



Tania Paris

Vilnius, June 15th, 2018

OBJECTIVES

- Enlarge youngers' repertory of effective coping strategies



ENCONTRE UMA ESTRATÉGIA QUE:

- 1 - MELHORA A SITUAÇÃO OU
AJUDA A EU ME SENTIR MELHOR
- E**
- 2 - NÃO PREJUDICA NINGUÉM



Actividades para a Vila

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OBJECTIVES

- Enlarge youngsters' repertory of effective coping strategies
- Estimulate assertive communication

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- Enlarge youngers' repertory of effective coping strategies
- Stimulate assertive communication
- Enhance skills for solving problems

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- Stimulate assertive communication
- Enhance skills for solving problems
- Encourage cooperation



OBJECTIVES

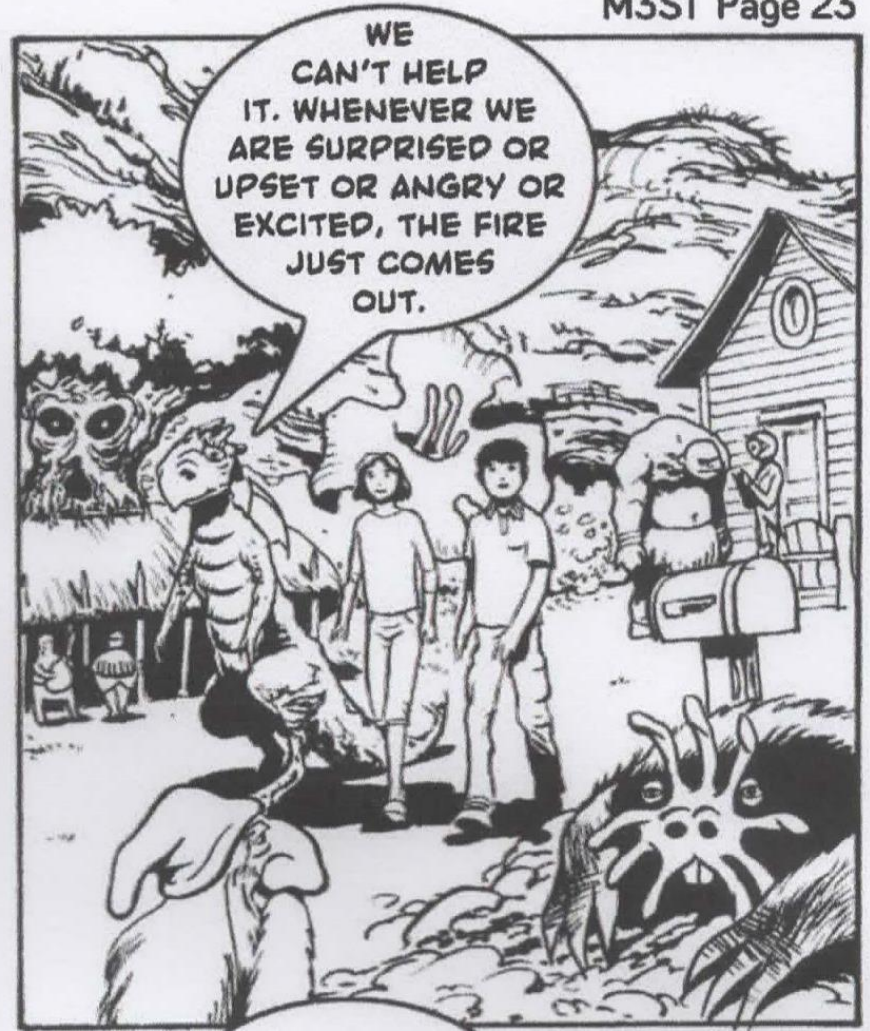
- Enlarge youngers' repertory of effective coping strategies
- Stimulate assertive communication
- Enhance skills for solving problems
- Encourage cooperation
- Develop youngers' capacity to evaluate the effectiveness of their coping strategies

RESOURCES

COMICS – introduces the theme of each session

ACTIVITIES








STRUCTURE

18 sessions - 55 minutes

- Introductory session



The interior features a purple dragon logo with the text "Habilidades para a Vida" and "Passaporte" around it. Below the logo is a box for "Nome da escola em que o passaporte foi emitido:" with two lines for writing. Underneath are fields for "Data de emissão:" and "Data de validade: para toda a vida".

