speak again briefly to see if the agreed solution is being implemented (Sullivan, 2011).

Although these are ideally the steps to follow, not all young people respond in the same way. Sharp and Smith (1994, cit. in Sullivan, 2011) leave us with some tips to manage the situation according to the different responses to this approach:
The child can't make any suggestion - This process should not be hastened, however, if the child is unable to present solutions to the situation, the educator may introduce some suggestions;

There is no cooperation – It's suggested that initially the educator gives some time to the child or young person. If after a reasonable time there isn´t any response, it's suggested that the educator replies as follows: "It isn't necessary to talk about this today. You can go back to what you were doing." This type of speech often induces children and young people to speak;

The presented solution isn´t possible or is unworkable - In case the young person presents an unfeasible solution this should not be evaluated by the educator as negative. Instead the educator should question the youth about its relevance to the bullying situation (e.g. "Do you think this would stop the bullying?"), so the young person concludes by himself that he will have to think of new solutions;

The solution involves third parties – When the presented situation involves a third party, the young person might think that the responsibility for the solution lies with the other person. The educator may appeal for new solutions by saying, "I was thinking more of something you could do";

The potential perpetrator complains about provocative behaviours from the target - In such situations it is important to thank them for the information, but we must return to the reflection on the target's feelings (e.g. "Thanks for the info, but Maria is really sad about being bullied, what can you do to change this solution?").

Interview with the target

According to Pikas (2002) the conversation with the target should be immediately after the interviews with the suspected perpetrator as described above. During the conversation you should listen to the target's perspective, showing signs of sympathy and empathy. The strategy to approach the target must be different, depending on whether it's more "classic" or "provocative". The target being provocative is not a justification for bullying, however it is an indicator that the target's behaviour somehow contributes to the situation. Thus, it is important that the target recognises these behavioural aspects and is directed by the educator to identify suggestions to change them. These issues should be recognised without any kind of blame. While the provocative victim should be influenced to make suggestions on their own behaviour, in order to make things better, for youngsters who are exclusively targeted this is an exclusively supportive phase (Sullivan, 2011). At this stage the educator must inform the target that he has already spoken with the potential perpetrator and share with him the positive outcomes of the conversation.

New interview with the author(s) – Prepare the group meeting

After some moments of relaxation the educator can introduce the theme by asking: "How have these days been for Maria?" At this stage the perpetrator may already have implemented the solution pointed out in the first interview (if this is the case be sure to reinforce positively), however there is also the possibility that the behaviour has not been changed and the situation persists. If this is the case, it will be important to carry out further interviews with the authors until there´s an effective commitment (Sullivan, 2011).

Group Meeting

At this point the target and the perpetrator(s) meet simultaneously with the educator. The purpose of this meeting is to find a compromise that allows a healthy coexistence between both parties. Ideally, the target would be seen by the perpetrator (s) as the rest of the group. If the position is just "okay, we leave Mary alone", it is important that the group clarifies that this can't mean ignoring or isolating Mary. In the end, this commitment, in order to give it greater validity, should be sealed. Before ending the meeting it is still important to identify with the group what should be done if the agreement is not followed.

Follow-up

At this stage it is sought to see if the agreement previously established is being respected and to make regular points of situations with the authors and the target.

Some precautions to take when intervening in bullying situations

- Differentiate aggression from bullying;
- In cases of aggression act according to the home's model (e.g. give children responsibility, punishment);

Attention! It is very important to be clear and consistent in applying the consequences, it is essential that these are proportional and behavioural.

Some considerations to have with the bullying target …

- Monitor the situation. Discretely evaluate with the target of bullying the state of the situation; As explained above this monitoring allows you to understand if it is necessary to redefine the plan of action;
- Try to work on the positive image of the young target in the presence of the group (however do not be condescending, identify key moments in which this appraisal is relevant!);
- Take note of the key behaviours involved in bullying: notes allow the whole team to be aware of the situation, encouraging consistent intervention; This solution also prevents "memory errors" from occurring!;
- If a young person has a very disproportionate response to bullying behaviour, it is important to assess whether there are other reasons for stress.

