



KINDERPOSTZEGELS  
voor kinderen door kinderen

**FOSTERING RESILIENCE**

**IN YOUNG PEOPLE**

**IN TIMES OF ADVERSITY**

**TOOLKIT**

# ACKNOWLEDGEMENTS

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International Child Development Initiatives - ICDI is a knowledge organisation that supports and develops initiatives in the field of early childhood education, child protection and well-being.

[www.icdi.nl](http://www.icdi.nl)

Activities on this toolkit were created by ICDI. Inspiration was drawn from KPZ and Augeo Foundation materials, and from materials sourced from the references at the end of this Toolkit.





# INTRODUCTION

Many forms of adversity can be experienced by children and young people – sometimes mild, such as not being understood by adults when expressing their needs, and other times severe, like exposure to poverty, domestic violence, and war while growing up. Faced with heightened adversity, some children and young people will develop negative outcomes, whereas others will stay on a healthy course or "bounce back" and resume typical development – something we call resilience. Resilience refers to the ability of a child or young person to demonstrate healthy development in the face of adversity. Young people cannot achieve healthy development on their own; whether or not they are resilient depends on the resources available to them in their families and communities, as well as their own emerging personal resources. All young people need to grow up in a safe and nurturing environment and establish stable relationships with their caregivers. In times of adversity, they need these resources even more, drawing on strengths in families, communities, and themselves.

The purpose of this toolkit is to equip practitioners working with children, young people, and their families and communities with the knowledge and tools necessary to foster resilience effectively. It aims to underscore the significance of nurturing resilience while providing a comprehensive set of activities designed to raise awareness and strengthen the resilience of young individuals, their families, and communities. The included activity cards serve as a foundational resource, enabling a focused approach to resilience within a broader spectrum of interventions offered by implementing organizations in the field.

This toolkit is divided into two main sections and offers a systematic approach to addressing resilience in young people, their families, and communities. Part one presents a concise overview of resilience in children and young people, enabling practitioners to quickly access essential information. Part two is comprised of 36 targeted activities, specifically tailored to different age and target groups. These activities are designed to be practical and easily implementable, enabling practitioners to select and utilise them effectively in their work.

By nurturing resilience, we empower the next generation to overcome obstacles and thrive. Together, we can build a future where every child and young person can flourish, no matter the challenges they face.



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# PART 1

## THEORETICAL OVERVIEW

FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY

# BRIEF THEORETICAL OVERVIEW

## ADVERSITY AND RESILIENCE

Adversity is present in the lives of all young people. It refers to negative events, difficult situations, or challenges, which can range from moderate negative experiences to life-threatening situations. Not all stress is detrimental. Throughout every child's life, there are numerous opportunities to encounter manageable stress – and with the assistance of supportive adults, this 'positive stress' can foster growth. Mild or moderate difficulties that arise within the supportive environment provided by a safe, stable, nurturing caregiver play a crucial role in healthy brain development. It is when these challenges surpass the body's ability to adaptively manage them that adversities become harmful. Everyone encounters challenges, and everyone possesses a degree of resilience; however, some children and young people are more resilient than others. Those with higher resilience are more likely to thrive and less likely to suffer from social or psychological health problems. We can cultivate young people's resilience to enable them to effectively navigate life's adversities.

Resilience is the ability to cope successfully and respond adaptively to adverse events, especially through mental, emotional, and behavioural flexibility, and adjustment to external and internal demands (APA; United Nations, 2017b.). Resilience is not something young people either have or do not have. It can be developed and learned. The aim is to view young people in terms of their strengths and capacities, and to concentrate on what supports their thriving. Young people will demonstrate their resilience in different ways, including through several key attributes, such as Social Competence, Problem-solving Skills, Self-efficacy, Sense of Agency and Responsibility, Sense of Purpose, Prosocial Values, Emotional Awareness, Effective Coping Skills, and Positive Self-regard. These key attributes collectively establish a strong foundation for young people to cultivate their resilience, enabling them to confront life's challenges with confidence and the essential skill set to flourish.







## SHORT GLOSSARY OF KEY ATTRIBUTES OF RESILIENCE IN YOUNG PEOPLE

### SOCIAL COMPETENCE

Social competence in young people refers to their ability to navigate social interactions effectively and develop positive relationships with peers and adults. It encompasses a range of skills, including communication, empathy, cooperation, and conflict resolution. Socially competent individuals can understand and interpret social cues, express themselves clearly, and engage in constructive and respectful interactions. This competence extends beyond surface-level interactions, involving the capacity to form and maintain meaningful connections, collaborate with others, and adapt to various social contexts.

Social competence is crucial for resilience as it enhances not only social integration but also serves as a foundation for constructing a support network. This network plays a vital role in their resilience and ability to cope with life's challenges. Socially competent young people can navigate and cultivate positive relationships, which may act as a buffer during challenging times.

### PROBLEM-SOLVING SKILLS

Problem-solving skills in young people refer to their capacity to approach challenges, obstacles, and decision-making tasks with a systematic and analytical mindset. It goes beyond finding immediate solutions, encouraging them to think critically, be resourceful, and view setbacks as opportunities for growth. As young people improve their problem-solving abilities, they not only enhance their cognitive development but also acquire a valuable toolset that contributes to their overall competence and confidence in navigating the complexities of life.

By learning to analyse situations, find solutions, and make informed decisions, young people develop a sense of control over their circumstances. This autonomy is a key component of resilience, as it enables individuals to face adversity with a problem-solving attitude, turning obstacles into opportunities for growth.

## SELF-EFFICACY

Self-efficacy in young people is the belief in their own ability to influence and navigate their environment successfully (to do things and to do them capably). It encompasses a sense of confidence in their capacity to meet challenges, accomplish tasks, and achieve goals. A young person with high self-efficacy is more likely to approach new or difficult situations with optimism and perseverance, viewing setbacks as opportunities to learn rather than overwhelming obstacles. This belief in their own efficacy is nurtured through experiences of mastering tasks, positive feedback, and the cultivation of a growth mindset.

When young people believe in their capacity to influence their own outcomes, they are more likely to persevere in the face of adversity. This belief in their capabilities motivates them, contributing to the development of resilience.

## SENSE OF AGENCY AND RESPONSIBILITY

A sense of agency and responsibility in young people refers to their understanding of their capacity to influence outcomes and the recognition of the role they play in shaping their own lives and the world around them. Fostering a sense of responsibility involves empowering young people to take responsibility for their decisions and actions. This concept encompasses a proactive mindset, where young people acknowledge their ability to make choices and take actions that have real consequences. The combination of agency and responsibility not only cultivates a sense of control over one's life but also promotes the commitment to ethical behaviour, accountability, and a proactive approach to addressing challenges, thereby contributing to their overall resilience and personal growth.

Encouraging a sense of agency and responsibility in young people helps them understand the impact of their actions on their lives and the lives of others. This sense of agency and responsibility is fundamental to resilience, as it encourages a proactive rather than reactive approach to challenges.







## SENSE OF PURPOSE

A sense of purpose in young people refers to their understanding of their values and goals, and of the importance of having a meaningful direction in their lives. It involves a clear and motivating sense of why they do what they do, providing a guiding light that shapes their decisions and actions. Whether it involves academic achievements, personal relationships, or contributions to the community, a sense of purpose gives young people a sense of meaning and direction, fostering a positive outlook and a proactive approach to navigating the complexities of growing up.

Young people with a strong sense of purpose are more likely to be resilient in the face of challenges, as having this “overarching goal or mission” acts as a source of motivation and perseverance. A sense of purpose provides young people with a guiding light during difficult times, helping them stay focused on their long-term objectives and reinforcing their commitment to overcoming obstacles.

## PROSOCIAL VALUES

Prosocial values in young people encompass a set of positive attitudes and behaviors that prioritize the well-being of others and promote social harmony. These values include empathy, kindness, cooperation, and a sense of responsibility toward the broader community, promoting a sense of belonging and mutual support. Young people with strong prosocial values are inclined to consider the needs and feelings of others, leading to the development of positive and supportive relationships. Cultivating these values also lays the groundwork for a sense of interconnectedness and mutual support.

As young people internalise and practice prosocial behaviours, they become more capable of navigating social dynamics, resolving conflicts, and building a network of meaningful connections, all of which play a crucial role in fostering resilience. By fostering a sense of interconnectedness with others, young people have available a support network that can provide emotional and practical assistance in times of need.



## EMOTIONAL AWARENESS

Emotional awareness in young people refers to their capacity to recognize, understand, and effectively manage their own emotions, as well as the emotions of others. It is a crucial component of emotional intelligence, which encompasses social skills, self-awareness, decision-making, empathy, and self-regulation. Emotional awareness enables children and young people to regulate their responses to various situations, communicate effectively, and build positive relationships. Moreover, it facilitates the development of coping mechanisms, as young people learn to understand and cope with stressors and setbacks in an adaptive and constructive manner.