Minha foto ou um desenho que me represente (opcional). 

Nome: _____

Sexo: masculino feminino

Cabelos: _____

Idade: _____ anos.

Data de nascimento: ____ / ____ / ____.

Local de nascimento: _____

Eu moro com... _____

Eu gosto de... _____

O que mais gosto de fazer com minha família: _____

O que mais gosto de fazer com meus amigos: _____

Uma habilidade minha: _____

Eu sou bom em: _____

Uma das minhas melhores qualidades é: _____

1

PASSPORT: SKILLS FOR LIFE

- **Module 1 - Emotions**
 - Session 1 - Valuing our differences and similarities



PASSPORT: SKILLS FOR LIFE

- **Module 1 - Emotions**
 - Session 1 - Valuing our differences and similarities
 - Session 2 - Understanding and expressing our emotions



PASSPORT: SKILLS FOR LIFE

- **Module 1 - Emotions**
 - Session 1 - Valuing our differences and similarities
 - Session 2 - Understanding and expressing our emotions
 - Session 3 - Recognizing other people's feelings



PASSPORT: SKILLS FOR LIFE

- **Module 2 - Relationships and Helping each other**
 - Session 1- Helping each other and coping skills





PASSPORT: SKILLS FOR LIFE

- **Module 2 - Relationships and Helping each other**
 - Session 1- Helping each other and coping skills
 - Session 2 – Friendship: A pleasant surprise



PASSPORT: SKILLS FOR LIFE

- **Module 2 - Relationships and Helping each other**
 - Session 1- Helping each other and coping skills
 - Session 2 – Friendship: A pleasant surprise
 - Session 3 - Highs and lows: Challenges in friendships



PASSPORT: SKILLS FOR LIFE

- **Module 3 - Difficult situations**
 - Session 1 - Dealing with frustration
 - Session 2 - Dealing with stress
 - Session 3 - Dealing with conflict



PASSPORT: SKILLS FOR LIFE

- **Module 4 - Fairness, justice and what is right**
 - Session 1 - Unfair situations around me



UNFAIR x UNEQUAL



PASSPORT: SKILLS FOR LIFE

- **Module 4 - Fairness, justice and what is right**
 - Session 1 - Unfair situations around me
 - Session 2 - Dealing with bullying





3 Regras sobre bullying

1. Bullying nunca é aceitável.
2. Se você for vítima de bullying, você deve pedir ajuda a um adulto em quem você confie.
3. Se você for testemunha de bullying, você deve oferecer ajuda e conversar com um adulto que possa evitar que continue acontecendo.



Não agir encoraja o agressor a continuar.



Eu peço ajuda

1. Eu deixo claro que sou contra o bullying.
2. Eu peço a um amigo para ir comigo conversar sobre o caso com um adulto que possa impedir o bullying de continuar.
3. Eu não desisto se a primeira pessoa com a qual eu conversar não me ajudar. Tento novamente e peço ajuda a outra pessoa.



PASSPORT: SKILLS FOR LIFE

- **Module 4 - Fairness, justice and what is right**
 - Session 1 - Unfair situations around me
 - Session 2 - Dealing with bullying
 - Session 3 - Dealing with unfair and unjust situations



PASSPORT: SKILLS FOR LIFE

- **Module 5 - Changes and loss**
 - Session 1 - Coping skills for dealing with change
 - Session 2 - Dealing with loss





PASSPORT: SKILLS FOR LIFE

- **Module 5 - Changes and loss**
 - Session 1 - Coping skills for dealing with change
 - Session 2 - Dealing with loss
 - Session 3 - Helping each other in difficult situations
- **Final session - Let's review**
- **Party session - Let's celebrate!**





AWESOME
LIFESTYLE
ENJOY
THE ALL TIME

FAMILY INTEGRATION

- Information about each module
- Activities for parents & youngers



Module 1 – Parents&youngers activity

WHEN I WAS YOUR AGE...

1. The meal that I liked the most:
2. The animal that I wanted to be:
3. I was unique because:
4. Something I liked to do with a family member:
5. If I could have had a magic power, it would have been:
6. I dreamed about doing:
7. Someone I admired a lot:
8. My favorite season:
9. I felt afraid when:
10. My favorite subject at school:
11. I did not like:
12. I wanted to be:
13. The country I wanted to visit:
14. The best thing about me:

- Financed by the Public Health Agency of Canada as part of a competition on « innovation strategies:
 - To develop a mental health promotion programme for grade school children;
 - that can be used in diverse sites and environments,
 - with scientific evaluation of the implementation and effects.

