

## Resilience

### Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
<p><b>The House of Resilience</b></p>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Creativity</li> <li>• Critical thinking</li> <li>• Self-reflection</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Individual Activity invites students to reflect deeply on different aspects of their lives as well as to express them in written form. It will help them discover new things about themselves that can support them in life's difficult moments as well as to further their communication skills.</p>	<p>After this activity, students will have an improved sense of the self. Furthermore, they will have discovered the people and tools that can help them in coping with the challenges, everyone faces sooner or later in life.</p>
<p><b>I am Good At</b></p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-presentation</li> <li>• Communication skills</li> <li>• Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Individual Activity prompts students to reflect on their skills and competences, including both, those that they already possess and those that they wish to acquire.</p>	<p>At the end of this activity, students will have a clearer idea of their skills as well as be aware that there are no competences that they cannot acquire in their lives with the needed effort.</p>
<p><b>Inside Weather Report</b></p>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Regulation</li> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Individual Activity will aid students in identifying and recognising their won emotional states at any given time. In addition, it will provide them with tools and strategies for how to positively influence these states in real time.</p>	<p>At the end of this activity, students should be more aware of the changeable nature of their emotions. Moreover, they should be better equipped to identify their emotions as and when they arise and should possess knowledge around how to positive impact the way they feel at any current moment.</p>
<p><b>Nip A Bad Mood In the Bud</b></p>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Presentation</li> <li>• Emotional Intelligence</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Group Activity involves students brainstorming strategies which they deem to be helpful when navigating periods of adversity. Once this process is complete, students compile their own menu of coping strategies from the suggested activities which will assist them in navigating challenges that may crop up in their lives in the future.</p>	<p>By the end of this activity, students should exhibit a stronger capacity to manage and regulate their own emotions within the course of their daily lives. The group brainstorming element should also mean that students gain insight from the experiences of their peers, with regards to how best to do this.</p>
<p><b>Positive Things a Day</b></p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Communication skills</li> <li>• Critical thinking</li> <li>• Emotional intelligence</li> </ul> <p><u>Level of Difficulty:</u> Beginner</p>	<p>This Homework Activity-Assignment will invite students to notice the positive things that happen to them every day – may they be big or small – and to reflect on these and on how these make them feel.</p>	<p>After having conducted the homework, students will have an increased awareness of the beauty of their lives, as well as the positive things that happen on a regular basis. This task might also increase their gratitude for all the good that is happening to them.</p>

## Resilience Module Beginner Activities

<b>Title of the Activity:</b>	<b>The House of Resilience</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To improve students' verbal <i>communication</i> skills.</li> <li>• To promote and cultivate students' <i>creativity</i> and <i>critical reflection</i> on different aspects of their lives.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Copies of Worksheet</li> <li>• Pens</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>After giving an introduction to the concept of resilience, show the house of resilience in the attached Handout "The House of Resilience" and explain to the students, what each room represents. These items represent the elements that build one's resilience. Afterwards, provide students with copies of the Worksheet "The House of Resilience" and give them time to fill in the elements:</p> <ul style="list-style-type: none"> <li>- Who are the people that love them unconditionally?</li> <li>- Where do they find a meaning?</li> <li>- What do they know how to do?</li> <li>- Which are their resources and potential?</li> </ul> <p>Help the students to fill in the worksheet and talk/reflect together on different aspects of their outcomes.</p>

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### **Evaluation**

### **& Reflection:**

In the end, reflect and evaluate the conducted activity with the students the using the following questions:

- What do you think was the purpose of this activity?
- Was it easy to fill in the worksheet or not?
- How do you feel at the end of the activity?
- What kind of resources or who helps you to overcome obstacles in your real life?
- Why and how could you reach the listed potential and use the identified resources?

You may give them some time to reflect individually first, before sharing their thoughts with the group.