Developing emotional awareness is essential for resilience as it enables young people to understand and manage their emotions (and navigate the emotions of others) effectively. Recognizing and expressing feelings in a healthy manner fosters emotional intelligence, which is crucial for navigating challenges.

## EFFECTIVE COPING SKILLS

Effective coping skills in young people involves the ability to manage stress, navigate challenges, and adapt to difficult situations in a constructive manner. These skills encompass a range of strategies, including problem-solving, emotional regulation, seeking support, and maintaining a positive outlook.

Young people with well-developed coping skills are better equipped to face adversity, learn from setbacks, and bounce back from difficult experiences.

## POSITIVE SELF-REGARD

Self-regard in young people refers to the perception and evaluation they hold of themselves (think about the emotional attitude one holds toward oneself). It includes the development of a positive and realistic self-image, self-esteem, and a sense of one's own worth. Individuals with healthy self-regard exhibit confidence in their abilities, a recognition of their strengths, and an acceptance of their limitations. Nurturing positive self-regard involves providing support, encouragement, and

opportunities for success, fostering a foundation for emotional well-being and a proactive approach to life's challenges.

This positive self-perception not only contributes to their overall well-being but also serves as a foundation for resilience. A strong sense of self-regard enables young people to face challenges with a more optimistic outlook, as they believe in their capacity to overcome difficulties and learn from experiences. When young people possess a positive view of themselves, they are more likely to approach challenges with confidence rather than self-doubt. This positive self-regard acts as a protective factor, promoting resilience by influencing how individuals interpret and respond to adversity.

### N.B.

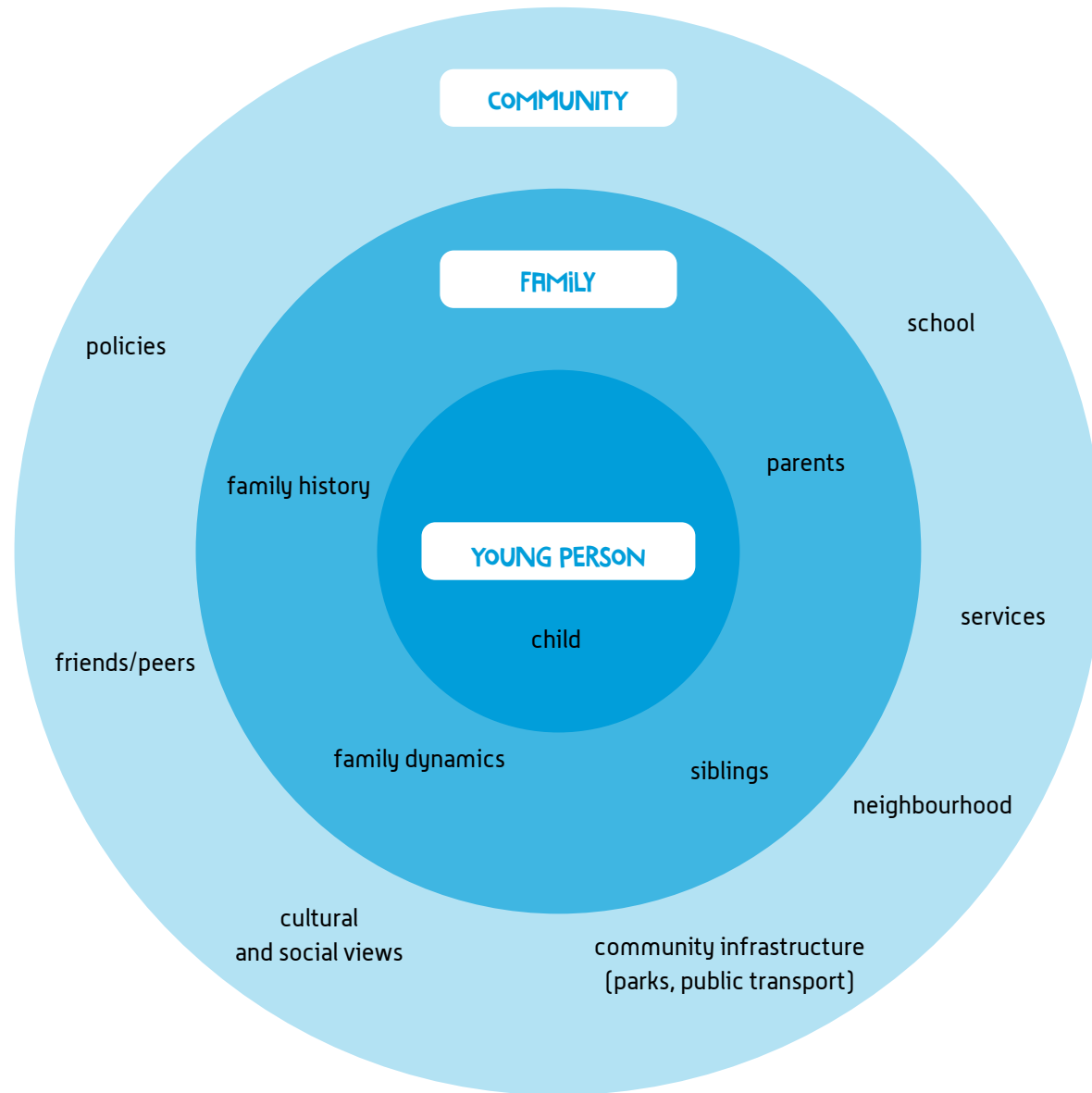
Self-efficacy is the belief in one's ability to succeed in specific tasks, while self-regard is a broader evaluation of one's overall self-worth and self-image.



## BRONFENBRENNER'S ECOLOGICAL MODEL

A young person's development and well-being is influenced by a web of interconnected systems and environments. Similarly, resilience occurs in response to internal and external demands; therefore, an individual's resilience is interdependent on themselves and the environment that they belong to. The Ecological model (Bronfenbrenner, 1994) illustrates this by placing the young person in consecutive circles, surrounded by their immediate environments, such as their family and community.

At the young person level, exists the child or young person themselves, including their history, qualities, experiences and personal resilience. At the family level exists a young person's family including family history, family dynamics, shared experiences, and family resilience. At the community level exists everyone in a young person's community including their school, neighbourhood, friends, and the community's cultural and social views, policies, and community resilience. A young person's resilience is perceived as the ability that emerges from the interplay between their internal attributes and external factors across these various levels. For this reason, even when facing the same adversity, one young person might react quite differently to another; siblings raised in the same household by the same parents, for example, can respond very differently to the same adversity.



At each level there are risks and protective factors. Risk factors increase the possibility of experiencing negative outcomes. Protective factors have positive effects or reduce the impact of risk factors. This clearly demonstrates how resilience can be fostered by drawing on strengths within families, communities, and within the young person. The table below summarizes the risk and protective factors at the young person, family, and community levels.



	PROTECTIVE FACTORS	RISK FACTORS
 <b>YOUNG PERSON</b>	<ul style="list-style-type: none"> <li>• Easy temperament</li> <li>• Positive family relationship</li> <li>• School achievement</li> <li>• Internal locus of control</li> </ul>	<ul style="list-style-type: none"> <li>• Poor social skills</li> <li>• Being excluded</li> <li>• Impulsivity</li> <li>• Poor health in infancy</li> </ul>
 <b>FAMILY</b>	<ul style="list-style-type: none"> <li>• Family harmony</li> <li>• Secure and stable environment</li> <li>• Supportive relationship with other adults</li> <li>• Strong family norms</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty/economic insecurity</li> <li>• Violence in the home</li> <li>• Physical, sexual and emotional abuse</li> <li>• Family conflict</li> </ul>
 <b>COMMUNITY</b>	<ul style="list-style-type: none"> <li>• Sense of connectedness and belonging</li> <li>• Positive school climate</li> <li>• Participation in community groups</li> <li>• Access to support services</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Truancy or dropout</li> <li>• Discrimination</li> <li>• Neighbourhood violence</li> </ul>



## BUILDING RESILIENCE

Building a young person's resilience means equipping them with the ability to navigate life's challenges with adaptability, confidence, and a positive mindset. By fostering resilience in young people, we empower them to confront adversity, learn from experiences, and develop adequate coping mechanisms. Resilient individuals are more likely to embrace opportunities for growth, contribute to their communities, and build meaningful connections with others. Building a young person's resilience involves not only improving the skills and capabilities of the young person, but also improving the environments around them. By strengthening each level within the ecological model (i.e., young person, family, and community), an environment is created that enhances a young person's ability to cope with challenges, develop skills, and thrive in the face of adversity.