START IN CANADA

Stages in the Development of the Programme

➤ Phase 1- pilot : 2009 – 2010

- Needs assessment;
- Creation of short pilot programme
- Implementation and evaluation of pilot programme

➤ Phase 2 - version 1 : 2011-2012 school year

- Creation of all activities
- Tests in summer camps, revisions
- Implemented in schools
- Evaluation, including comparaisons with control groups (pretest & posttest)

Stages in the Development of the Programme

➤ Phase 2 – version 2: 2012-2014

- Revision, adjustments & validation of new activities
- Implementation of version 2 in schools
- Evaluation, including comparisons with control groups (pretest, post-test, 1 year follow-up).

➤ Phase 2 – final version: 2014-2015

- Revision and adjustments of the activities
- Linguistics revision and translation of the programme
- Website design with complementary activities
- Creation of an electronic version of the programme
- Dissemination of the final version across Canada

PASSPORT: SKILLS FOR LIFE

- Universal programme for all 9 to 11 year olds
- 17 sessions, approximately 55 minutes/one per week
- Taught by specially trained teachers
- Weekly Comics about Olia, Milo, Elly and their friends
- Varied activities: Groupe discussions, role plays, giant board game, etc.



OVERALL CONCLUSIONS

- The programme is well liked by children, teachers and parents; it can be effectively conducted as planned.
- The programme works best in 4th and 5th Grades
- Research shows increases in the use of coping skills, increased recognition of feelings and improved classroom performance in children.
- Teachers report that the programme facilitates their management of the class and they report increases in the use of coping skills in their lives.

BRAZILIAN PILOT

STUDENTS

- 614 students – 16 schools and charity institutions
- 9 to 18 years old

TEACHERS

- Teacher close to students or is identified with program concept
- Teachers' training – 26 hours
 - Basic training – 14 hours
 - Continuous training – 3 sessions – 4 hours each

PILOT FINDINGS

STUDENTS

- Age –11 years old and up (EF II)
- It is disarable to plan two weeks for some sessions (friendship and *bullying*)

TEACHERS' REPORT

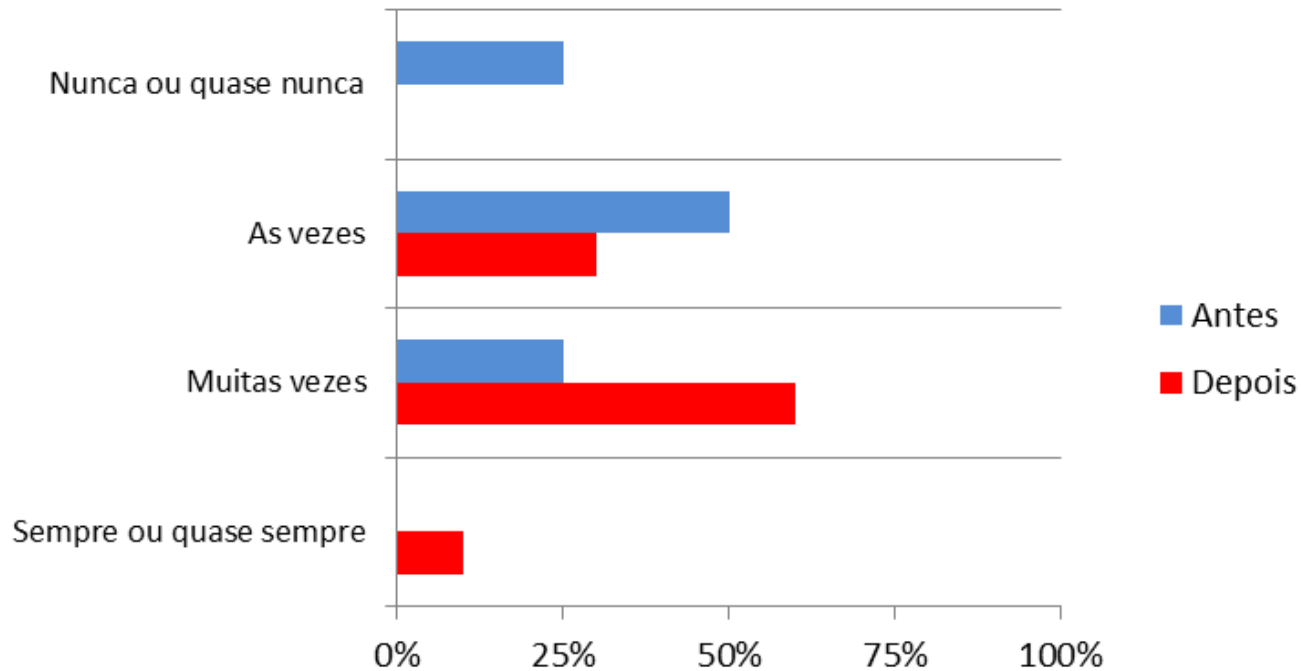
- Increase empathy and get closer to the students
- Program material is very easy to use
- Observed group fast development

