

## Resilience

### Synoptic Table of Intermediate Activities

Title	Objectives	Overview	Evaluation & Reflection
<b>Body and Emotions</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Creativity</li> <li>• Communication skills</li> <li>• Self-regulation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Individual Activity encourages students to focus on their emotions in order to and clearly identify and express their emotions. Additionally, it furthers their ability to regulate and manage even difficult emotions.</p>	<p>At the end of this activity, students will be able to clearly identify emotions as well as where they are located in the human body and which expressions these relate to.</p>
<b>My 30 Second Ad</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Presentation</li> <li>• Creativity</li> <li>• Communication</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Individual Activity asks students to consider how they present themselves to the world and devise a creative “advertisement” and/or presentation which encapsulates their key strengths and best qualities.</p>	<p>At the end of this activity, students will reflect upon the positive representation they have developed for the purposes of the activity and how they may apply some of the Knowledge they have obtained about themselves as they approach upcoming challenges in their lives.</p>
<b>Creative Exercise</b>	<ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Self-Presentation</li> <li>• Creativity</li> <li>• Teamwork</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Group Activity encourages students to reconsider their perceptions around what physical activity means to them and generate some inventive ideas for alternative forms of exercise, that they could incorporate into their daily routines.</p>	<p>At the end of this activity, students will have reframed the idea of what physical activity is and will take note of how regular physical activity impacts upon their physical and mental wellbeing.</p>
<b>What’s Going On In This Picture?</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical Thinking</li> <li>• Decision Making/Problem Solving</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Group Activity involves students providing an array of creative explanations for a series of strange and ambiguous images, in turn boosting their capacity to think flexibly and creatively when confronted with problems and adversity.</p>	<p>Upon completing this activity, students will be capable of taking a broader perspective upon the situations that arise in their own lives. They will come to see that no situation ever has one explanation and that there is considerable value in taking the time to think about any situation from a number of differing perspectives.</p>
<b>Traffic Jam</b>	<ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Critical Thinking</li> <li>• Decision making/Problem Solving</li> <li>• Teamwork</li> <li>• Communication</li> <li>• Engagement</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Group Activity is similar to a game of human chess, which demands that participants communicate clearly and efficiently with one another, in order to reach the desired outcome.</p>	<p>This activity should assist in elevating the students’ capacity to work as part of a cohesive team and to communicate their wishes in an unambiguous, concise manner.</p>

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<p><b>Lifeboat</b></p>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Self-awareness</li> <li>• Self-presentation</li> <li>• Communication skills</li> <li>• Decision-making</li> <li>• Teamwork</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This interactive Group Activity asks students to take difficult decisions in a team effort, as well as to defend their proper position and make a point for themselves in an important discussion.</p>	<p>At the end of the activity, students will have exercised their capacity to advocate for themselves as well as to be aware of the difficulties, decisions made in groups can bring with them.</p>
<p><b>Magnetic Fields</b></p>	<ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Critical thinking</li> <li>• Problem-solving</li> <li>• Teamwork</li> <li>• Negotiation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This active Group Activity demands students to work well in a group to achieve a common goal. In order to reach their objective, they have to reflect and discuss together to find the most suitable solution. If one of them fails, all of them fail.</p>	<p>After this activity, students will have a better understanding of the importance of teamwork in reaching a common goal, as well as how successful teamwork relates to their personal success.</p>
<p><b>Highway Crossing</b></p>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Problem-solving</li> <li>• Teamwork</li> <li>• Negotiation</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This active Group Activity requires students to trust each other as well as to find creative ways of non-verbal communication in order to reach a common goal. It also gives them the opportunity to discover and experience their senses in a new way.</p>	<p>At the end of this activity, students will know how to overcome obstacles using non-verbal communication, working in teams and trusting each other, as well as how to use all of their senses in a creative way.</p>
<p><b>Storyboards</b></p>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Critical Thinking</li> <li>• Decision Making/ Problem Solving</li> <li>• Teamwork</li> <li>• Communication Emotional Intelligence</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Group Activity involves students being provided with a challenging scenario which they must resolve as a team using the storyboard problem-solving method.</p>	<p>Upon completing this activity, students will have developed their capacity to see any problems that they may be experiencing in their life, in a more open-minded manner. In addition, they will be more adept at identifying the actions that are required to reach satisfactory conclusions to these problems.</p>
<p><b>Positive Solutions</b></p>	<ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Critical thinking</li> <li>• Positive reactions</li> <li>• Reflection skills</li> </ul> <p><u>Level of Difficulty:</u> Intermediate</p>	<p>This Homework Activity invites students to reflect critically on how to react to difficult situations, as well as how different reactions may cause different outcomes for them.</p>	<p>After the conduction of the assignment, students will be aware of the impact their personal point of view and their reactions have on the outcomes of difficult situations. Furthermore, they will be enabled to reflect critically before responding to upsetting circumstances.</p>