Some considerations to have with the perpetrator of bullying ...

• Remember that focus must always be on behaviour and not on the person;

• Help the young person understand why they resort to this type of behaviour;

• Support the young person to develop certain competences necessary for the decreasing of bullying behaviour (communication, conflict resolution, expression of emotions); Whenever necessary articulate with external elements (e.g. psychologist);

• Do not forget to praise pro-social behaviour. This positive assessment is very important for young people to realise the advantage of adopting positive behaviours;

• Do not forget that these young people can also be bullied at home or even in other contexts, especially at school. It is important to be attentive;

• Young people may be being pressured by peers to be the perpetrator of bullying - and even feel relieved when discovered!;

• If there is racist / homophobic bullying, consider a group intervention (In situations of this kind it might be interesting to carry out activities such as cinema sessions, inviting someone external, playful activity ..).

Final considerations

This handbook presents in detail the Houses of Empathy programme, a bullying prevention programme that sees the promotion of empathy as the key to tackling this problem in residential homes for children and young people.

It is a publication aimed essentially at professionals in children's residential care settings, aspiring to be a valuable contribution in what is a sometimes arduous mission to prevent and intervene in situations of bullying.

The implementation of this programme led us to believe that the methodology created by Houses of Empathy constitutes an added value for the promotion of empathy and healthy relationships between peers. However this is just the beginning of the journey. We, ask professionals, who play a key role in defining the culture of residential care, to take on the challenge of continuing to spread empathy and help us disseminate this tool.

We believe that, like us, you are committed to making your home a place of empathy and mutual respect, one where young people feel safe and valued.
We welcome you to this community – to Houses of Empathy.

We are in your comments and suggestions about the programme, which you can give through the Houses of Empathy forum, available at www.housesofempathy.eu.

Building empathy it's up to all of us!
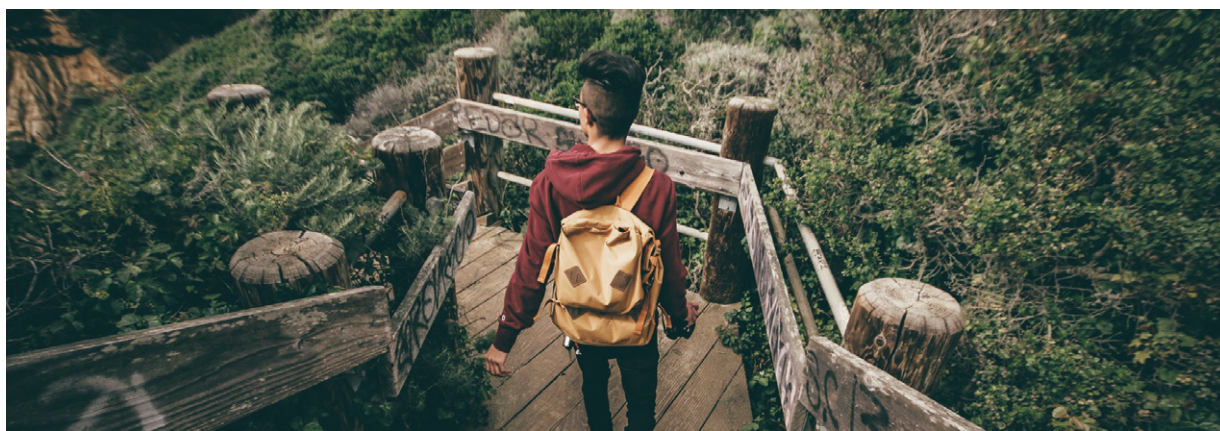
Bibliography

4Children & Young Voice (2009). Safe from bullying in children's homes. Department for Children, Schools and Family.

Barbosa, E. & Santos, F. (2010). Bullying - modelo de intervenção. Retrieved from: http://www.psicologia.pt/artigos/textos/TL0182.pdf.