PARENTS

- Participation requires stimulation

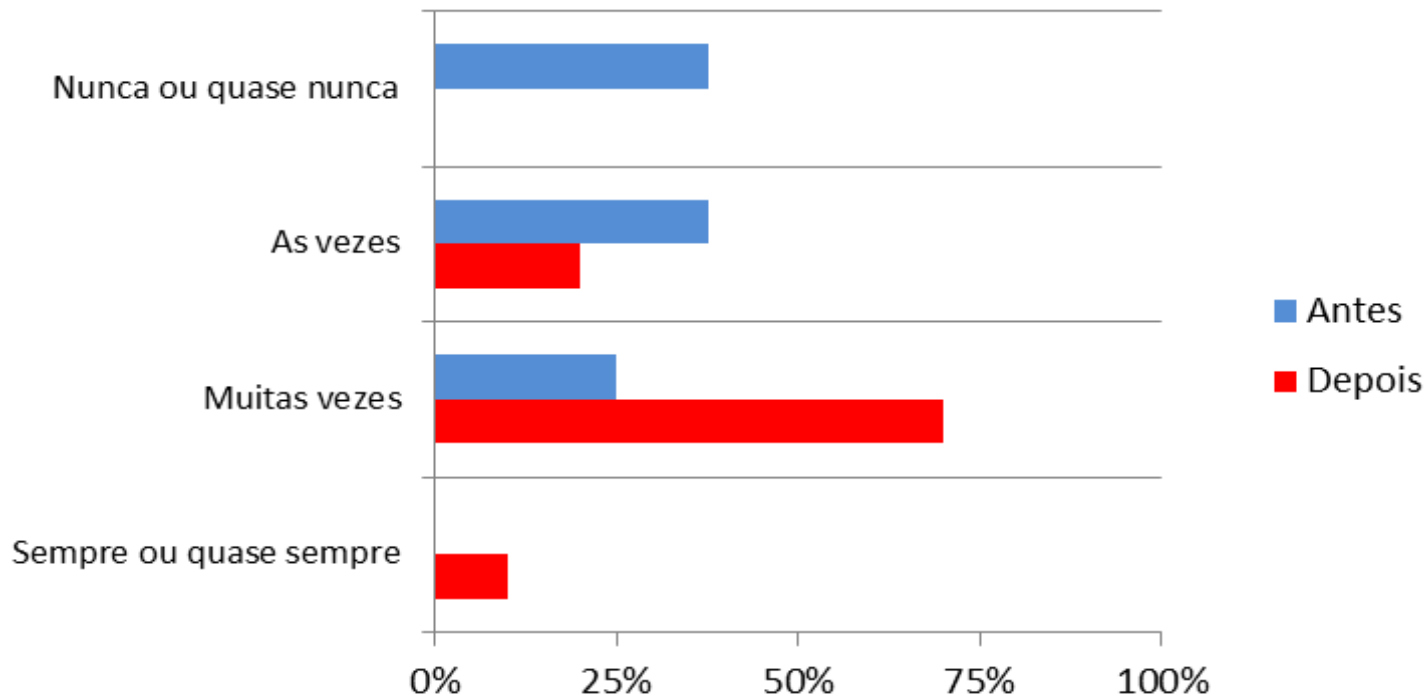


Busca soluções para seus conflitos



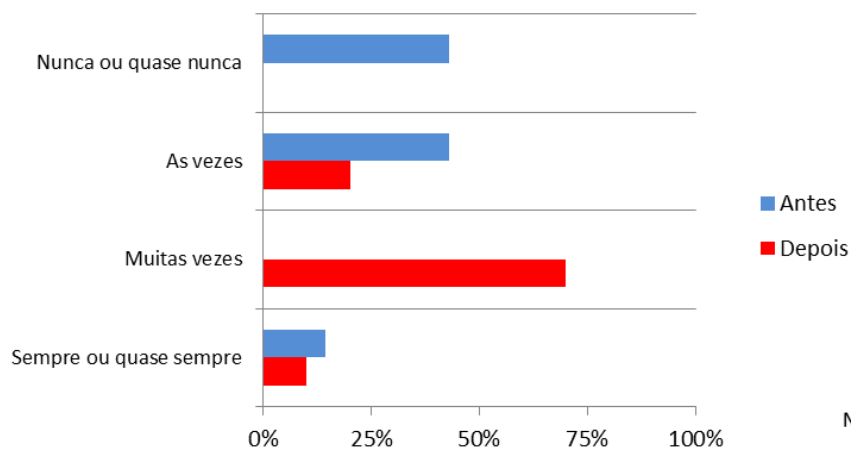
“There was a significant impact on socialization of students; as they now understand that feelings are important and, sometimes, contradictory. The gain was even better in the familiar relationship.”