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<b>Title of the Activity:</b>	<b>Body and Emotions</b>
<b>Duration:</b>	(45 min)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To develop students’ sense of <i>self-awareness</i> by encouraging them to focus on their emotions.</li> <li>• To promote a <i>creative approach</i>.</li> <li>• To become better adapted to managing negative emotions and bad moods as well as to <i>communicate</i> them to other people.</li> <li>• To develop <i>self-control</i> and <i>self-regulation</i> showing and managing their own emotions.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Coloured highlighters</li> <li>• White/ coloured sheets of paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>First, with the students, collect expressions that involve sensations as a warm-up. Afterwards, the students individually cut out the shape of a person, who express an emotion, such as anger, fear, sadness, surprise or happiness etc.</p> <p>Ask them to show the part of the body, which is connected to the given emotion.</p> <p>You can help them discover, which emotion might be connected to which body part by asking questions, e.g. “Where do we see anger in someone?” or “What does anger look like to you?”.</p> <p>Thus, students learn to connect emotions with a physical/physiological response, e.g. anger with the fisted hand, jumping up and down with joy,</p>

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	<p>wide open eyes when being surprised, or tightly closed eyes when in fear.</p> <p>In addition, instruct them to colour these shapes using different colours to express different emotional states. Thus, they identify the body parts affected by an emotion based on a colour as well as assign a colour to the different emotions.</p> <p>Afterwards, ask them to explain to the group the emotions they have drawn in their pictures, as well as about the meaning of the different colours and which emotion they express.</p> <p>Finally, tell them to draw a self-portrait. Thus, the technique becomes more personal, since they use their own drawings instead of cut out characters. The activity works better with students from different backgrounds and different language skills.</p> <p><i>*Activity suggested for 14-15 years old students</i></p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>At the end, an evaluation and reflection should be conducted, asking students the following questions:</p> <ul style="list-style-type: none"> <li>- How did you feel having to associate body parts with emotions?</li> <li>- How do you think emotions can influence your life?</li> <li>- Did you find this activity to be useful/beneficial? Why?</li> <li>- Would you recommend this exercise to others? Please explain why.</li> </ul> <p>The questions should open a short discussion about emotions among the students, in which their importance is being discussed.</p>

**Reference:**

Guidelines for EUMOSCHOOL implementation as a holistic approach to Early School Leaving.

**Authors:** A. Biondo, A. Alessi, R. Schiralli, U. Mariani, M. Mari, F. Mencaroni, M. Pontani, O. Agaidyan, O. Duzgun, Z. Vastag, V. Suhajda, Z. Y. Dogan, D. Arati, B. Yurtseven, G. Agyuz, M. Kovacs, A.S. Vacaretu R.G. Gavris-Pascu, I.E. Mihacea, C. Pop, A. Ahmed Shafi, R. Pritchard, S. Templeton.

<p><b>Title of the Activity:</b> <b>Duration:</b></p>	<p><b>My 30 Second Advertisement</b> (45 minutes)</p>
<p><b>Type of Activity:</b></p>	<p>Individual</p>
<p><b>Level of Difficulty:</b></p>	<p>Intermediate</p>
<p><b>Objectives</b> (including skills which are expected to be enhanced):</p>	<ul style="list-style-type: none"> <li>• To develop student’s sense of <b>self-awareness</b> by encouraging them to focus upon their core traits and attributes that make them who they are, as well as areas which they may need to work upon and develop.</li> <li>• To hone students’ <b>self-presentation</b> skills by promoting a deeper consideration of how they approach their environment and the people within it.</li> <li>• To build the effectiveness of students’ <b>written</b> and <b>oral communication</b></li> <li>• To foster and tap into student’s <b>creativity</b> by giving them the opportunity for various and innovative means of expression within their own personal advertisement</li> </ul>
<p><b>Instructions:</b></p>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• My 30 Second Ad Worksheet</li> <li>• Pen/Pencil</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students are provided with the “My 30 Second Ad” Worksheet and asked to design their own 30 second advertisement. This ad should encapsulate how they think of themselves as a person and the image they wish to project to others. (To add a further dose of creativity to the task, students could be asked to answer a quirky person-specific criterion within the advertisement e.g. “If I was an animal, I would be...” or “The famous personality, past or present, I am most similar to is ..... because .....”).</p> <p>Upon completion of their advertisement, students are then invited to</p>