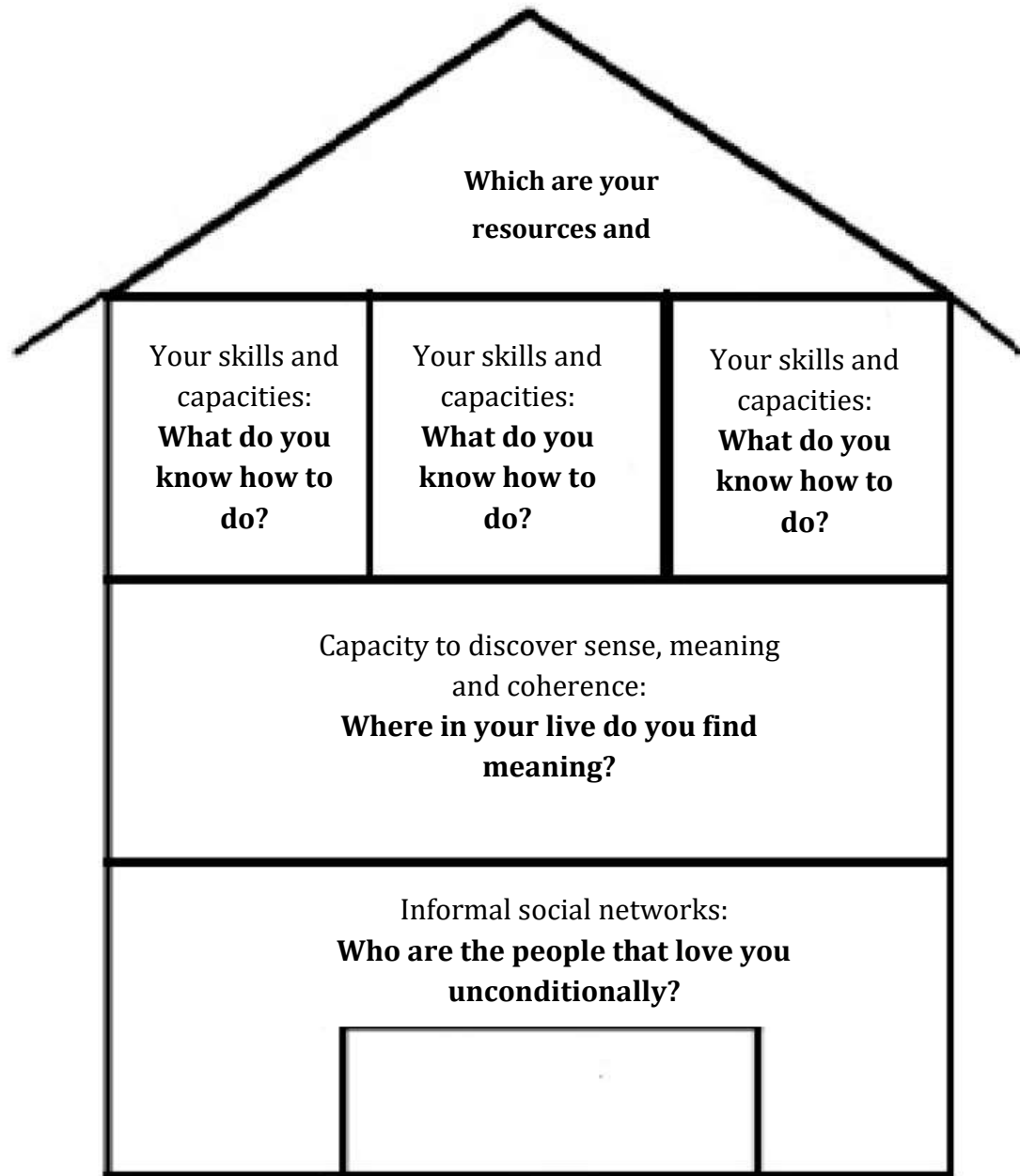
### **Reference:**

Handbook of the Project “ROBIN - Reinforcing competences to Build Inclusion through a New learning methodology”

Authors: A. Alessi, R. Condrut, A. Dumitru, M. Orozco Mossi, N. Shalamanova, R. Shalamanova, D. Smolyanska, F. Steffen, C. Vlădescu.