Manifesta sua opinião de forma assertiva

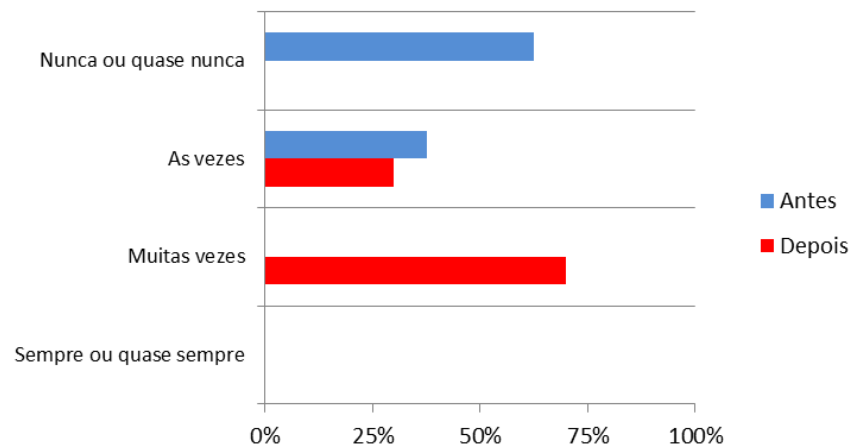


“They have changed their behavior after forth session. During group activities, other than Passport, when somebody starts to be agressive, oral or physically, the group reminds the golden rules and helps him to deal with that situation”.