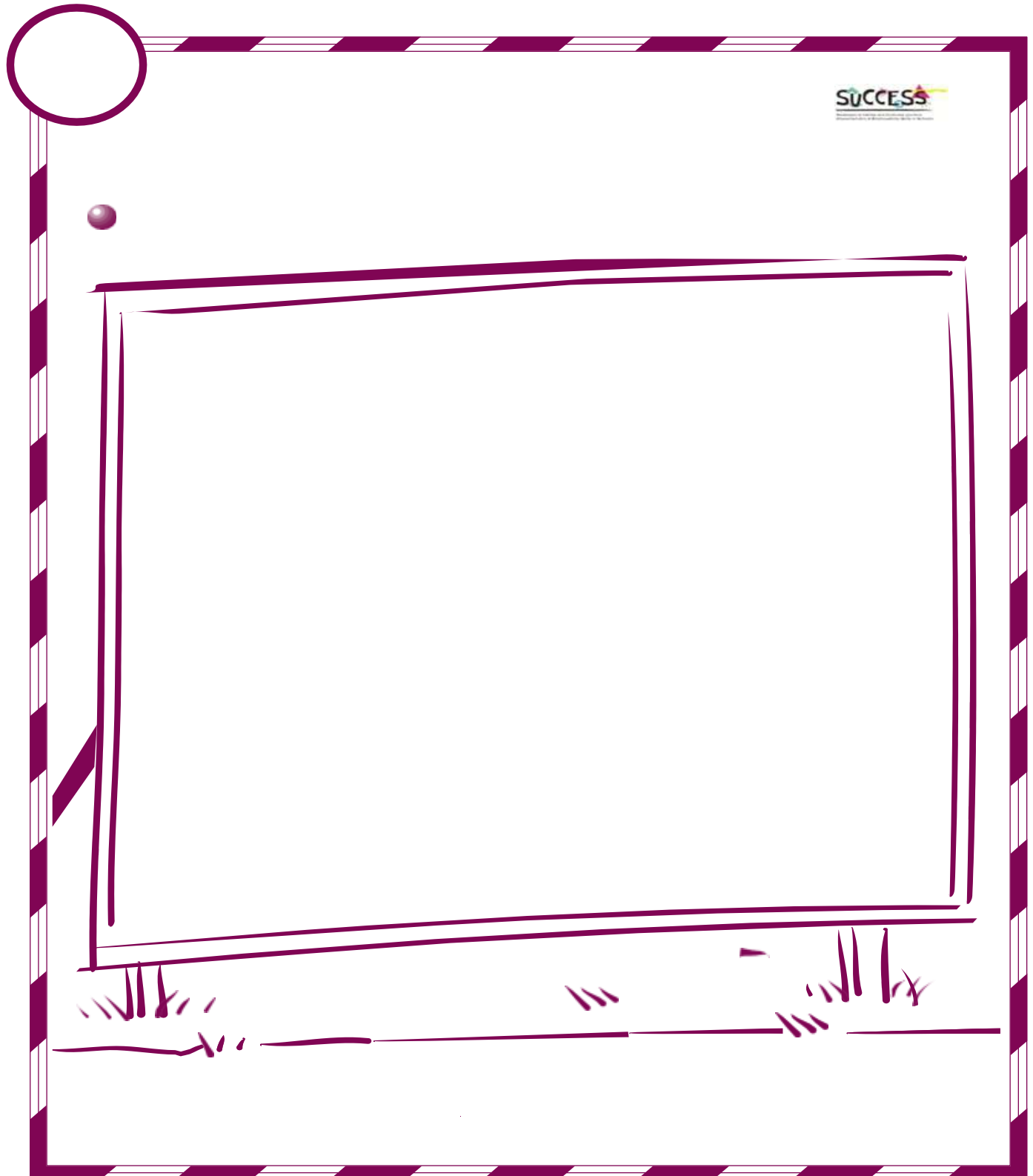
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	<p>premiere their advertisement in front of their classmates. They may choose to avail of a variety of accompaniments (props, accompanying music or sound effects etc.) in order to add color and vibrancy to the end product.</p> <p><u>Alternative:</u></p> <p>To ensure students take the activity seriously &amp; to aid shy students who may not feel comfortable with excessive self-promotion: Students may partner off and swap their ad with that of their partner. Students are then required to present their partner's advertisement to their classmates, as per the outline devised upon the worksheet.</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>- How did it feel to have to capture your best qualities in 30 seconds?</li> <li>- If you had to redo the activity, is there any aspect your advertisement you would change? If yes, why?</li> <li>- Why do you think this activity is important?</li> <li>- What is the main takeaway point you have learned from completing this activity?</li> </ul> <p>Give the 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 with the group.</p>

**Reference:**

Adapted from Boniwell, I. & Ryan, L. (2012) *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11 to 14-year olds*. Berkshire, UK: Open University Press.