Young people build resilience most effectively when they have at least one consistent and caring relationship with a significant adult, such as a parent or caregiver, who provides them with continuous support and attention. These relationships offer the individualized care, guidance, and safety that protect young people from problems in their growth and development.

**As young people grow,  
different relationships play  
different roles in providing  
resources and protection.**

### EDUCATE PEOPLE ABOUT RESILIENCE

Resilience is an appealing concept to many, yet it is often misunderstood. The initial step towards enhancing resilience lies in educating young people, parents, caregivers, and the community about its nature and developmental process.

### BUILD, STRENGTHEN, AND PROMOTE SUPPORTIVE RELATIONSHIPS

High-quality relationships play a fundamental role in the resilience of young people. Enhancing young people's resilience involves assisting them in building and strengthening supportive relationships with their parents and others, while also collaborating with parents and the community to foster the same.

[adapted from Beyond Blue Ltd. (2017). Building resilience in children aged 0–12: A practice guide]



## HOW TO BUILD RESILIENCE AT EACH LEVEL OF THE ECOLOGICAL MODEL

### FAMILY

- Promote positive family relationships
- Create a nurturing environment
- Increase parenting skills
- Encourage open and honest communication
- Establish routines and structure in daily life
- Present opportunities for positive experiences
- Increase family connectedness
- Encourage flexibility in adapting to new circumstances and challenges
- Spend quality time together as a family
- Connect with extended family, friends, and community
- Set a positive example for resilience as a parent or caregiver
- Increase opportunities for healthy risk-taking

### YOUNG PERSON

- Foster key attributes, leading to a positive self-regard, a sense of autonomy and independence, adequate coping skills, a sense of confidence and self-competence, competent emotion recognition and regulation, positive social skills, empathy, a sense of responsibility in connection to family and community, and a sense of belonging
- Encourage positive self-talk and self-compassion
- Promote a growth mindset
- Nurture an optimistic and hopeful outlook and attitude
- Establish a meaningful relationship with a trusted adult

### COMMUNITY

- Develop strong social support networks
- Increase positive interactions with peers
- Promote positive educational experiences
- Increase opportunities for healthy risk-taking
- Create inclusive communities that value diversity
- Encourage active involvement in community life
- Engage in Meaningful Youth Participation
- Offer mentorship opportunities
- Present opportunities for positive experiences

## GUIDELINES TO BUILD RESILIENCE WITHIN A BROADER RANGE OF INTERVENTIONS

1

Build resilience in an everyday way, through the routine activities and interactions that occur in children's lives each day.

2

Integrate or adapt the activities presented in this toolkit to build resilience within current interventions or as a starting point to develop new interventions, allowing for tailored approaches that suit the specific needs and contexts of participants.

3

Pay attention to what young people, families, and communities can do, leveraging their existing resources and capabilities instead of focusing on weaknesses.

4

Be mindful and culturally aware, tailoring interventions to participants' cultural backgrounds, values, and traditions to respect diversity.

5

Build resilience in all young people while also targeting socio-economically disadvantaged young people and their families who may face prolonged adversity.

6

Support young people to develop their resilience at any time. Even if young people are not currently experiencing adversity, developing resilience skills and strategies will help them prepare for future adversity in their lives.







7

Resilience interventions are crucial during transition periods, such as moving from early childhood settings to school or from primary school to high school. Additionally, interventions should target young people experiencing significant life changes, such as grief or major alterations in their parenting or living arrangements.

8

Effective strategies and activities adapt their content to match the developmental stages and needs of young people.

9

Involve positive adult role models such as mentors or facilitators to provide guidance, support, and encouragement.

10

Provide long-term support and follow-up to reinforce resilience skills as building resilience is an ongoing process.

11

Integrate playful learning into interventions for all ages, considering that young people develop critical skills through experiential learning.

12

Engage families, caregivers, and communities in interventions to strengthen support networks and foster resilience.

13

Incorporate sports, arts, and nature-based activities into interventions to provide participants with varied opportunities for physical, creative, and emotional expression, fostering holistic development and enhancing resilience across multiple domains.

14

Encourage young people to take an active role in their growth and development through self-reflection and self-efficacy.

15

Include peer support networks to allow participants to connect with and learn from peers facing similar challenges.

FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY

# PART 2

ACTiViTY CARDS

FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY



# HOW TO NAVIGATE THE ACTIVITY CARDS

The following Activity Cards are part of the **FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY TOOLKIT**. They were created to be used by practitioners working with children, young people, and their families and communities to foster resilience effectively.

Firstly, the **ACTIVITY CARDS** are organised by age group:

7 – 10 years old

11 – 15 years old

16 – 18 years old

Secondly, the Activity Cards are divided into three **CATEGORIES**, each representing a level of the young person's environment in which resilience can be fostered:



Young person



Family



Community

Each Activity Card also identifies **KEY ATTRIBUTES** of resilience that are fostered with each activity:

- Social competence
- Problem-solving skills
- Self-efficacy
- Sense of agency and responsibility
- Sense of purpose
- Prosocial values
- Emotional awareness
- Effective coping skills
- Positive self-regard

Additionally, each Activity Card features an **OBJECTIVE**, **MATERIAL LISTS**, and detailed **INSTRUCTIONS** on how to conduct the activity. **DEBRIEFING** questions are provided for practitioners to engage children and young people in reflective dialogue. Finally, at the end of each activity card, there is a section titled **SUGGESTIONS FOR ADAPTATIONS**, offering guidance on modifying the activities to suit the needs of both younger and older children and young people.



FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY

# 1. POWER HANDS

7-10



## KEY ATTRIBUTES FOSTERED

- Positive self-regard
- Self-efficacy
- Sense of purpose



## MATERIALS

Large sheets of paper; markers.



## OBJECTIVE

To enhance positive self-regard and a sense of self-efficacy in young people by encouraging them to recognise their strengths and abilities.

## INSTRUCTIONS

1. Provide each child with a large sheet of paper.
2. Ask the children to trace the outlines of both their hands onto the paper.
3. For each finger traced, encourage the children to write something that they are good at. It could be an activity (playing sports, reading, drawing, baking, etc.) or a positive quality (being caring, a good friend, smart, kind, etc.).
4. Once all the fingers have been filled with a skill or quality, children can decorate and personalize their hands. If conducting this activity in a group, children can stick the images of their hands to the wall, illustrating the various strengths that everyone contributes.
5. Encourage a group discussion following the activity.



# 1. POWER HANDS

7-10



## DEBRIEFING

Encourage a group discussion about the activity. Consider the following questions: what quality or skill are you the proudest of? How do the skills we possess make us unique? What do you want to do with these skills? How can we support each other by putting our strengths together?

## SUGGESTIONS FOR ADAPTATION

For older children, this activity can be adapted to be done in a group of 5. Each participant would trace the outline of their hand, and then write one good quality about themselves on the thumb. The hand will then get passed around and the other 4 participants will take turns writing one positive quality about this same person, to fill up the rest of the hand. This adaptation allows individuals to learn what qualities other people see in them, even if they don't see it themselves.



## 2. BOOKTOPIA ROAD

7-10



### KEY ATTRIBUTES FOSTERED

- Problem-solving skills
- Effective coping skills.



### MATERIALS

Books (lots and lots of books) and/or notebooks; stuff you can find around the house, centre or school, to create obstacles; a toy car or ball.



### OBJECTIVE

To foster problem-solving abilities and enhance creativity by building a road using books and notebooks.

### INSTRUCTIONS

1. To create a Booktopia Road, ask children to start by laying soft-cover books on the floor to form the base of the road. Ask them to arrange the books in a way that creates twists, turns, and straight paths throughout the house, centre or school (or in the place you are conducting the activity).
2. If there are hardcover books available, encourage children to use them to build structures that will make the road more adventurous. These books can act as supports to keep certain sections of the road elevated. Invite children to experiment with different arrangements to create interesting and challenging roads.
3. Promote children's creativity by asking them to build different road structures with the books, give examples such as houses, hills, tunnels, intersections, ramps, etc. Encourage children to use their imagination. They can come up with different types of imaginary roads.



4. As the road is being built, ask children to set a scene. They can create characters and scenarios based on the features of their road. This storytelling element enhances the activity by engaging them in the construction of the path and boosting the narrative development of the activity. If children need help with the scene, find inspiration below:

### THE EXPLORER:

- Character: The greatest explorer in the world
- Scenario: Find the hidden treasure in the road. Explore tunnels, cross bridges, or journey through the mountains to find the treasures this road has to offer.

### THE RESCUE MISSION:

- Characters: Neighbours
- Scenario: Rescue a cat stuck in a tree along the road, using ramps and teamwork.