Baker, L; Cunningham, A. & Male, C. (2002). Peer-to-peer aggression in residential settings: increasing understanding to enhance intervention. Sigma. Retrieved from: http://www.lfcc.on.ca/peerviolence.pdf.

Barter, C. (2003). Abuse of children in residential care: Information briefing, October 2003. London: National Society for the Prevention of Cruelty to Children.

Barter, C. McCarry, M., Berridge, D. and Cawson, P. (2004). Peer Violence in Children´s Residential Care. Basingstoke: Palgrave. Retrieved from: http://www.palgraveconnect.com/pc/doifinder/view/10.1057/9780230005617.

Barter, C. (2011). Peer violence in residential children's homes: A unique experience. In C. P. Monks & I. Coyne (Eds.), Bullying in different contexts (pp. 61–86). Cambridge, England: Cambridge University Press.

Brander, P., Keen, E., Gomes, R., Lemineur, M., Oliveira, B., Ondráčková, J., Surian, A., Suslova, O. (2002). COMPASS - Manual for human rights education with young people. Council of Europe.

Boal, A. (1997) Teatro do oprimido e outras poéticas políticas. (8ª ed.). Civilização Brasileira.

Carvalho, M. (2013) Sistema nacional de acolhimento de crianças e jovens. Fundação Calouste Gulbenkian. Retrieved from: https://gulbenkian.pt/wp-content/uploads/2016/05/31_03-SNACJ.pdf.

Center of Teaching and Learning (2001). Problem-Based Learning. Speaking of Teaching. Stanford University Newsletter on teaching. 11(1). Retrieved from: http://web.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/problem_based_learning.pdf

Chapman, V. L., & Anderson, B. (2005). Reflective Practice. International Encyclopedia of Adult Education. London: Palgrave Macmillan.
Civitate, H. (2003) 505 Jogos Cooperativos e Competitivos. Rio de Janeiro: 3ª Edição, Sprint.

Clarke, A.M., Morreale, S., Field, C.A., Hussein, Y., & Barry, M.M. (2015). What works in enhancing social and emotional skills development during childhood and adolescence? A review of the evidence on the effectiveness of school-based and out-of-school programmes in the UK. A report produced by the World Health Organization.

Crebert, G., Patrick, C.-J., Cragnolini, V., Smith, C., Worsfold, K., & Webb, F. (2011). Problem Solving Skills Toolkit. (2ª Ed.). Retrieved from: https://www.griffith.edu.au/__data/assets/pdf_file/0008/290717/Problem-solving-skills.pdf.

Currie, C., Zanotti, C., Morgan, A., Currie, D., Looze, M., Roberts, C. et al. (2012). Social determinants of health and well-being among young people. Health Behaviour in School-Aged Children (HBSC) study: international report from the 2009/2010 survey. World Health Organization, Copenhagen.

Dias, C., Cruz, J., Danish, S. (2001). O desporto como contexto para a aprendizagem e ensino de competências de vida: Programas de intervenção para crianças e adolescentes. Análise Psicológica, 1 (XIX): 157-170.

Del Barrio, V., Aluja, A., & Garcia, L. F. (2004). Relationship between Empathy and the Big Five personality traits in a simple of Spanish adolescents, Social Behavior and Personality, 32(7), 677-682.

Dishion, T. J., Stouthamer – Loeber, M. & Patterson, G. R. (1984). Skill deficits and male adolescent delinquency. Journal of Abnormal Child Psychology, 1(12), 37 – 54.
Dotterweich, J. (2006). Positive Youth Development Resource Manual. ACT for YOUTH – Upstate Center of Excellence. Cornell University. Retrieved from: https://ecommons.cornell.edu/bitstream/handle/1813/21946/PYD_ResourceManual.pdf;jsessionid=9A012D023435335747BDB9A18C439332?sequence=2.

