



## PUPILS LEARN TO SAY “STOP” OR “NO”

<p><b>Introduction</b></p>	<p>Briefly explain to the students what this exercise is about. Acknowledging a "stop" or "no" is difficult for some children. This all too easily leads to conflicts in places where they should not be. Therefore, accepting individually different boundaries is important in order to get along well with each other. This exercise is also suitable for shy children who find it difficult to set limits for others. They get a chance to try out that it is not so difficult to say "stop" and that other people react the way I want them to. These two aspects are on the one hand a piece of (violence) prevention and on the other hand promote self-confidence.</p>
<p><b>Objective / teachers' goal</b></p>	<p>Pupils learn to know their own limits. The pupils learn to say "stop". Pupils learn to accept another announcement immediately and unconditionally. The pupils learn to recognize the boundaries of another.</p>
<p><b>Relation to competence framework</b> <a href="#">INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</a></p>	<p>Understanding mental health Capacity building and intervention</p>
<p><b>Dimensions (check the dimensions and related aspects below)</b>  <input type="checkbox"/> Bodily functions   <input checked="" type="checkbox"/> Mental wellbeing   <input type="checkbox"/> Meaningfulness   <input type="checkbox"/> Quality of life   <input type="checkbox"/> Participation   <input type="checkbox"/> Daily functioning</p>	
<p><b>Materials</b></p>	<p>Each Student has a sheet of paper (A4) and a pencil</p>
<p><b>Approach</b></p>	<p>Sometimes you have to be able to say no Many people - whether young or old - find it difficult to express their opinion clearly and to say no. After all, saying no can lead to discord and disharmony. For fear of rejection or argument, they prefer to say yes and submit to the wishes of others. These children must learn to recognise and show their limits so that they are not taken advantage of.</p> <p>Confident children say no more easily When children respond to a suggestion or request by saying no, they have an idea of what they don't want. For example, if a friend calls her child to ask her out on a date, she might now say yes out of politeness or opt for a clear no because she does not want to meet. Confident children have no problem expressing their wish clearly. Less self-confident children have a hard time in such situations. They do not dare to express their own wishes and agree to the meeting almost helplessly or try to get</p>





	<p>out of it with a lie. This way they avoid conflict for the moment, but in the long run it is not a solution.</p> <p>As soon as your child has learned to recognise its wishes and to formulate them clearly, it can "fine-tune" the implementation. In order not to offend or disappoint others too much, a "no" can sometimes be softened. The most skilful way is to justify the refusal in such a way that the other person does not feel personally rejected. The more socially intelligent and sensitive a child is, the better he or she will succeed in this.</p> <p>The students work together in pairs: They are writing down a list of wishes they have. Then they write down what they don't want at all. They are discussion these lists. They try to find formulations that would not be too rejective for someone else.</p> <p>Now they may discuss examples with the whole group. Find examples hereby:</p> <p>Awkward no: No, I don't feel like meeting you today. Better: My book is so exciting that I would like to to finish it today.</p> <p>Awkward no: No, I don't want to lend you my game, you'll only break it. Better: I can't lend you this game because I use it a lot myself.</p> <p>Awkward no: No, I won't come to your birthday party, I don't feel like it. Better: Thanks for the invitation, but I'm not feeling well today</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshop
Duration	4 hours
Final goal (learning outcome)	The students learned to be able to stand their ground





Dimension/Aspects							
<b>Bodily functions</b>	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
<b>Mental well-being</b>	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
<b>Quality of life</b>	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
<b>Social participation</b>	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
<b>Daily functioning</b>	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
<b>Meaning</b>	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