### THE MAGICAL JOURNEY:

- Character: Wizards
- Scenario: Embark on a magical quest, encountering tunnels and mythical bridges and forest creatures.

### THE SPACE ADVENTURE:

- Characters: Astronauts
- Scenario: Explore asteroid tunnels and lunar landscapes along the intergalactic road.

5. After the road is built, children can use a toy car or ball to explore the constructed path.

### DEBRIEFING

Take the time to debrief the activity with the young people. You can ask some of the following questions: What was the most challenging part of creating the road with books and notebooks? Did you face any problems while building the road, and how did you solve them? What creative structures did you include in your road, and why did you choose them?

### SUGGESTIONS FOR ADAPTATION

To adapt this activity for younger children, consider simplifying the construction process by using larger, colourful picture books or board books that are easier for them to handle. Additionally, provide guidance and support throughout the activity, breaking down the steps into smaller, more manageable tasks to keep them engaged and excited about building their own Booktopia Road. Encourage imaginative play by incorporating familiar characters or themes from their favourite stories into the road-building process, sparking their creativity and making the activity more relatable and enjoyable for them.





# 3. CAN WE BUILD A 3-LEGGED TABLE?

7-10



## KEY ATTRIBUTES FOSTERED

- Problem-solving skills
- Social competence



## MATERIALS

Newspaper; scissors; tray; adhesive tape.



## OBJECTIVE

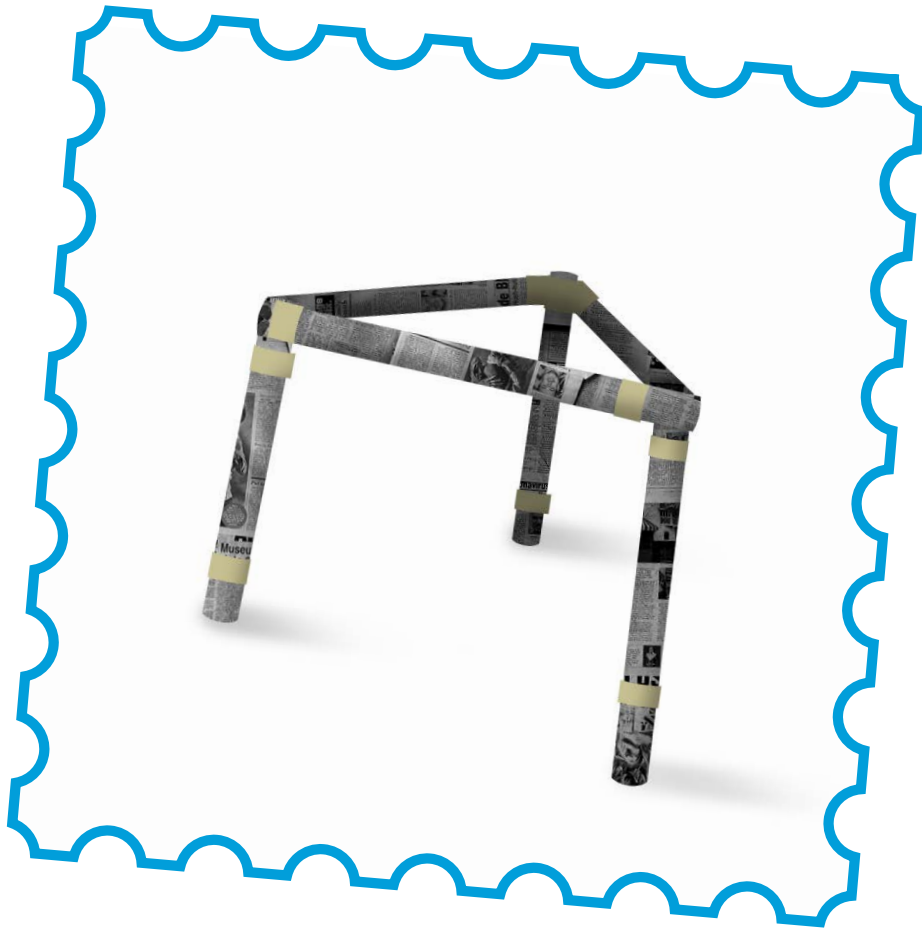
To encourage children to think critically as they follow step-by-step instructions. Analyse each step, understand the purpose behind it, and apply it to construct the table successfully.

## INSTRUCTIONS

Before starting the activity, ask children if they think it is possible to build a table with three legs. Encourage them to think critically about the concept of a three-legged table and whether it is structurally stable. Ask them to explain their reasoning behind their answers. Encourage them to consider factors such as balance, support, and stability in their responses. Listen actively to their explanations; this discussion will set the stage for the activity by encouraging critical thinking and problem-solving skills.

### 3. CAN WE BUILD A 3-LEGGED TABLE?

7-10



Guide the children through the following instructions:

1. Divide the newspaper into separate sheets.
2. Make the table legs:
  - A. Take two sheets of newspaper and stack them.
  - B. Fold them and roll them up tightly.
  - C. Use tape to keep the roll from unrolling.
  - D. Make two more legs just like the first one.
3. Create the upper part of the table (build the crossbars):
  - A. Take one sheet of newspaper and fold it to make a strip about 3 cm wide.
  - B. Use tape to hold it together.
  - C. Repeat this three times to make three crossbars.
4. Assemble the table:
  - A. Attach each crossbar to the top of two legs.
  - B. Arrange them to form a triangle shape.
  - C. Place the tray on top of your table structure to complete it.
5. The table is finished but can you make the table sturdier?
  - A. Add extra shelves in the middle or bottom of the legs.
  - B. Cut the bottom of the legs and the strips outward to reinforce them.

# 3. CAN WE BUILD A 3-LEGGED TABLE?

7-10



## DEBRIEFING

After finishing the activity, discuss with children:

- What was your favourite part of making the newspaper table?
- How did you feel when you were able to complete each step of the activity?
- What challenges did you face while creating the table, and how did you overcome them?
- Why do you think it's important to have tables that are sturdy?
- How did you decide where to place the additional shelves for added stability?
- Can you think of other ways to make the table sturdier?
- If you were to make another newspaper table, what would you do differently?

## SUGGESTIONS FOR ADAPTATION

To adapt this activity for younger children, simplify the instructions and focus on the basic concept of building a three-legged table. Use larger and more colorful materials such as oversized sheets of construction paper or cardboard to capture their attention and make the activity more accessible. For older children, introduce an additional layer of complexity by challenging them to design and build a functional three-legged table with specific height and stability requirements. Encourage creativity by allowing them to explore alternative materials or design elements, fostering critical thinking and problem-solving skills at a more advanced level. Adjust the complexity of the debriefing questions based on the age group, ensuring they are age-appropriate and engaging for both younger and older participants.





FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY

# 4. AWAKENING THE 5 SENSES

7-10



## KEY ATTRIBUTES FOSTERED

- Emotional awareness
- Effective coping skills



## MATERIALS

Pens; paper.



## OBJECTIVE

To cultivate emotional awareness through the exploration of the five senses. It offers a practical way for children to practice mindfulness and find a sense of relaxation, a tool which they can use when faced with adversity.

## INSTRUCTIONS

1. Explain that this activity focuses on engaging the five senses as a way to practice mindfulness. You can elaborate on the concept of mindfulness and explain how it can be used as a tool to check in with oneself, identify emotions, and cope with difficult situations.
2. Distribute paper and pens. Alternatively, people can engage in the activity out loud instead of writing.



KINDERPOSTZEGELS  
voor kinderen door kinderen

# 4. AWAKENING THE 5 SENSES

7-10



3. Guide participants through the sensory exploration using the following prompts. Encourage children to take their time with the activity, and to avoid rushing.
  - A. See (5): Invite them to observe and write down five things they can see around them, paying attention to details they might not typically notice.
  - B. Feel (4): Encourage them to note four things they can currently feel, such as the texture of objects, the temperature, or the sensation of clothing on their skin.
  - C. Hear (3): Ask them to listen to their surroundings and identify three sounds that they can hear.
  - D. Smell (2): Direct them to explore two distinct smells in their environments, focusing on scents that they might not usually notice.
  - E. Taste (1): Guide them to pay attention to one thing they can taste in the present moment. This could be a sip of a beverage, food, or a lingering taste in the mouth.

## DEBRIEFING

How did engaging your senses enhance your overall awareness of your surroundings? How did it affect your stress levels or relaxation? Did you discover anything new about your environment or yourself through this mindful exploration? Can you envision yourself doing this activity on your own time?