**APPENDIX:**



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<b>Title of the Activity:</b>	<b>Creative Exercise</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Individual
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To develop an understanding of the importance of exercise and physical activity.</li> <li>• To promote a <b>creative approach</b> to exercise and physical activity by brainstorming the range of activities that can be viewed as exercise.</li> <li>• To provide an array of varied exercise strategies which can assist young people in <b>emotional self-management</b>.</li> <li>• To provide students with the opportunity to work on their <b>presentation skills</b> by outlining the results of their class discussion to their classmates.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> <li>• Any material related to the suggested activities</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students will be given some introductory information regarding the neuroscience of exercise and the beneficial impact it can yield upon an individual's ability to manage and regulate their emotions.</p> <p>Next, students should be informed that physical activity can come in many forms or guises. The majority of students will be acquainted with and will have sampled a number of the more conventional forms of exercise such as football, swimming and jogging. This activity intends to help students consider exercise from a different perspective and show that it can have many different meanings to different people.</p> <p>The class should be divided into small groups of 3 or 4 and encouraged to generate as many different types of unconventional or uncommon forms of physical activity that they may engage in to help them to get into/stay in</p>



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	<p>shape. Students should be urged to be as innovative in their considerations as possible (e.g. skipping, hula hooping, trampolining, rock climbing, kayaking, frisbee, slacklining).</p> <p>All suggestions should be compiled into a mind map or spider diagram, and presented to their classmates. These presentations may provide a source of inspiration to classmates.</p> <p>When all presentations have been made, students are requested to select 2/3 of the activities suggested by either themselves or their classmates to sample over the course of the following week. Students should document their progress by whichever means they feel best encapsulates their experience of the chosen activities (activity diary/logbook, blog post, photographs or vlog (video blog)).</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 was the favorite activity you experimented with during the past week?</li> <li>- How did it feel to complete a new physical activity that you had not tried before?</li> <li>- Will you persist with any of the new activities you have sampled in the past week? If so, why?</li> <li>- What impact, if any, do you think physical activity has upon your mood or emotional state?</li> </ul> <p>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>

### Reference:

Adapted from Boniwell, I. & Ryan, L. (2012) *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11 to 14-year olds*. Berkshire, UK: Open University Press.

<p><b>Title of the Activity:</b> <b>What’s Going On In This Picture?</b></p> <p><b>Duration:</b> (45 min)</p>	
<p><b>Type of Activity:</b></p>	<p>Group</p>
<p><b>Level of Difficulty:</b></p>	<p>Intermediate</p>
<p><b>Objectives</b> (including skills which are expected to be enhanced):</p>	<ul style="list-style-type: none"> <li>• To encourage students to look at situations in different ways, reminding us that there is more than one way of looking at a situation, problem, or challenge.</li> <li>• To promote <i>creativity</i> and prompt students to view situations from a variety of perspectives</li> <li>• To increase individuals’ ability to take on board the suggestions of others, work harmoniously as part of a pair/group and <i>collaborate</i> with a view to obtaining desirable outcomes.</li> </ul>
<p><b>Instructions:</b></p>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• “WGOITP” Worksheet</li> <li>• “WGOITP” Explanation Sheet</li> <li>• Pen &amp; Paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Each student will receive a copy of the “WGOITP” worksheet. This worksheet will contain a selection of ambiguous or curious images, which are not immediately self-explanatory.</p> <p>The students will be encouraged to work in pairs to decide upon three alternative explanations for each of the images they are presented with. It is important to encourage students to present explanations, which are creative whilst also remaining plausible.</p> <p>Having settled upon the three explanations per image, each of the pairs of students will share their thoughts with their peers. Upon completion of the sharing of ideas, the facilitator will lead a group discussion around the value of flexible thinking in opening up new avenues and potentials</p>

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	solutions to the issues which may arise in their personal and professional lives.
<b>Evaluation &amp; Reflection:</b>	<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>- What did you learn from completing this activity?</li> <li>- How will this activity affect your approach to situations moving forward?</li> <li>- What did you learn from doing this activity with a partner as opposed to completing the activity alone?</li> </ul>

### Reference:

Images taken from the New York Times' "What's Going In This Picture?" segment

**What's Going On In This Picture? Worksheet**



**Image 1**



**Image 2**



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Image 3



Image 4

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Image 5



Image 6



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Image 7



Image 8

**What's Going On In This Picture? Worksheet Answers**  
**(Pictures Taken from NY Times What's Going On In This Picture Exercise)**

**Image 1:**

Heiner Goebbels's staging of Louis Andreessen's "De Materie" arrived in the vast Drill Hall of the Park Avenue Armory on Tuesday, with dozens of sheep from the Pennsylvania countryside that are [among the cast](#).