Consegue se controlar quando tem raiva

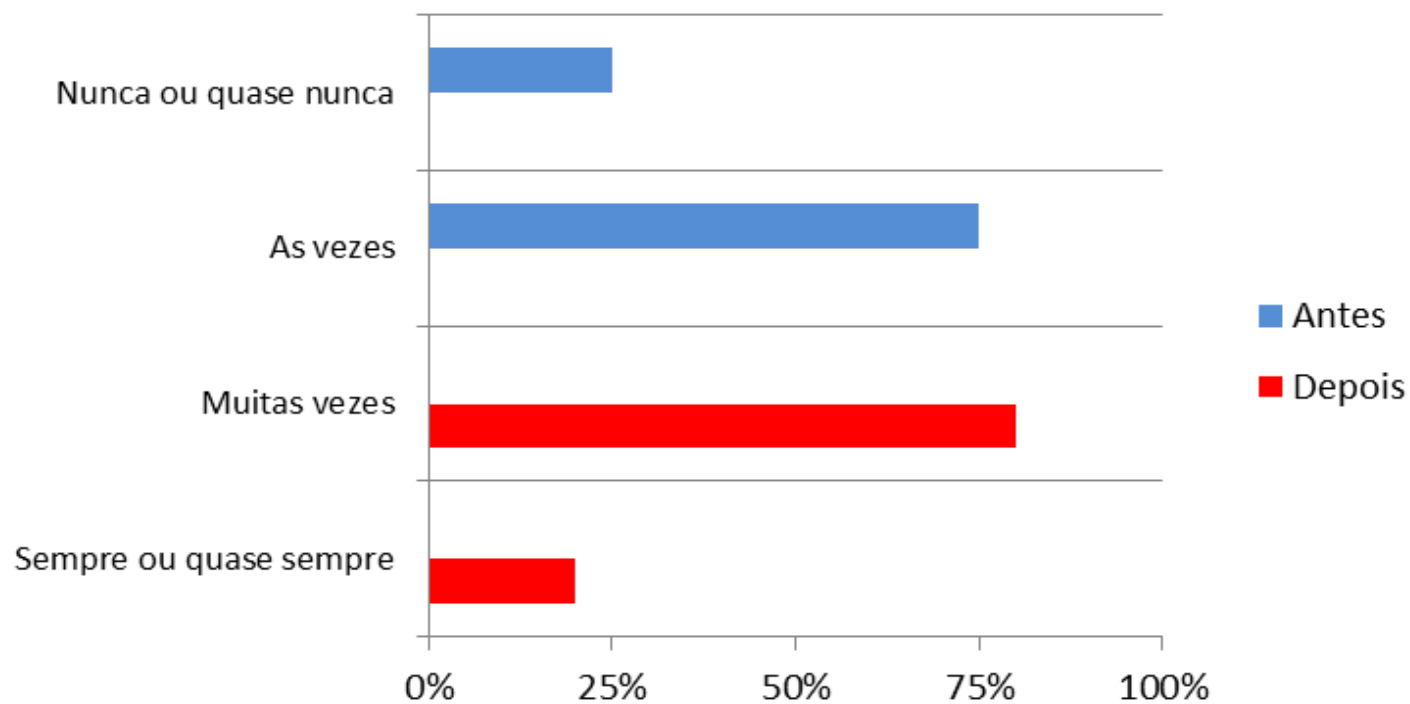


Consegue se controlar quando estressado ou frustrado

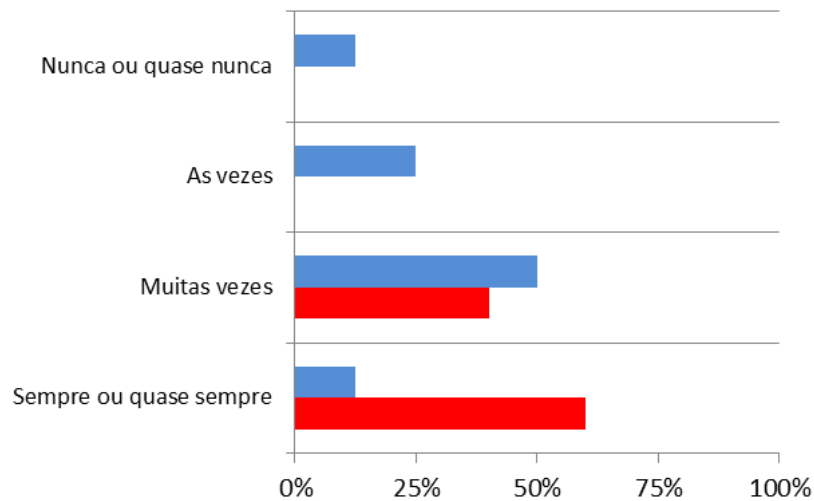


“The group started to think before acting when they are nervous. They help each other frequently. Passport was a meaningful experience for them; and I’m sure they will take it for the entire life”.