## SUGGESTIONS FOR ADAPTATION

If interested, they can also practice mindfulness using an app, such as Headspace, or Calm, or finding guided meditations on YouTube. Young people can also benefit from this simple mindfulness activity. Encourage them to carry the principles of mindfulness and sensory exploration into their daily lives. Emphasize the value of taking moments to pause, breathe, and connect.





# 5. ROBIN SAYS... IT'S EMOTIONS TIME!

7-10



## KEY ATTRIBUTES FOSTERED

- Emotional awareness
- Effective coping skills



## MATERIALS

Open space (home, school, community centre); instruction sheet.



## OBJECTIVE

To familiarise children with different emotions, and recognise them through listening, visual and physical cues. It also aims to encourage children to think about how they manage their own emotions. Developing emotional awareness will equip children with skills to manage themselves in situations, showing resilience.

## INSTRUCTIONS

1. Begin by explaining to the child or children that they are going to play a game about emotions, and they need to listen very carefully.
2. The first part of the game will be about recognising and understanding emotions and acting them out appropriately.
3. The second part of the game will focus on how they can manage and cope with different emotions.
4. There are four different rounds. The different rounds have different instructions that you will find in the instructions sheet.
  - R. Facilitators can also come up with their own items and emotions.

# 5. ROBIN SAYS... IT'S EMOTIONS TIME!

7-10



## DEBRIEFING

Encourage a group discussion about the activity. Ask these questions for the different emotions that came up during the game, and let the kids elaborate on their own if they want. What is your favourite emotion? What are your least favourite emotions? What do you like to do when you are happy? Is it helpful? What do you like to do when you feel sad? Is it helpful? How can you help a friend when they are feeling angry?

## SUGGESTIONS FOR ADAPTATION

This activity is more suited to younger children. As an adaptation, you can make this into an emotions circle and adapt the items to an older audience.



# 5. ROBIN SAYS... IT'S EMOTIONS TIME!

7-10



## INSTRUCTION SHEET

### ROUND 1

Read out the following items and act out the emotions with the children.

- Robin says you are tired (yawn and stretch your arms)
- Robin says touch your nose (touch your nose)
- Robin says you are sad (pout, wipe imaginary tears)
- Robin says you are angry (make an angry face, stomp your feet)
- Robin says you have nervous knees (shake your knees and look nervous)
- Robin says you are surprised (make a surprised face, cover your mouth)

### ROUND 2

Read out the following items but do not act out the emotions with the children.

- "Okay now let's try again, but I will make it a bit harder!"
- Robin says you are VERY excited
- Robin says you are scared
- Robin says you just heard a really funny joke
- Robin says you feel very proud of yourself
- Robin says your feelings are hurt

### ROUND 3

Now you will repeat the emotions you mentioned in round one and add instructions to manage those emotions. Read out the following items and act them out.

- Robin says when you are tired, take a nap (act like you are taking a nap)
- Robin says when you are sad, ask for a hug (hug yourself or someone else)
- Robin says when you are angry, count to 10 (count with your fingers and mouth the numbers)
- Robin says when you are nervous, breathe deeply (take a deep breath)
- Robin says when you get a surprise, jump up and down (jump up and down)

### ROUND 4

Now repeat the emotions you mentioned in round two, but now leave it up to the children to act out how to manage the emotions. If the children seem stuck or shy you can act out some of them!

- "Okay now let's try again, but now you show me how you can manage your emotions"
- Robin says when you are VERY excited ...
- Robin says when you are scared ...
- Robin says when you just heard a really funny joke ...
- Robin says when you feel very proud of yourself ...
- Robin says when your feelings are hurt ...



FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY





### KEY ATTRIBUTES FOSTERED

- Social competence
- Problem-solving skills



### MATERIALS

Simple, hand-drawn map of the local area; basic art supplies (paper, pencils, markers); natural materials (stones, sticks, leaves); small treats or snacks as rewards (optional).



### OBJECTIVE

To build the family resilience by encouraging effective communication and teamwork and by developing problem-solving skills for navigating challenges with confidence and adaptability.

### INSTRUCTIONS

1. Create a hand-drawn map of the local area, marking key landmarks or natural features. Designate specific locations where families will find clues or tasks. At each location, families will find a simple task or clue written on natural materials (e.g., rocks or leaves). Tasks can include building a small structure using sticks and stones, creating a collaborative artwork with the provided art supplies, or solving riddles related to their environment (e.g., village, city, etc).

**N.B.:** The facilitator needs to prepare these in advance.



2. Gather the families and introduce the activity as an expedition to discover hidden activities that can only be solved and enjoyed when everyone works together. Emphasize the importance of working together and using each family member's strengths.
3. Provide each family with a map and encourage them to explore the designated locations. Define a starting point and set the families on their expedition.
4. Have a final location where all families come together. You can celebrate completing the expedition together with some drinks and snacks. You can also award everyone with a "completion certificate" for completing the expedition (you will need to prepare it in advance).

## DEBRIEFING

Take the time to debrief the activity with the families. You can ask some of the following questions: What was the most enjoyable part of the expedition? How did your family work together to overcome challenges? Were there any disagreements, and how did you solve them? What did you learn about your family members during the activity? How can the teamwork and communication skills developed in this activity be applied in your family's daily life?

## SUGGESTIONS FOR ADAPTATION

You can adapt this activity to be conducted with children older than 10 years old by increasing the number of challenges and the difficulty of the challenges at each location.







### KEY ATTRIBUTES FOSTERED

- Self-efficacy
- Positive self-regard



### MATERIALS

Tally board (whiteboard, cardboard); markers.



### OBJECTIVE

To foster self-efficacy in children and their families through the use of compliments. Compliments can be given about small or big tasks. Carrying out this activity in the home will also foster family connectedness; family members will feel recognised for the work they are doing, and they should do the same for others.

### INSTRUCTIONS

1. First, designate a space in the home that is visible to all members to place their compliment tally board. The family can create this board together if they want.  
**R.** The tally board is divided into two sections: giving compliments and receiving compliments.
2. Then, introduce the activity. The family will focus on giving each other compliments for things they are doing, such as chores, homework, a creative activity, etc.
3. Encourage all family members to participate and emphasize kindness and empathy. Even if someone is finding what they are doing difficult, or if they feel that they could have done better, encourage giving compliments to support them.



4. Introduce the idea of growth mindset for the compliments. Growth mindset focuses on developing and improving abilities through hard work and dedication. Therefore, compliments with a growth mindset will focus on the efforts, such as “you worked hard on this” and “I know it was tough, but you did not give up”, instead of focusing on natural ability, such as “you are smart”.
  - R. If they become accustomed to giving compliments to others with a growth mindset, it can also change the way they think and talk to themselves.
5. Updating and tracking the tally board: all members of the family are responsible for tallying compliments.
  - R. You should add a tally to your own name when you receive a compliment. Also, add a tally to the name of the person who gave you the compliment. For each compliment you should then add two tallies to the board.
6. The family can choose when they want to count the tallies. This could take place weekly, biweekly, monthly, etc. At the end of the designated period, the tallies will be counted, and the member or members who have most tallies will then choose a fun activity for the whole family. These activities can be anything the child and their family can think of; therefore, they can be adapted to all environments and situations. We encourage this activity to be fun and involve everyone in the family. Some examples of ideas are to plan a fun day out at the park or community pool, plan a game or movie night, and have a ‘creative day’ where the family focuses on making any piece of art.

## DEBRIEFING

With the family, consider the following questions: How did it feel to give compliments? How did it feel to receive compliments? Do you think you changed the way you think of others due to the growth mindset? What about the way you think of yourself?

## SUGGESTIONS FOR ADAPTATION

This activity can be done with any age group.

## TALLY BOARD EXAMPLE

	♥ COMPLIMENT GIVEN	★ COMPLIMENT RECEIVED
Member #1	### ### ###	###
Member #2	###	### ### ###
Member #3	### ### ###	### ###



# 8. SECRET INGREDIENT

7-10



## KEY ATTRIBUTES FOSTERED

- Sense of agency and responsibility
- Self-efficacy



## MATERIALS

Recipe options (cookbook or online recipes); pen and paper; access to a kitchen with cooking utensils.



## OBJECTIVE

To empower children to take charge of meal planning, grocery shopping, and cooking with guidance from their parents or caregivers. By participating in these tasks, children develop a sense of responsibility and accomplishment as they realize their ability to contribute to the family. The sense of responsibility and self-efficacy empower children to approach future challenges with optimism and determination. Additionally, spending quality time together and helping each other throughout the activity helps foster resilience for the whole family.

## INSTRUCTIONS

1. Gather the family to introduce the activity. Explain the following steps so that the family can do the activity at home if they want to.
2. The activity begins with the family sitting together, looking for simple recipes together by looking through cookbooks or browsing the internet. The child can be encouraged to choose a recipe. While looking for a recipe, parents can also guide discussions about nutrition and how different foods contribute to our well-being.
3. Once the recipe is chosen, parents can encourage the child to make a list of all the ingredients needed. This will involve checking what ingredients are already in the kitchen.