Michael Cooper reveals more about the animal stars of the opera:

The scene-stealers in question are the 100 sheep that appear in an eerie, endearing section near the end of Heiner Goebbels's dreamlike staging of Louis Andreessen's "De Materie," a Dutch avant-garde work from 1988 being performed in the cavernous Drill Hall at the Park Avenue Armory through Wednesday.

**Image 2:**

Fermin Pena attempts to repair a broken pipe in Caracas, Venezuela.

Rodrigo Abd – Photographer said:

"I left the AP office in downtown Caracas, and I jumped on a motorbike taxi – the only way to move in Caracas as a journalist – to try to find some daily life pictures for the wire, basically trying to describe the mood of the people days before the presidential elections.

Only two blocks from the office I suddenly saw this incredible situation, so I jumped off the motorbike to document the scene. It was surreal, this guy, almost covered by water, trying to fix a public tube. I spent almost 20 minutes there until the man finished his work.

For me it was a symbolic image of the political situation in Venezuela, where millions are trying not to drown in the multiple problems facing the South American country, amid the fighting between the government and the opposition that seems to worsen every day."

**Image 3:**

Swimmers walked across a beach covered by seaweed in Qingdao, in eastern China.

Beaches in Qingdao have been plagued by seaweed from the Yellow Sea the last several summers.

The Times reports about the algae bloom in [this article](#), writing:

"In what has become an annual summer scourge, the coastal Chinese city of Qingdao has been hit by a near-record algae bloom that has left its popular beaches fouled with a green, stringy muck."

The State Oceanic Administration said an area larger than Connecticut had been affected by the mat of "sea lettuce," as it is known in Chinese, which is generally harmless to humans but chokes off marine life and invariably chases away tourists as it begins to rot.



**Image 4:**

Indigenous Brazilians continued their occupation of the former Indigenous Museum in Rio de Janeiro, which is scheduled to be razed for parking for the 2014 World Cup soccer tournament.

In [“Police Storm Squatters at Rio Stadium Site”](#), Simon Romero and Taylor Barnes write about how the protesters were forcibly evicted four days later:

The Brazilian police on Friday stormed the work site of Maracanã, the venerable soccer stadium under renovation ahead of the 2014 World Cup and 2016 Olympics, in an attempt to end a standoff with more

than 20 indigenous protesters who had squatted for years in an adjacent building that once housed Brazil’s first Indian Museum.

A force of about 200 camouflage-clad police officers fired tear gas in the direction of more than a hundred protesters supporting the squatters, and used pepper spray on them at various points in the chaotic operation, drawing sharp rebukes from indigenous leaders and human rights advocates.

**Image 5:**

Two girls react to the wind made by the Marine One helicopter as President Barack Obama takes off from the South Lawn of the White House.

**Image 6:**

Indonesians reclined on tracks in Rawa Buaya, West Java Province, in the belief that the energy from the tracks would cure them of various illnesses. Enny Nurahani – Photographer

**Image 7:**

One of dozens of animals to have escaped amid flooding in the main zoo in Tbilisi, Georgia, a hippopotamus was coaxed away from dangerous waters on Sunday.

Neil MacFarquhar writes:

A burbling stream that feeds through a narrow gorge in parts of downtown Tbilisi turned into a raging torrent and burst its banks after heavy rains on Saturday night, local news reports said.

Images from the city underscored the anarchy. One showed people herding a hippopotamus along a street choked with mud, after it had been hit by a tranquilizer dart. Others revealed the corpses of animals amid the debris of wrecked cars and buildings. Tinatin Kiguradze - Photographer.

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### **Image 8:**

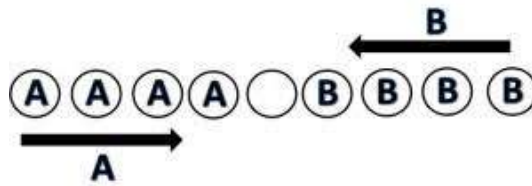
Hindu women worshiped the sun god Surya in the polluted waters of the Yamuna River during the Chhath Puja religious festival in New Delhi. Hindu women fast for the day for the betterment of their family and society.