Eisenberg. N., & Fabes, R. (1998). Prosocial development. In N. Eisenberg & Damon (Eds.) Social, emotional and personality. In Damon, W. (Ed.).Handbook of child psychology (701 – 778). New York: Willey.

Eisenberg, E. M. (2010). Organizational communication: Balancing creativity and constraint. New York, NY: Saint Martin's.

Gajic, M. (2009). Theatre as Rehearsal for Reality: Homage to Augusto Boal. European Union/European Commission Youth Partnership. Retrieved from: http://youth-partnershipeu.coe.int/youthpartnership/documents/Publications/Coyote/15/Theatre.pdf.

Johnson, R., Browne, K., & Hamilton-Giachritsis, C. (2006). Young children in institutional care at risk of harm. Trauma, Violence, & Abuse, 7 (1), 1-26.

Guerney, B. G., Jr. (1998). Family relationship enhancement: a skill training approach. In L. A. Bond, & B. M. Wagner (Eds.), Families in transition: Primary prevention programs that work, Vol.11 (pp. 99-134). Beverly Hills, CA: Sage.

Heinonen, R. (2009). ECYC GAME BOOK - Teambuilding games, energizers and icebreakers from Youth Clubs around Europe. ECYC. Retrieved from: https://www.ecyc.org/sites/default/files/ecyc_game_-book.pdf

Hartshorne, M. (2011). ICAN Talk: Speech, Language and Communication in Secondary Aged Pupils: Issue 10. Retrieved from: http://www.ican.org.uk/~/media/I-can2/Whats%20the%20Issue/Evidence/ICAN_TalkSeries10.ashx.

Hay, D. (1994). Prosocial development. Journal of Child Psychology and Psychiatry and Allied Disciplines, 35, 29-71.

Henderson, K.A. (2012). Team Building, teamwork, group work, and camps. ACA Briefing Papers Series. Retrieved from: http://www.acacamps.org/sites/default/files/downloads/Briefing-Paper-Teamwork-Briefing.pdf.

Henry, C. S., Sager, D. W., & Plunkett, S. W. (1996). Adolescentes perceptions of family system characteristics, parent adolescent dyadic behaviors, adolescents qualities and adolescent empathy. Family Relations, 45(3), 283-292.

IEFP (2004). Recursos Didácticos para a Formação de Tutores em Contexto de Trabalho - Projecto n.º 264-RD-2004 financiado pelo POEFDS. - Versão provisória para testagem e avaliação - Piloto. Retrieved from: https://elearning.iefp.pt/pluginfile.php/49591/mod_scorm/content/0/uti02/02uti02.htm.

Jarvis, P. (1992). Reflective practice and nursing. Nurse Education Today, 12, 174-181.

Jolliffe D., Farrington D.P. (2006), Examining the role between low empathy and bullying, Aggressive Behavior, 32, 540-550. Retrieved from: http://faculty.buffalostate.edu/hennesda/bullying%20and%20empathy.pdf.

Jones, S. M., Weissbourd, R., Bouffard, S., & Kahn, J., & Ross, T. (2014). How to build empathy and strengthen your school community. Cambridge, MA: Harvard Graduate School of Education. Retrieved from: http://mcc.gse.harvard.edu/files/gse-mcc/-files/empathy_brief_for_schools2.pdf.

Little, M., Kohm, A. & Thompson, R. (2005). The impact of residential placement on child development: Research and policy implications. International Journal of Social Welfare, 14, 200-209.

Long, E., Angera, J., & Hakoyama, M. (2008). Transferable principles from a formative evaluation of a couples' empathy program. Journal of Couple and Relationship Therapy, 7, 88-112.

Lopes, J., Rutherford, R., Cruz, M.C., Mathur, S. & Quinn, M. (2006). Competências Sociais: aspectos comportamentais, emocionais e de aprendizagem. Psiquilíbrios Edições: Braga.

López, L., Finalé, B., Villén, J., Merchán, J. & Ruiz, R. (2014). Acoso escolar y ciberacoso: propuestas para la acción. Save the Children: Spain. Retrieved from: http://www.infocoponline.es/pdf/Acosoescolar2014.pdf.