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4. Go grocery shopping. Parents can encourage the child to lead the way and accompany them as they walk through the store or the market looking for different items, with their grocery list and pen in hand. This can be an opportunity for parents and children to discuss a grocery shopping budget and to teach children how to compare prices and make economic decisions.
5. Upon returning from the store, parents and children can work together to set up the kitchen with all the necessary ingredients and utensils. Parents can encourage the child to take the lead in chopping, measuring, and mixing ingredients. The child can act as the 'master chef', and the parent as a 'sous chef', who is there to offer assistance.
6. Once the dish is ready, sit down together as a family to enjoy the meal. Discuss the flavours, textures, and the experience of cooking together.



## DEBRIEFING

Consider the following questions for discussion as a family or as a group if the activity was conducted in a community centre. What was your favourite part of the activity: the planning, the shopping, or the cooking? How did it feel to be responsible for planning and preparing a meal for the family? Were there any moments where you had to make decisions during the activity? How did you approach these decisions? Did you make any mistakes while planning, shopping, or cooking? How did you handle them? Is there another recipe you would like to try cooking in the future? Why is it important to eat together as a family?

## SUGGESTIONS FOR ADAPTATION

Young people can take more responsibility in this activity, potentially taking full responsibility for the planning, shopping, and cooking. The activity could become a lighthearted challenge between family members, where everyone takes turns cooking a meal and the rest of the family 'judges' the meal and offers a meal review.

# 9. COMMUNITY HEROES

7-10



## KEY ATTRIBUTES FOSTERED

- Sense of agency and responsibility
- Prosocial values



## MATERIALS

Craft supplies (paper, markers, stickers, etc.); small planting pots or containers; seeds or small plants; gardening tools (if applicable).



## OBJECTIVE

To empower young people with a sense of agency and responsibility, cultivating resilience through positive actions within their community. Young people understand that their decisions and actions contribute to shaping not only their lives but also the world around them.

## INSTRUCTIONS

1. Gather the participants and community members for a special event to introduce the "Community Heroes" initiative. Discuss the importance of everyone, including young people, playing a role in making positive changes in the community.
2. Organize a communal planting activity in a designated community space. If outdoor space is limited, use small planting pots. Each participant receives a seed or a small plant to plant, symbolizing their responsibility for growth and positive change.
3. After the planting, facilitate a "pledge ceremony" moment where participants express their commitment to being "Community Heroes" and taking responsibility for their actions.





4. At the end of the ceremony, introduce the concept of “weekly positive action challenges” that encourage young people to take responsibility for small tasks within the community. These could include cleaning up a park, creating artwork, or helping elderly neighbours. Encourage the “Community Heroes” to sign up for activities.
5. Make this a periodic event, allowing for new young people to sign up for the activity and having their pledge moment. Celebrate success and contributions.

## DEBRIEFING

Take the time to debrief the activity with the participants. You can ask some of the following questions: How did participating in positive action challenges make you feel? What positive changes have you observed in the community? Continuously emphasize that each positive action, no matter how small, contributes to the resilience of the community. Discuss how taking responsibility for one's actions builds a proactive mindset, empowering children to influence positive outcomes within the community.

## SUGGESTIONS FOR ADAPTATION

Young The activity can be easily conducted, without adaptation, with young people from 10 years of age and up.





# 10. THE COMMUNITY BUCKET LIST

7-10



## KEY ATTRIBUTES FOSTERED

- Sense of purpose
- Sense of agency and responsibility
- Self-efficacy



## MATERIALS

Pieces of paper; markers; bucket; materials for different initiatives.



## OBJECTIVE

To give children a voice to raise their ideas, opinions or worries with their community. They can brainstorm or come up with new initiatives. Together with young people and adults, they will bring these initiatives to life. Creating change positively influences one's sense of purpose and increases resilience by making them feel capable.

## INSTRUCTIONS

1. A bucket (or a box) is installed somewhere in the community where everyone has access to it. This could be in a community centre, church, etc.
2. The community is introduced to the Community Bucket List at a meeting or gathering. Explain that this is a place where children can write down things that they feel could be improved in the community and ideas for new initiatives. Children should feel free to write their names if they want!
3. Designate a meeting time for the Community Bucket List. This can take place weekly, biweekly, monthly, etc. Everyone in the community is welcome. At the meeting, a facilitator or community leader will pull out the different papers and read what is written on the paper. The child who wrote it can stand up if they want but they do not have to.



4. As a group, or divided into smaller groups, attendees can brainstorm ideas and plan the initiatives.
  - A. The smaller groups should ideally be made up of children, young people and adults. This encourages cooperation among all members of the community.
  - B. These groups should discuss things such as:
    - i. Would this initiative work in our community?
    - ii. What timeline does it need?
    - iii. What materials do we need?
    - iv. How can we divide the tasks?
5. Carry out the chosen initiatives with support from facilitators or community leaders!



### DEBRIEFING

Consider the following questions for reflection. This can be done with all the attendees or in smaller groups. Do you feel that these kind of collaborative community activities are beneficial? How was it to collaborate with other members of the community on the initiative? Did you feel that it was a safe space to bring up your opinions or ideas? How did it feel to bring up your opinions or initiatives to the community?

### SUGGESTIONS FOR ADAPTATION

All age groups are welcome to participate in this activity. Additionally, it can be tailored to empower age groups ranging from 11 to 15 and 16 to 18 to take on leadership roles in driving these initiatives forward. Young individuals can extend the implementation of the Community Bucket List to various community settings, including classrooms or other community groups they are involved in. They can follow the same instructions provided for this activity and foster collaboration among participants.

# 11. THE LIBRARY PROJECT

7-10



## KEY ATTRIBUTES FOSTERED

- Effective coping skills
- Positive self-regard



## MATERIALS

Paper; string; markers and pens; stickers; small cupboards; hole puncher.



## OBJECTIVE

To foster children's effective coping skills through the creative outlet of writing. Children can tell their stories and share with their community how they overcame a situation, or how they would have liked to overcome a situation. By sharing these stories, they can all learn from one another, build a wealth of knowledge and foster community resilience.

## INSTRUCTIONS

1. Choose where to introduce the community libraries. This can be done at school or at a community meeting where children gather.
2. Gather children in the community and explain that they will be starting a community library with books that they will write themselves.
3. Introduce the library cupboards. The children can decorate the libraries themselves and make it a warm and creative space!



# 11. THE LIBRARY PROJECT

7-10



4. These books will tell stories of how they overcame a challenge, how they wished they could have overcome a past challenge or how they can overcome a current or future challenge.
  - A. You can go through the different emotions with the children. For example, the basic emotions of sadness, happiness, fear, anger, surprise and disgust.
  - B. Then you can discuss with the children different coping skills and which ones are useful when they are experiencing different emotions.
5. Now you can give them a short example of an idea for a story. For example: a story about a boy who had a fight with a friend, to solve this he decided to write his friend a letter to apologize.
6. Have the children write their first short story. They can already put their first stories in the libraries and read stories written by other children.
  - A. To make the small books, cut A4 pieces of paper in half and stack them. Punch two holes on the left side of the papers and thread the string through. Make a bow and you are done!
7. Encourage the children to write stories on their own time. They can write stories when they go through a new experience or if they think of something that happened in the past.
8. They can put their stories in the library cupboards and pick up other's stories to read.

## DEBRIEFING

How was it to write your own stories? Was it difficult, fun, useful...? How was it to read the stories of others? Do you think you have learnt something from the stories of others?

## SUGGESTIONS FOR ADAPTATION

The Library Project can be adapted to older age groups. Young people can write stories with more mature topics and may focus on more complex emotions.



# 12. FROZEN BEANBAG

7-10



## KEY ATTRIBUTES FOSTERED

- Prosocial values
- Sense of agency and responsibility



## MATERIALS

Beanbags (socks, balloons, beans);  
big play space.



## OBJECTIVE

To realize the meaning of cooperation and responsibility to others through play. The game can only go on if they help each other become 'unfrozen'. They will also learn to put aside their own goals (temporarily) in favour of helping others. By establishing communities where cooperation and responsibility are ingrained in the community members, they will be better equipped to be resilient as a community.

## INSTRUCTIONS

1. The first step of this activity will be for each child to create a Beanbag.
  - A. Children can use a balloon or a sock and fill it with beans.
  - B. Tie the balloon or sock off and the beanbag is done.
2. Once every child has their beanbag, introduce the Frozen Beanbag game. Tell them that the goal of this game is to keep the bean bag on top of their head while they move around the room.
3. They can move any way they want, they can walk, hop, run, crouch, etc... as long as they keep the bean bag on their head.