Ahmad Masood – Photographer, describes photographing this festival in the Reuters article, [“Man Against Foam.”](#) As for the mysterious foam in the image, he writes, “It looks like soap or a mountain of snow but actually it’s all pollution from sewage waters flowing into the Yamuna river.”

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<b>Title of the Activity:</b>	<b>Traffic Jam</b>
<b>Duration:</b>	(45 min)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To hone student's ability to <i>lead and communicate</i> with others in a clear and concise manner</li> <li>• To foster an ability to work as part of a <i>functioning team</i> which is striving towards a common goal</li> <li>• To present students with a challenging quandary which requires them to consider a variety of approaches and <i>think flexibly</i> in order to solve the problem.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Stepping stones/floor markers (can be made from colored card or paper) uniform in size and big enough for a person to stand with both feet upon (Number dependent upon the size of the group).</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>This activity is quite similar to a game of human chess and demands that the participants communicate clearly and consistently with one another, in order to reach the desired outcome. It requires an even number of participants (up to 20 people) and a floor marker for each individual, plus one additional marker.</p> <p>The group is split into two subgroups (A &amp; B). Each group must line up one behind the other (one person per floor marker) and face the other group who are arranged in the same straight-line formation (one person per marker). The two lines separated by one free floor marker between the two lines as in the image below (example below involves eight participants):</p>

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Aim of the activity:

To get Side A to Side B and Side B to Side A, with both groups facing the same direction as they began the activity (i.e. Side A facing left to right, and Side B facing right to left)

Rules:

- No moving backwards.
- A person can only move forward to an empty space
- A person cannot jump over their own teammate  
(You can jump past a member of the other team)
- Only one person can move at a time
- One person per floor marker, no sharing.

If any of the above rules are broken, the group must restart the task.

**Evaluation  
& Reflection:**

After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:

- What specific aspects of the task did you find the easiest/most difficult?
- Can you think of any strategies/practices which could have made the activity easier?
- Describe the experience of acting as part of a team working towards a common goal.
- What do you think was the most important point of learning you gained from this activity?

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<b>Title of the Activity:</b>	<b>Lifeboat</b>
<b>Duration:</b>	(45 min)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To encourage participants to <b>think critically</b> about their qualities and values.</li> <li>• To develop students' sense of <b>self-awareness</b> by encouraging them to focus on their core traits and attributes.</li> <li>• To enhance students' <b>self-presentation</b> skills.</li> <li>• To provide students with the opportunity <b>to communicate, work and take decisions in groups.</b></li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <p>N/A</p> <p><b><u>Implementation Procedure:</u></b></p> <p>Divide the participants in small groups with 6 – 8 people per group. Assign each participant a character and ask him or her to take his role seriously. Each group is sitting in a boat in the middle of the ocean. There is a hole in the boat and water is coming in. Ask the participants to think about their role's positive/negative qualities and strengths/weakness for 5 minutes. In order to save the others, one person has to leave the boat. Each group gets 10 minutes to decide on which person should leave. During the discussion, everybody has to stay in character, defend their character and tell the others why they should stay in the boat. 5 min later, more water is pouring in and another person has to leave the boat...this goes on until only one person is left.</p> <p><b><u>Suggestions for characters:</u></b></p> <ul style="list-style-type: none"> <li>- Doctor</li> <li>- Pregnant woman</li> <li>- Thief</li> </ul>

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	<ul style="list-style-type: none"> <li>- Professor in Chemistry (Age 67)</li> <li>- Police-officer</li> <li>- Model (age 20)</li> <li>- Actor (age 30)</li> <li>- Cab-driver etc.</li> </ul> <p>They can even be family or friends.</p> <p>You can also give the characters positive and negative qualities, e.g. a cab-driver who is a trained lifeguard or a priest, who was a drunk in early life etc.</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>- Who left first and why?</li> <li>- How did the discussion on the boat go?</li> <li>- How was the atmosphere?</li> <li>- How did it feel to leave the boat?</li> <li>- How did it feel to stay in the boat?</li> <li>- What kind of arguments did you use?</li> <li>- Is the person leaving the boat “less valuable” than the others?</li> <li>- Do you think your qualities can help you during your real life? How?</li> </ul>

**Reference:**

Developed by the SUCCESS project partners for the purpose of the training package