Lunenbourg, F. (2010). Communication: The Process, Barriers, And Improving Effectiveness. Schooling 1 (1). 74-76. Retrieved from: http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf

Manes, S. (2004). 83 jogos psicológicos para a dinâmica de grupos. (5ª Ed). Paulus Editora.

Manning M. A. (2007). Self-concept and self-esteem in adolescents. Student Services.

Manorom, K., & Pollock, Z. (2006). Role Play as a Teaching Method: A Practical Guide.

Matos, M. G. (1998). Comunicação e gestão de conflitos na escola. Faculdade de Motricidade Humana. Serviço de Edições. Lisboa.

Matos, M. G., Simões, C. & Canha, L. (2008). Competência social em adolescentes com medidas tutelares, In Matos, M. G. (Ed.) Comunicação e gestão de conflitos na escola (2a ed.). (225 – 244). Faculdade de Motricidade Humana. Serviço de Edições. Lisboa.

Maurage, P., Grynberg, D., Noël, X., Joassin, F., Philippot, P., Hanak, C., Verbanck, P., Luminet, O., de Timary, P., Campanella, S., 2011. Dissociation between affective and cognitive empathy in alcoholism: a specific deficit for the emotional dimension. Alcoholism: Clinical and Experimental Research, 35, 1662–1668.

Mehrabian, A., & Epstein, N. (1972). A measure of emotional empathy. Journal of Personality, 40, 525-543.

Miller, P. A., & Eisenberg, N. (1988). The Relation of Empathy to Aggressive and Externalizing/Antisocial Behavior. Psychological Bulletin, 103(3), 324-344. Novosadova, M., et al. (2007). Non Formal Education Book – The impact of Non Formal Education on Young People and Society. AEGEE – Europe. Retrieved from: https://www.aegee.org/wp-content/uploads/publications/NFE_book.pdf

OECD (2014), PISA 2012 Results: Creative Problem Solving: Students' Skills in Tackling Real-Life Problems (Volume V), PISA, OECD Publishing. Retrieved from: http://dx.doi.org/10.1787/9789264208070-en. Olatunji, O. O., & Sawchuk, N. S. (2005). Disgust: Characteristic Features, Social Manifestations, And Clinical Implications. Journal of Social and Clinical Psychology, 24(7). 932-962.

Özkan, Y. & Cifci, E.G. (2009). The effect of empathy level on peer bullying in schools. Humanity and Social Sciences Journal, (4)1, 31-38. Retrieved from: https://idosi.org/hssj/hssj4(1)09/4.pdf

Palmer, E. J., & Hollin, C. R. (1999). Social competence and sociomoral reasoning in young offenders. Applied Cognitive Psychology, 1(13), 79-87.

Par – Respostas Sociais (2011). Kapacita – Manual para a promoção de competências pessoais e sociais. Pearson, J. & Hall, K. (2008). Partnerships to enhance children´s problem solving skills. Interaction. 32-34. Retrieved from: http://www.reachinginreaching-out.com/documents/cccf-fall08-english.pdf Perrenoud, P. (1999). Construir competências desde a escola. Artmed Editora.

Pikas, A. (2002). New developments of the shared concern method. School Psychology International, 23, 307-326. Retrieved from: http://www.pikas.se/SC-m/Anatol_SchPs_Inter2002.pdf.

Preston, S. D.: & de Waal, F.B.M. (2002) Empathy: Its ultimate and Proximate Bases. Behavioural and Brain Sciences, 25, 1-72. Retrieved from: http://www.wise-brain.org/papers/EmpathyOrigins.pdf.

Prochaska, J. O., Norcross, J. C., & DiClemente, C. C. (1994). Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward. New York, NY: Avon Books. Rani, U. (2016). Communication Barriers. Journal of English Language and Literature.3(2). Retrieved from: http://joell.in/wp-content/up-loads/2016/03/74-76COMMUNICA-TION-BARRIERS.pdf.

