



<b>PREVENTIVE ACTIVITY PLAN</b> <b>Resilience</b> (the plan must not be longer than 3-4 pages of A4 format)	
<b>School, address</b>	Vilnius Sietuva Progymnasium, Taikos str. 47, Vilnius 05260
<b>Title of the preventive activity</b>	Risky behaviour prevention measure "Resilience"
<b>Aim of the preventive activity</b>	<ol style="list-style-type: none"> <li>1. Increase the focus of the entire school community when addressing relevant school issues.</li> <li>2. Recognize and evaluate problematic areas.</li> <li>3. Improve the psychological resilience of pupils which would help them overcome life's difficulties.</li> </ol>
<b>Main recipient of the carried out activities (teachers, parents, pupils, non-school employees, local community)</b>	7th-8th grade schoolchildren, teachers, parents.
<b>Detailed description of the preventive measures</b>	<p>After evaluating the research data, it was observed that the most important people for pupils are their family members. This confirms the fact that family is the most important support system when developing the resilience of pupils to various risk factors, therefore family influence should be used. The influence of peers remains in second place after family, while school is placed third. The authority of trainers, instructors and priests is also rather important. The aim is to strengthen the relationship between pupils and teachers.</p> <p>Pupil behaviour in schools also differs according to the evaluations of all three research groups. It is observed that teachers and parents have a strict attitude towards the behaviour of teenagers, while teenagers themselves may not notice or recognize their behaviour as inappropriate or risky. There are also significant differences among respondents in the value scale. From the point of view of pupils and parents, the measurement of adolescent values is rather similar among them - they believe that pupils have relatively low values. However, the answers of pupils show that most values are rather important for them. There is particular difference between the information of pupils and teachers - teachers have a very poor opinion of the values of pupils. It was considered that perhaps these indicators speak about the indifference of teachers toward their pupils or about teacher fatigue when it seems that the daily behaviour of pupils fails to confirm their positive deep internal values. It is believed that pupils have values, however their behaviour or attitude prevents them from following and expressing these values</p>

	<p>(inability to follow values, lack of courage to express values among peers). And the latter forms controversial opinions of teachers about their pupils. It is planned to organize a discussion and determine the reasons behind such false opinions of teachers about their pupils.</p> <p>It is observed that teenagers recognize poor behaviour and know that such behaviour is inappropriate. A significantly higher percentage of teenagers fail to start behaving appropriately, even after acknowledging that their behaviour is inappropriate. Nevertheless, they state that their friends behave poorly significantly more frequently compared to them. These indicators show that the risk is considerable and the development of resilience to the risk is a relevant problem.</p> <p>Main relevant preventive activity areas were recognized. Statistically significant data was observed in the risk of addiction to psychoactive substances: abuse of pharmaceuticals, smoking, electronic cigarette smoking. Indicators in the answers of pupils were significantly higher than in the answers provided by teachers and parents (particularly about the abuse of pharmaceuticals).</p> <p>There is also a noticeable use of explicit language, comments and offensive messages. It's worth thinking about how to draw attention to these issues and improve language culture.</p> <ol style="list-style-type: none"> <li>1. Presentation of the research of the "Resilience" project to the teachers and the administration, as well as discussions on the possibilities of support in order to improve the psychological resilience of pupils.</li> <li>2. Presentation of the research to parents and pupils in classrooms.</li> <li>3. An investigation on the traces of drugs was carried out in the school during the "No Illusions" psychoactive substance prevention project on 2018-14-23.</li> <li>4. Presentation of drug trace investigation results to the community.</li> <li>5. Organize discussions among pupils during class meetings on the topic of addictions and their influence on human life, as well as methods that could help stay away from harmful activities.</li> <li>6. Improvement of the psychological resilience of teachers by organizing support and encouragement from the administration, parents and pupils.</li> </ol>
<b>Evaluation</b>	Carry out a survey on the opinions of pupils toward addictions. 7th grade pupils will be surveyed (47 people).
<b>What are we doing right? (strongest current aspects of the preventive activities)</b>	<ol style="list-style-type: none"> <li>1. The school community creates a comfortable and accepting school environment where pupils feel safe and heard.</li> <li>2. Pupils take care of their peers, trust the adults working in schools, share their worries with them, and notify them about their friends who are not feeling well or are being bullied.</li> </ol>

	<ol style="list-style-type: none"> <li>3. The notifications of pupils must receive careful response without automatic dismissal and with a formation of an action plan (which usually involves other well-meaning pupils).</li> <li>4. Social emotional development programmes "Crossroads of Adolescence" (5th-8th grade) and "Time Spent Together" (1st-4th grade) are carried out.</li> <li>5. The school has a lot of sports activities. Project presented by the school team: "The Development of Physical Education and Physical Activity during Educational Activities" won the "Development of Non-Formal Education Services for Children" contest of projects financed by EU Structural Funds. Even more attention will be paid to physical activity and health.</li> <li>6. Most school teachers working with older pupils participated in the suicide prevention training course Safe Talk.</li> </ol>
<p><b>Planned continuity of preventive measures</b></p>	<ol style="list-style-type: none"> <li>1. Provide activities intended for the prevention of addictions at the beginning of the next school year.</li> <li>2. Invite specialists.</li> <li>3. Use the "Resilience" handbook and other measures during classes.</li> <li>4. Strengthen class groups by developing pupil awareness to the feelings and pain of people around them.</li> </ol>