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# 12. FROZEN BEANBAG

7-10



4. If the bean bag falls to the ground the child must become frozen in place.
5. They are not allowed to move until another child has placed their beanbag back on their head.
6. If a child's bean bag falls while they are helping another child, they too will become frozen. Then they will both need to wait for someone to unfreeze them.
7. Explain that it is important to not only pay attention to your own bean bag but to make sure that there are no frozen players.
8. If all the players become frozen the game is over, the only way to keep playing is to work together!

## DEBRIEFING

What did you learn from the game? What is the importance of cooperation? How did it feel to help your friends? How did it feel to be frozen? Were you confident that someone would come and help you?

## SUGGESTIONS FOR ADAPTATION

This game can be played by children and young people of any age.





### KEY ATTRIBUTES FOSTERED

- Positive self-regard
- Self-efficacy
- Sense of purpose



### MATERIALS

Small boxes or cardboard/ thick paper to make boxes; glue; tape; materials to decorate the boxes with; white paper; markers; proof of achievements.



### OBJECTIVE

To create a place where young people can store achievements that they are proud of and compliments/positive feedback that they have received from others. Adolescence is a sensitive period during which reinforcing positive self-beliefs is crucial for them to build positive self-identities and resilience.

### INSTRUCTIONS

1. Provide young people with a small box or the materials to make a small box. Allow the participants time to decorate the boxes as they wish and encourage them to decorate them in ways that make them happy.
2. Next, introduce the importance of acknowledging our own and others' achievements. This can help build self-confidence and motivate us, and those around us.
3. Explain that there is no definition for what an achievement can be, and it can be anything that has made them feel proud of themselves or others, for example: getting a good grade, making a piece of art, winning a sports competition, etc.





4. Whenever they have accomplished something that they want to put up in their box they can put a certificate, picture, or anything that represents their achievement inside.
5. They can write down encouraging notes to put in the boxes of others.
6. The goal is to fill the box so they can see their achievements to motivate them and nurture their positive self-regard.



### DEBRIEFING

Consider the following questions for reflection. This can be done individually or in a group setting. How does it feel whenever you put something in your box? Do you think it is beneficial? How does it feel whenever you put something in the box of another person? Do you think it is beneficial? Do you perceive yourself more positively after starting this activity positivity box? Does it motivate you to put more things in the positivity box? What would you change or add to this activity to make it better?

### SUGGESTIONS FOR ADAPTATION

This activity can be done in the home, at school or in a community building and can be tailored to one individual, or to a group. In the home, families can encourage young people to make their boxes, as well as the adults. In a group setting, such as a classroom, sports team or community centre, the young people can keep the boxes in a shared room. This way it is easy for them to add positive notes to the boxes of others. Having positive group membership is also a reinforcer of resilience. This activity is suitable for children and young people in all age groups.

# 14. THE ISLAND ADVENTURE

11-15



## KEY ATTRIBUTES FOSTERED

- Problem-solving
- Social competence



## MATERIALS

Pens and paper; scenario cards (prepared in advance); timer.



## OBJECTIVE

To promote problem-solving skills among young people by engaging them in collaborative and adventurous problem-solving scenarios. Additionally, it aims to cultivate their ability to navigate social interactions effectively and foster positive relationships with peers as they work together to solve the scenarios.

## INSTRUCTIONS

1. Gather the participants and introduce the concept of problem-solving skills and its importance in building resilience.
2. Explain that they will embark on an imaginary adventure called "The Island Adventure" where they will encounter various challenges that they need to solve as a team.
3. Set the Scene: Paint a vivid picture of an island adventure where the participants are stranded after a shipwreck. Explain that they need to work together to overcome challenges and find a way to survive until help arrives. Emphasize that every challenge they face is an opportunity to practice problem-solving skills.



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4. Divide the participants into small teams (one group per scenario) and distribute the scenario cards amongst the teams. Explain that each card represents a different challenge they might encounter on the island. Each group needs to read the scenario and discuss with their team to come up with a solution.
5. Start the timer and allow the teams 10 - 15 minutes to read and discuss their scenario. Encourage them to consider multiple perspectives, brainstorm ideas, and analyse the situation critically. Ask them to find a solution together.
6. After time has passed, ask each team to present their solution to the group. Ask them to present the solution they reached in a creative way.
7. Facilitate a discussion for each solution, encouraging other teams to share their thoughts and suggestions.

### DEBRIEFING

Take the time to debrief with the young people. Ask them to reflect on the challenges they faced during the activity and how they approached them. Encourage them to identify any patterns or strategies that were effective in problem-solving. Questions: What did you enjoy the most about this activity? How did it feel to reach a solution together? How did you decide which solution to follow? How does it feel to be part of a team? Did your team members think of very different solutions than you did? What did you learn about yourselves and your team members?

### SUGGESTIONS FOR ADAPTATIONS

For younger children, consider simplifying the activity by presenting less complicated scenarios, and provide them with items and materials to help them get into character. Guide them through the discussions.

### SCENARIOS

#### SCENARIO 1: LOST SUPPLIES

You and your team have discovered that the supplies washed ashore during the shipwreck have been scattered across the island by the tide. Many essential items, such as food, water, and medical supplies, are missing. You need to devise a plan to locate and gather the scattered supplies before nightfall.

#### SCENARIO 2: SHELTER BUILDING

As night approaches, you realise that you need to build shelter to protect yourself. However, you have limited resources and must decide on the best location and design for your shelter. You must consider factors such as protection from wind and rain, availability of materials, and proximity to water and food sources.

#### SCENARIO 3: SIGNAL FOR HELP

You've noticed a passing ship on the horizon, but it's too far away to signal for help using traditional methods like flares or flags. You need to come up with an alternative plan to attract the attention of the ship and communicate your distress signal effectively. Time is of the essence as the ship may pass by if you fail to get their attention.

#### Note:

You use these scenarios, or you can create different ones. Ensure that the scenarios provided are age-appropriate and relevant to the participants' experiences and interests. Encourage creativity, collaboration, and critical thinking throughout the activity.





# 15. ENIGMA RACE

11-15



## KEY ATTRIBUTES FOSTERED

- Problem-solving skills
- Self-efficacy



## MATERIALS

Game board; dice; challenge cards; resilience tokens; participant figurines.



## OBJECTIVE

To complete challenges by coming up with solutions and collecting resilience tokens. This game fosters problem-solving skills in a variety of situations while young people engage in a fun board game activity with their families. The more challenges they are able to overcome, the more capable they will feel when facing real-life challenges, fostering resilience.

## INSTRUCTIONS

1. As the facilitator, explain that to start the game everyone must choose their figurine and place it at the square which says START. The family members will take turns spinning the dice and the person with the highest number will start.
2. Each player will spin the dice and travel as many squares as the dice says.  
**R.** Note: if they land on a "go-back" square they must go back as many squares as it says.



3. If a player lands on a challenge square they must pick up a challenge card. Tell them to read this card out loud to the group and think of a solution. Encourage them to be creative! They can imagine themselves in the situation and try to visualize what tools and materials could be helpful.
4. If they successfully overcome the challenge, they will receive a challenge token. If they do not solve it, they must skip their next turn.
  - A. Note: Challenge tokens can be used to skip a go-back square, so they should make sure to collect as many as they can!
5. The first person to reach the finish line is the winner!

## PRACTICAL INSTRUCTIONS

1. The family can make their own game board! They can take inspiration from the one provided.
2. They should feel free to make their own challenge cards in the empty cards provided or on other pieces of paper.
3. They can use the resilience tokens below or make their own! Family members can use anything they like and that they have around.