Reisenzein, R., Meyer, W.-U., & Niepel, M. (2012). Surprise. In V. S. Ramachandran (Ed.), Encyclopedia of Human Behavior, (2ª Ed). 564-570. Elsevier.

Reniers, Renate L. E. P. , Corcoran, Rhiannon , Drake, Richard , Shryane, Nick M. and Völlm, Birgit A.(2011) 'The QCAE: A Questionnaire of Cognitive and Affective Empathy', Journal of Personality Assessment, 93(1), 84— 95.

Robbins, S.P. & Judge, T.A. (2013). Organizational behavior (15ª ed.). Upper Saddle River, N.J.: Pearson/-Prentice Hall.

Rijo, D., Sousa, M., Lopes, J., Pereira, J., Vasconcelos, J., Mendonça, M., Silva, M., Ricardo, N. & Massa, S. (2006). GPS   Gerar Percursos Sociais. Ponta Delgada: Equal.

Silva, A. (2016)a. Relatório do estado da arte sobre bullying em Casas de Acolhimento de Crianças e Jovens. Projeto Houses of Empathy. Retrieved from: http://housesofempathy.eu/wp-content/uploads/2016/05/Houses-of-Empathy-State-of-the-Art-Report-2.pdf

Silva, A. (2016)b. Guia de boas práticas de prevenção e intervenção no bullying em casas de acolhimento de crianças e jovens Projeto Houses of Empathy. Retrieved from: http://housesofempathy.eu/wp-content/uploads/2016/05/Houses-of-Empathy-Best-Practices-Guide-1.pdf

Snow, J. (2012). The New Partners Initiative Technical Assistance (NuPITA).

Smith, A. (2006). Cognitive Empathy and Emotional Empathy in Human Behavior and Evolution, The Psychological Record. 56 (1). 3-21. Retrieved from em: http://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1128&context=tpr
Sullivan, K, (2010). The anti-bullying handbook (2nd Edition). London:Sage.

Taite, J (s/d). Introducing Forum Theatre as a tool to explore issues of equality and discrimination – Workshop resource pack. NAYD. Disponível em: http://www.nayd.ie/content/files/Theatre-Forum-Resource-web.pdf

Vale, A. (2009). Bullying. Curso de especialização em psicologia escolar. Red Apple.