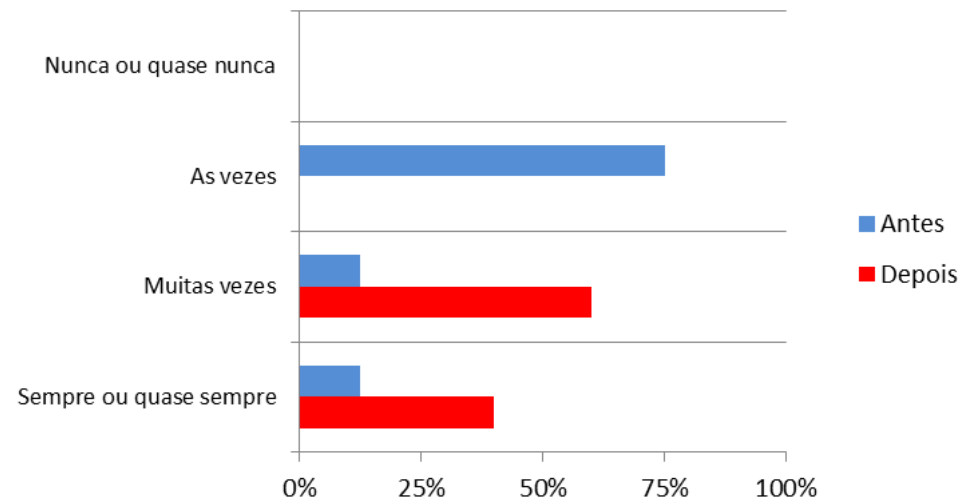
É capaz de superar perdas



É capaz de criar vínculos com prof./colegas

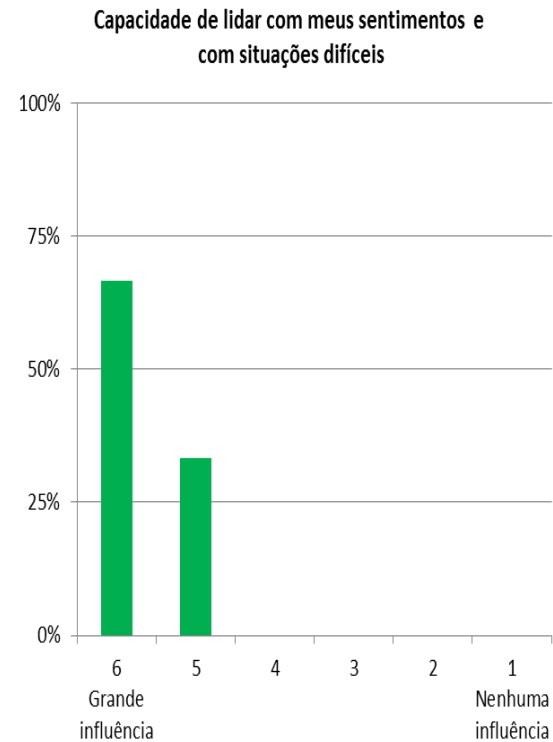
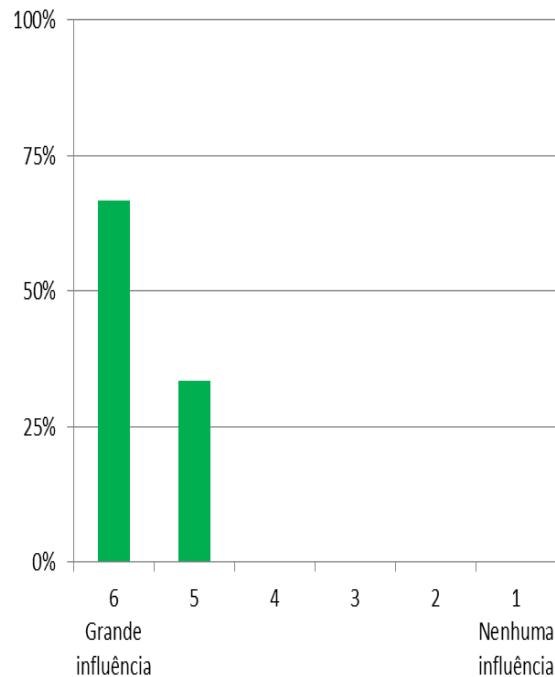
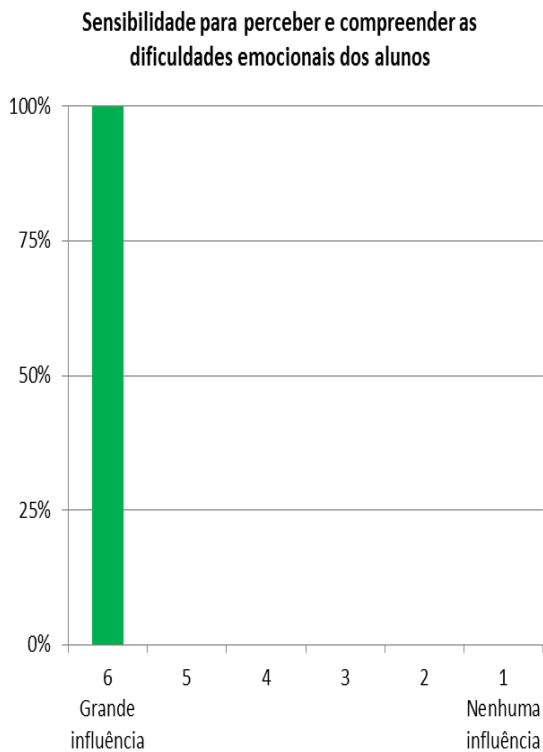