<b>Title of the Activity:</b>	<b>Magnetic Fields</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To help people <i>regulate</i> themselves when solving a complicated task.</li> <li>• To enhance the ability to <i>think critically</i> and <i>solve problems</i> that may arise in daily life.</li> <li>• To improve the capacity of <i>working in a team</i> and of negotiating to find the most suitable solution for everyday issues.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Poles</li> <li>• String</li> <li>• Piece of wood, about 1 – 1.5 meters long</li> <li>• Mats</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Set up 3 poles in a triangle with a rope stretched between them, about 1.2 m above the ground. The triangle should be big enough that there is room for all participants inside of it. The mats should be placed surrounding the triangle, thus preventing injuries, in case that participants fall. A piece of wood, about 1-1.5 meters long, will be needed.</p> <p>Everybody starts inside the triangle with the objective to get outside of it. The escape from it has to be made stepping over the strings. If anybody touches the strings or the parts between the strings and the ground, everybody has to go back inside the triangle and start all over. The plank is the only item, which may pass under the strings.</p> <p>Note that getting everybody out is quite difficult and if the children are not yet sufficiently far in their socializing process, the group may focus on who is to blame for an eventual failing, rather than on arriving at a suitable solution in order to get everybody outside the triangle. In case that happens, the</p>

## SUCCESS Resilience Module: Intermediate Activities

	activity is unsuccessful and should be stopped.
<b>Evaluation &amp; Reflection:</b>	<p>Follow up by evaluating the activity with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> <li>- What did you like about the activity?</li> <li>- How did you feel when you left the triangle?</li> <li>- Why is teamwork and negotiation important/ useful in your daily life?</li> </ul> <p>If the activity was unsuccessful, you might encourage them to reflect on why this happened and what should be done differently next time.</p>

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SUCCESS Resilience Module: Intermediate Activities

<b>Title of the Activity:</b>	<b>Highway Crossing</b>
<b>Duration:</b>	(45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To cooperate and trust in each other in order to overcome obstacles using non-verbal <i>communication</i>.</li> <li>• To enable participants to <i>solve problems</i> and make the right <i>decision</i>.</li> <li>• To improve students' <i>teamworking</i> skills and ability to <i>engage</i> and <i>negotiate</i> with others.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Blindfolds</li> <li>• Chairs as obstacles</li> <li>• Paper</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Prepare some cards writing down single words or drawing on paper.</p> <p>Divide students into pairs, each pair consists of one mute and one blind person. Their task is to cross a road with heavy traffic. On the other side of the road there is a box, in which the blind person will find cards with a drawing or a word on it. He/she has to choose one and safely bring it back to the other side of the road.</p> <p>During this whole process, partners are neither allowed to speak nor to touch. The mute person will give directions by using non-verbal sounds, such as clapping, clicking of the tongue, etc. (The pairs should agree on a "language" before starting the exercise. They will at least need signals for "STOP", "GO", "LEFT" and "RIGHT".)</p> <p>Back on the safe side of the road, the mute person must explain to the blind what the card reads. This has to still be done non-verbally, though, touching is allowed now. When the blind understands what is written or drawn on the</p>

## SUCCESS Resilience Module: Intermediate Activities

	<p>card, he/she will call the "POLICE" (which is one of the group leaders) and tell him/her what the card says. If the answer is correct, the roles in the pair get reversed, in order to allow everybody to try both roles.</p> <p>Some of the other students could be "cars", running back and forth. If a pair is hit by a "car", they have to go back to the starting point. Any cards being carried in this moment will be lost. If the space is too small and moving obstacles make the task too difficult, distribute some chairs in the room representing roadwork sites instead. If the blind person walks into a "roadwork" site he will get lost and has to be guided back to the starting point. Any cards being carried in this moment will be lost</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>Conclude the activity by asking the students questions evaluating and reflecting on the exercise. You could ask:</p> <ul style="list-style-type: none"> <li>- What did you think of the activity?</li> <li>- How did you feel communicating in this way?</li> <li>- Was it difficult or not?</li> <li>- Which aspect or who helped you most during the activity?</li> </ul> <p>You might give the students some time to discuss individually in each pair, before sharing their thoughts with the rest of the group.</p>

**Reference:**

Developed by the SUCCESS project partners for the purpose of the training package.