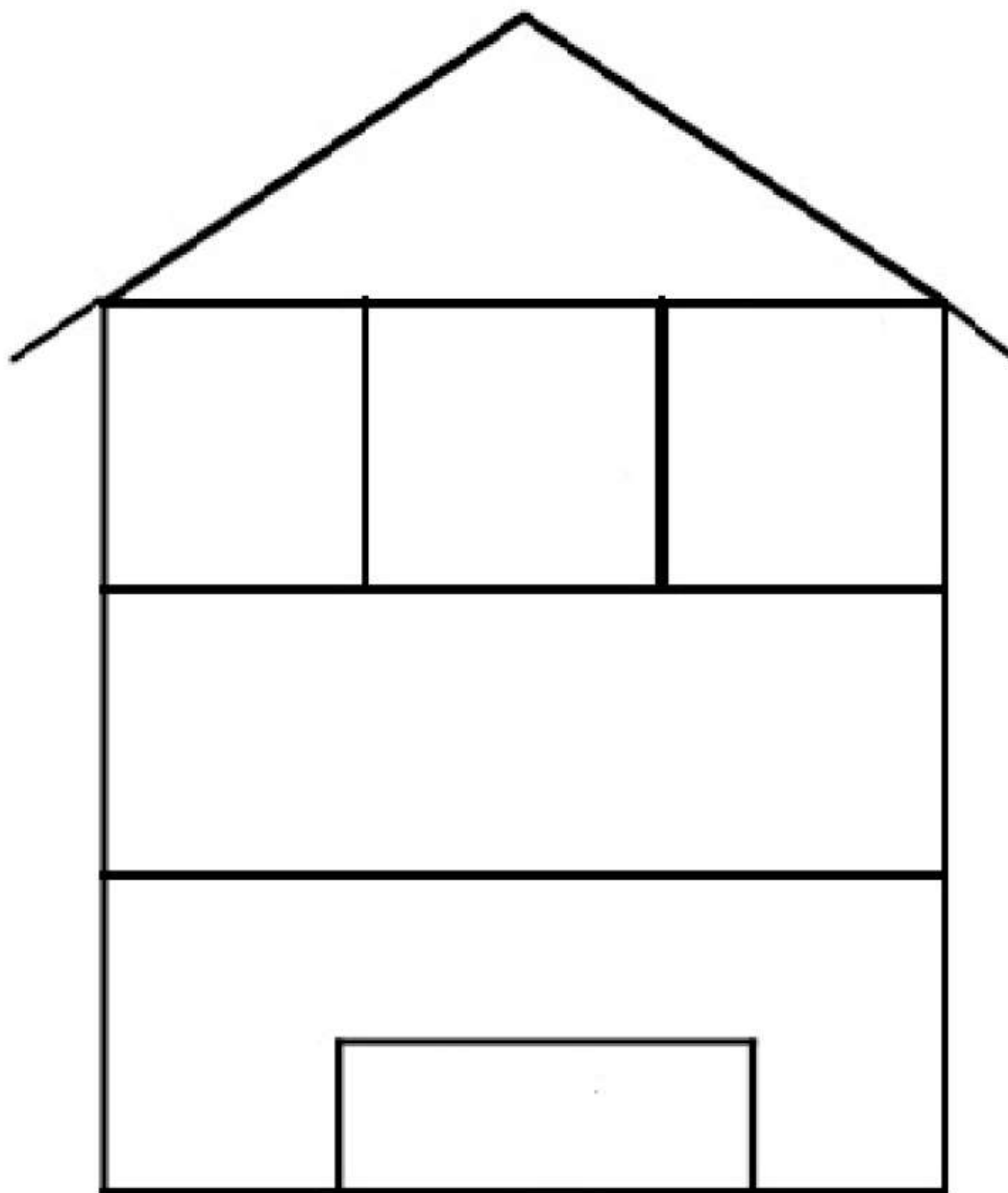
**APPENDIX**

**Handout “The House of Resilience”**



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### Worksheet "The House of Resilience"