Appendix
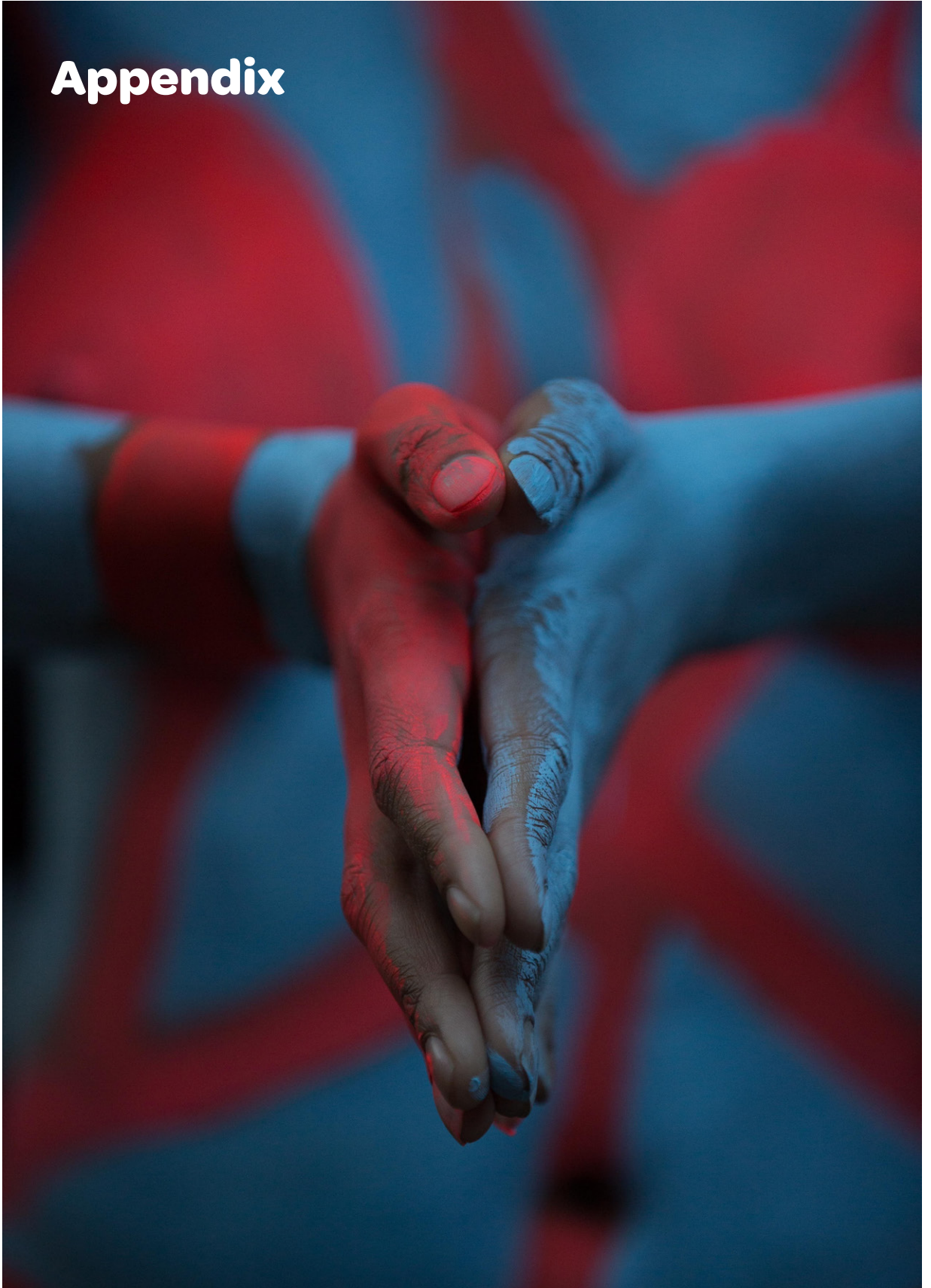
Reflective Practice Journal

houses of empathy

Date: _____ Home: _____

Session: _____

What did you do well?	
What worked well that you could do more of? Did you have any "lightbulb" breakthroughs?	
What didn't work well? How could you have approached it to have a more positive outcome? What will you do differently the next time?	
Think about what you have learned, what are the key points you will take from this session?	
Finally, write down what changes you are going to make for future sessions or for your practice in general?	

PHASE ONE
Interview with one of those suspected/accused of bullying

EA: I hear that some people have been giving Tom a difficult time recently. What do you know about it ?

Y: (Long pause). It wasn't just me !
(There may be a flat denial of personal involvement - but the EA can still continue as follows)

EA: Ok, but what can you tell me about it?
(This is not trying to elicit a confession)

Y: Well, some people have been slagging him – just a laugh really.

EA: I see. I am concerned that Tom's been feeling down, even staying away from everyone. It sounds like things are aren't so good for him right now.

Y: I suppose so.

PHASE TWO
This can begin as soon as there is any acknowledgment that the situation - for Tom - is bad.

EA: I am wondering what you can do to make things a bit better for Tom.

Y: Who me?

EA: Yes, you

Y: (Long pause). Well, I suppose I could stop slagging him

EA: (Enthusiastically - not grudgingly). That would be excellent. Try not to upset him - and we will meet again next Tuesday at this time to see how things have gone.

Y. Is that all?

EA: Yes, that's it. See you next week.

Subtitle:
Y – Young person; EA – Educator

Note: This is just an example of a script that should be adapted to each situation. It is important to point out that the number of meetings in each of the phases will vary depending on the involvement of the young person in finding a solution to implement.