Colegas confiam nele(a)



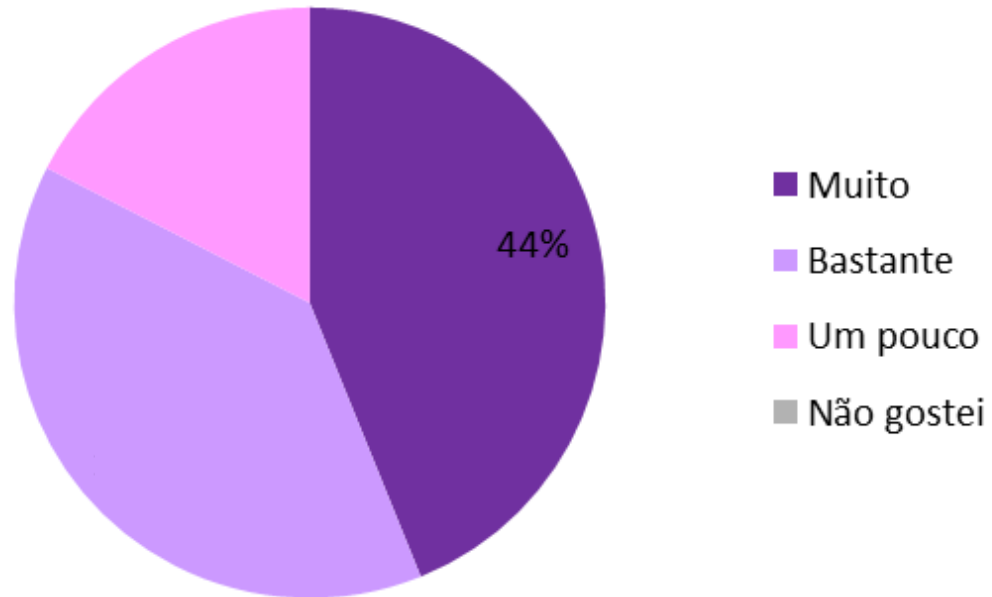
“Their emotional development is visible. Nowadays, they listen to each other with attention and respect; together they look for strategies to cope with situations and feelings, expressing their opinions in a positive and assertive way.”

Uso da metodologia Passaporte para outras disciplinas



“I realized that some behaviors could be expected in this age; they are even necessary for building their personality. Several reactions, initially judged as negatives, in fact are reactions that come from the phase they are living. Something that impacted me very much was the concept about Injustice – if something is unequal it does not necessary means it is unjust. I have changed several concepts after think about it.”

Quanto você gostou de participar das aulas?
(respostas ao final do M5)



"Passport talks about what we live in the day by day."

"I liked to build my emotional survival kit and see the ones of my friends. My kit is helping me a lot."

"What I liked the most was the story about loss, because it helped me to deal with a significant loss in my life."

Students' general comments

"Firstly, I would like to say that Passport is very helpful to adolescents; and I believe that it is helpful to adults too. In the beginning I thought "what a hell is it for?". But, after few sessions, a friend had a problem and asked me to talk about it. Then, I thought "lets see if "that" works", and, then, we discussed Passport strategies, and they worked for him. Few days later, another situation happened, with my mother, and then I thought "if it worked once, it could work again" and I explained to her and she told me it worked for her too. 😊 So, it is very important, it is a wonderful Project. I think it has to be used in all the schools"

"We can not expect the other person would have the same feeling or the same reaction as me when we face a situation. So, I've learned that "just" listen somebody feelings is a way to help."

"I've learned to better relate with friends; I've learned to deal with difficult situations; to help friends, relatives and, sometimes, even with people I do not know; I've learned to live with changes and losses – and to find the positive aspects even in the worse situations in life."

2017

1.458 youngsters

15 schools and institutions

Implemented in public schools in one city (Luiz Alves, SC)

“I have developed a better way to face life. Nowadays, I do not care too much about somebody else’s opinions. Now, I love myself much more and I also love the others more. I started to respect and listen more. And I have learned a lot from listening the stories of other peoples’ life, that let me to understand how each one copes with their problems.”

www.passaporte.org.br