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<b>Title of the Activity:</b>	<b>I am Good At</b>
<b>Duration:</b>	(45 min)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To share the skills that participants already have and discover competences that they would like to acquire.</li> <li>To enhance students' <i>self-awareness</i> and <i>self-presentation</i> skills, <i>working in groups</i> and <i>communicating</i> with others.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Pen</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity can be conducted as an introduction to discover personal competences and skills that each participant has or wants to discover in order to deal with difficult situation.</p> <p>Each participant is handed a paper, on which she/he writes three skills/competences: two he/she already possesses and one he/she does not yet have, but maybe wishes to acquire. Everybody present all of their skills without telling, which one is the “false skill”, the one they do not yet possess. Afterwards, the group can guess, which one the “false skill” is.</p> <p>After collecting and sharing the skills participant do and do not have, you can open a discussion on what competences are and if it is possible to enhance them and/or develop new ones.</p> <p>Sometimes there might be a competence, which a participant would like to have, but thinks he/she cannot acquire. This could be a good starting point for opening a discussion on competences, hard and soft skills, discovering students’ real desires etc.</p> <p>*While participants are sharing their competences, you can write the names and competences on the board. This does not only make it easier for</p>

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	<p>you to keep the discussion going, but gives participants also food for thought, while getting an overview of all the competences – achievable and supposedly unachievable ones.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the discussion on the competences, you could use the following questions to evaluate the activity:</p> <ul style="list-style-type: none"> <li>- How did they choose the “false” competence?</li> <li>- Are those “false” skills maybe some abilities they would like to acquire, but do not know whether and how this might be possible?</li> <li>- Did they recognize themselves in other participants’ competences?</li> <li>- Was it easy to choose these three competences? Why?</li> </ul>

### Reference:

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<b>Title of the Activity:</b>	<b>Inside Weather Report</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To develop a sense of <i>awareness around emotions</i> and become better able to identify emotional states in real time</li> <li>• To develop an improved capacity to express negative emotions to other individuals who may be able to provide support/assistance.</li> <li>• To become more adept at managing negative emotions and bad moods, and gain an <i>increased</i> sense of <i>control</i> with respect to influencing these emotions in a positive manner.</li> <li>• To show that emotional states are changeable, just like the weather conditions.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Pen</li> <li>• Notebook</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity is designed to be completed individually.</p> <p>Students are requested to consider their emotional state at the beginning of the exercise (happy, sad, bored, excited). Having identified this and declared this state, they are then required to identify a weather condition that best corresponds to their current emotional state (e.g. happy might be “bright and sunny”, while bored might be “overcast and gloomy”).</p> <p>Having completed the broadcast of their “inside weather report”, students will then complete an exercise with the specific intention of generating positive emotions (3 good things that have happened this week or to log an entry in a gratitude journal).</p> <p>Upon finishing this task, students must then recomplete their “inside</p>



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	<p>weather report” paying particular attention to how the intervening activity may have, to some extent, initiated an alteration in how they feel.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the implementation of the activity, take some time to reflect and evaluate it with the students, e. g. asking the following questions:</p> <ul style="list-style-type: none"> <li>- What did you learn from completing this activity?</li> <li>- Did you find the comparison of emotions to weather conditions to be helpful?</li> <li>- Which activity do you feel would most help you change your mood from “Rainy &amp; Stormy” to “Calm &amp; Sunny”?</li> </ul> <p>What impact, if any, do you think physical activity has upon your mood or emotional state? Give students enough room to express and discuss their impressions and feelings. You might give them some time to reflect individually first, before sharing their opinions in the group.</p>