SUCCESS Resilience Module: Intermediate Activities

<b>Title of the Activity:</b> <b>Duration:</b>	<b>Storyboards</b> (45 minutes)
<b>Type of Activity:</b>	Group
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To learn and practice some <i>problem-solving</i> techniques</li> <li>• To develop the skills of flexible thinking and <i>creativity</i>, with a view to being more equipped to apply these skills in the face of adversity</li> <li>• To enhance the capacity to <i>think critically</i> about problems which may arise on a daily basis, with a view to finding the most suitable solution to everyday issues as they arise</li> <li>• To develop <i>teamwork, communication</i> and <i>decision-making</i> skills within the group discussion regarding the best way in which to resolve the problem</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Storyboard handout</li> <li>• Pencil</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Students should be divided into groups of 3/4 members. Each group should be allocated a written version of a problem and a desirable outcome to the problem, as well as the Storyboard Handout (a page in landscape layout containing six distinct boxes designed in a storyboard/comic book layout).</p> <p>Students are required to draw their most representative depiction of the problem into Box No. 1, and similarly, their best representation of the desirable outcome into final box (Box No.6).</p> <p>Group members then engage in a considered discussion, regarding the four most important intermediate steps which should be taken so as to</p>

	<p>achieve the desired resolution to the initial problem.</p> <p>When the group reaches a consensus on these intermediate steps, they should draw in their most accurate depiction of the agreed intermediate steps to be taken in pursuit of the desired outcome into the storyboard in Boxes 2-5.</p>
<p><b>Evaluation &amp; Reflection:</b></p>	<p>Conclude the activity by asking the students questions evaluating and reflecting on the exercise. You could ask:</p> <ul style="list-style-type: none"> <li>- What are the benefits, if any, of an activity of this nature?</li> <li>- Do you think this approach to problem solving, might be something you will try to use in your own personal life moving forward? What are the reasons for your answer?</li> </ul> <p>You might give the students some time to discuss individually in each pair, before sharing their thoughts with the rest of the group.</p>

**Reference:**

Adapted from Boniwell, I. & Ryan, L. (2012) *Personal Well-being Lessons for Secondary Schools: Positive Psychology in Action for 11 to 14-year olds*. Berkshire, UK: Open University Press.

**Additional Resources:** Storyboards Worksheet

## SUCCESS Storyboards Worksheet

<b>Scene:</b>	<b>Scene:</b>	<b>Scene:</b>
<b>Scene:</b>	<b>Scene:</b>	<b>Scene:</b>

Create your own at [Storyboard That](https://www.storyboardthat.com)

<b>Title of the Activity:</b> <span style="float: right;"><b>Positive Solutions</b></span> <b>Duration:</b> <span style="float: right;">(45 min)</span>	
<b>Type of Activity:</b>	Homework
<b>Level of Difficulty:</b>	Intermediate
<b>Objectives</b> (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> <li>• To enable students to <i>solve problems</i> themselves.</li> <li>• To develop students' <i>critical thinking</i>.</li> <li>• To support students in developing <i>positive reactions</i> in challenging situations.</li> <li>• To enable students <i>to reflect on possible behaviour before reacting</i> to certain uncomfortable circumstances.</li> </ul>
<b>Instructions:</b>	<p><b><u>Material:</u></b></p> <ul style="list-style-type: none"> <li>• Worksheet</li> </ul> <p><b><u>Implementation Procedure:</u></b></p> <p>Hand out the worksheet, in which nine challenging situations are described. The students' task is to write down a positive reaction to these circumstances, stating how they make them feel and reflecting on the outcomes of possible reactions. Explain clearly that the situations are challenging and that it would be completely normal for them to be upset by such events. Then ask them to focus on the consequences that different forms of behaviours could cause for them and others. Emphasize that by thinking about the situations they will certainly find positive solutions, which will make them feel better, more capable and less upset. They will have 30 minutes to fill in the working sheet at home. Organise a follow-up session in order to discuss and evaluate the task.</p>

<p><b>Evaluation &amp; Reflection:</b></p>	<p>During the follow-up session, you should evaluate the activity. You might use the following questions:</p> <ul style="list-style-type: none"><li>- How did the described situation make you feel in the beginning?</li><li>- Was it difficult to find a positive response?</li><li>- What can you win from finding positive solutions to challenging circumstances?</li><li>- How did your positive solutions make you feel?</li><li>- What did you learn from today's activity?</li></ul> <p>Try to include everybody, if they are not willing to share their thoughts publicly with the others, they might write them down to be shared anonymously.</p>
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**Reference:**

Developed by the SUCCESS project partners for the purpose of the training package

**APPENDIX:**

**WORKSHEET**

**1. You have studied more than one of your classmates but you got a lower grade.**

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**2. A group of students starts making fun of you.**

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**3. Another student is spreading the rumour that you have a contagious disease.**

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**4. A student is falsely accusing you of stealing their cell phone.**

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**5. One of your parents loses their job.**

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**6. You feel like nobody understands you.**

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**7. When you feel "down", you tend to focus on the negative things/ thoughts.**

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**8. You are experiencing a situation that makes you feel stressed.**

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**9. Your best friend asks your help to face a difficult situation.**

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