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<b>Title of the Activity:</b>	<b>Nip A Bad Mood In The Bud</b>
<b>Duration:</b>	(45 min)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Beginner
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>To equip students with a range of strategies which will assist them in <b><i>cop</i></b>ing across a range of challenging situations and <b><i>managing their overall stress levels</i></b>.</li> <li>To exhibit the <b><i>self-control</i></b> one can, exert over their own emotions and responses to setbacks and adversity.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b> N/A</p> <p><b><u>Instructions:</u></b> Students will be provided with a brief introductory piece wherein it will be outlined to them that adversity is part and parcel of life, and cannot be always be controlled or evaded. However, the purpose of this activity will be to help them to control the controllable aspects of the adverse experience: their response.</p> <p>Students will then engage in a group brainstorming session, during which they will be able to share strategies (such as reframing, breathing exercises, thought catching, reaching out to others for support, distraction, physical activity, mindfulness exercise etc.) which they find helpful when navigating challenging times. The facilitator of the activity will note each of the suggestions on a flipchart.</p> <p>Once all of the suggestions have been gathered from the group, students will then compile their own personalized menu of positive coping strategies from this long list of strategies, based upon what they deem to be most suited to their needs during difficult times. Students should attempt to include strategies which assist them in managing their emotions/ stress</p>

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	<p>in real time during periods of adversity (e.g. how to remain calm during a conflict or an examination), as well as strategies which they can call upon to assist relaxation during their leisure time (e.g. playing the piano to help them switch off from their worries).</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- Did any of your peers suggest any coping strategies that you thought would be useful that you had not previously encountered or considered?</li> <li>- Why do you think it might be important to have a variety of different types of coping strategies available to call upon during times of adversity?</li> <li>- Did you find this activity to be beneficial? Why?</li> </ul>

<p><b>Title of the Activity:</b> <b>Duration:</b></p>	<p><b>Positive Things a Day</b> (5 min per day for 9 days, 45 min in total)</p>
<p><b>Type of Activity:</b></p>	<p>Homework</p>
<p><b>Level of Difficulty:</b></p>	<p>Beginner</p>
<p><b>Objectives</b> (including skills which are expected to be enhanced):</p>	<ul style="list-style-type: none"> <li>• To develop students' <i>self-awareness</i> by encouraging them to focus on the positive aspects of their life.</li> <li>• To enhance students' <i>written</i> and <i>oral communication, critical thinking</i> and <i>emotional intelligence</i>.</li> </ul>
<p><b>Instructions:</b></p>	<p><b><u>Material:</u></b> N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Ask the participants to write down three positive things a day that happened that day for 9 days, with an explanation as to why they went well. It is important that they do not simply conduct this activity in their heads, but take the time to write the three things down in a journal. They might create a ritual of writing them down before going to sleep. Capturing their thoughts in written form, will help them to reflect on the positive things in their life. The items can be small (e.g. "I was complimented on my hair") or big (e.g. "I got accepted into University"), as long as they affect them in a positive way.</p> <p>The participants are free to write in whatever style they like, but are ask to give as many details as possible. Tell them to focus on nice events and positive emotions in these days. This activity will get easier with practice and can make a real difference in how they perceive their day and life.</p> <p>Before textualizing their items, they should consider the following points and questions:</p> <ul style="list-style-type: none"> <li>- Title the event (e.g. "Boss complimented my efforts").</li> <li>- What happened? Give as much detail as you can.</li> <li>- What did you say or do? What did others say or do?</li> </ul>

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	<ul style="list-style-type: none"> <li>- How did the event make you feel at the time?</li> <li>- How did it make you feel later?</li> <li>- What do you think caused the event?</li> </ul>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>After the nine-day-period ends, conduct an evaluation and reflection session on the activity asking the students the following questions:</p> <ul style="list-style-type: none"> <li>- How do you think negative thoughts can influence your daily life?</li> <li>- Do you know what critical thinking is?</li> <li>- How do you think critical thinking can help you in your everyday, study and work life?</li> </ul> <p>If they feel like it, maybe everybody could share one or two of the positive events they have written down with the group.</p>

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