## DEBRIEFING

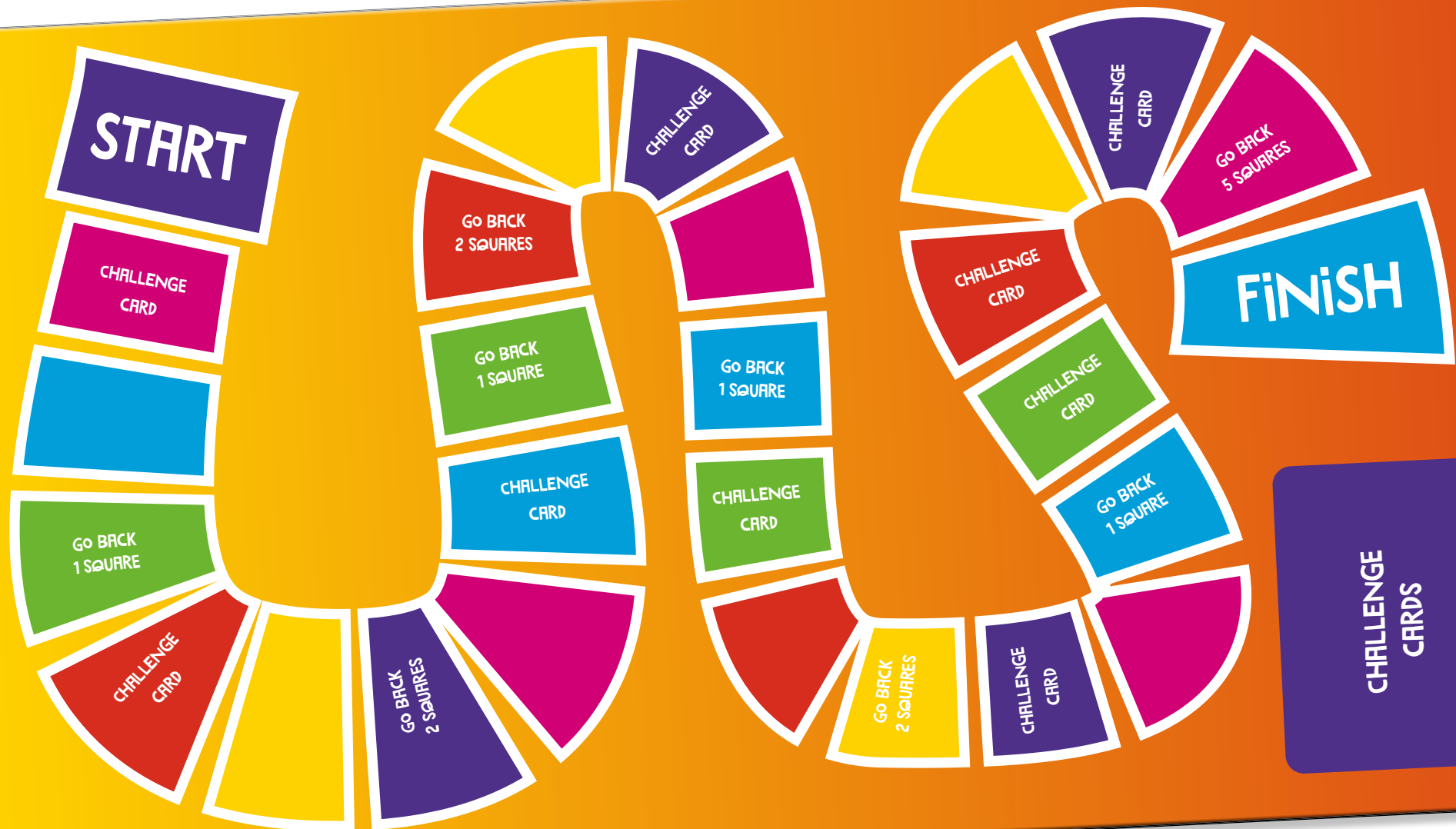
Discuss the following questions with the family. They should feel free to elaborate and share their motivation for different solutions they came up with. Consider the following questions. What did you learn while playing the game? What was your favourite challenge card? Why? How did you feel while playing this game with your family?

## SUGGESTIONS FOR ADAPTATION

This game can be adapted for different age groups. Make sure to adapt the challenge cards. For children, the challenges should be simpler and relevant to their age group. For older age groups, the challenges can be tougher and require more elaboration.

# 15. ENIGMA RACE

11-15





# 15. ENIGMA RACE

11-15



## CHALLENGE CARDS



You forget your umbrella and it starts raining. Think of three different ways to stay dry.



A classmate at school keeps pushing you and being mean. What could you do?



Think of a valuable belonging to you. You accidentally drop it, and it breaks. What can you do to feel better?



You get lost in the forest and must find your way home. How can you get yourself out of this situation?



The power goes out and you have no electricity. Come up with two ideas to entertain the whole family while it comes back on.



You have a test coming up and have a hard time studying. Come up with three ways to focus.

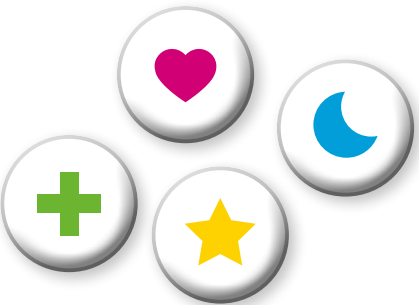


You forgot you promised to meet up with your friend. How can you make amends?



Your shoelace breaks while you are outside. Think of how you can tie your shoes securely without the laces.

## RESILIENCE TOKENS





### KEY ATTRIBUTES FOSTERED

- Positive self-regard
- Prosocial values



### MATERIALS

Blank paper or a blank journal; pens; markers; coloured pencils or crayons; glue or tape; scissors. Optional: photographs; stickers, and decorative materials.



### OBJECTIVE

To promote positive self-regard and strengthen family bonds among young people and their families by collaboratively creating a storybook that highlights their shared experiences, strengths, and achievements.

### INSTRUCTIONS

1. Gather the families together and introduce the concept of the activity: creating a family storybook that celebrates their journey together. Encourage families to share their thoughts and feelings about their family identity and the strengths they see in each other.
2. Provide each family member with a piece of paper and writing materials. Ask them to reflect on significant family memories, achievements, and moments of strength.
3. Ask young people and families to create visual representation of these experiences. They could draw, paint or provide photographs.



4. Instruct them to use their creativity and incorporate the written stories as well as the visual elements on blank pages to create storybook.
5. Encourage creativity and collaboration as family members work together to arrange the collages and add any additional decorations.
6. After they finish their storybook, ask families to take turns reading their contributions aloud and sharing their reflections with each other.

Throughout the activity, emphasize the importance of mutual respect, support, and validation within the family. Encourage open communication and active participation from all family members, fostering a sense of belonging and connection as they collaborate on creating their shared storybook.

## DEBRIEFING

Invite family members to discuss the significance of the memories and experiences portrayed in the storybook. Encourage discussions about the strengths and positive qualities highlighted in the book, as well as the importance of celebrating family unity. Invite families to express gratitude for each other and the shared experiences that have contributed to their growth and well-being. Persuade families to add to the storybook over time, documenting new memories and achievements as they continue to grow and evolve as a family unit.

## SUGGESTIONS FOR ADAPTATION

For families with younger children, consider simplifying the writing tasks by using stickers to represent their thoughts and experiences in the storybook. Encourage parents to talk about recent experiences that are fresh in their memories, fostering connections and reflections that are relevant and meaningful to their child's current experiences and understanding. Additionally, provide more hands-on assistance during the collage creation process to accommodate the younger children's motor skills, ensuring the activity remains enjoyable and engaging for all family members.



# 17. ADVENTURE HUNT

11-15



## KEY ATTRIBUTES FOSTERED

- Sense of purpose
- Self-efficacy



## MATERIALS

Large outdoor space or indoor area with room for physical activity; markers; coloured pens or pencils; sticky notes; tape; timer; large poster or whiteboard.



## OBJECTIVE

To foster a sense of purpose among families and young people by engaging in a physical adventure while embarking on a collective mission together.

## INSTRUCTIONS

1. Gather the family (or families) in a designated meeting area and explain the purpose of the activity: to discover and embrace a shared family mission while engaging in physical adventure. Briefly discuss the concept of sense of purpose and its importance in guiding individual and collective goals.
2. Distribute sticky notes and markers to each family member and ask them to write down what they find meaningful in their lives and as a family on separate sticky notes. Hide the sticky notes around the designated area. If you are doing this activity with several families, assign a sticky note colour to each of them.
3. Begin the hunt! Encourage family members to search for and collect the hidden sticky notes containing what they find meaningful in their life and as a family that resonate with them.



4. After they find all the sticky notes, encourage each family to read them together and reflect on its significance and how it aligns with their personal beliefs and their sense of purpose as a family.
5. Facilitate a collaborative discussion on setting a shared family mission or goal that reflects the values identified. Write down the chosen family mission on a large poster or whiteboard.

The key is to keep the atmosphere positive, energetic, and inclusive throughout the activity. Encourage active participation, teamwork, and communication as the family embarks on their adventure hunt to uncover their shared purpose.



## DEBRIEFING

Discuss what they learned about each other, the shared family mission, and the importance of physical activity in strengthening family bonds and fostering a sense of purpose. Use the following reflection questions:

- What values or aspects did you find most meaningful during the adventure hunt?
- How did the process of finding and discussing these values as a family impact your understanding of each other?
- What similarities or differences did you notice in the values expressed by different family members?
- What challenges, if any, did you encounter during the activity, and how did your family overcome them together?
- What role do you think physical activity played in enhancing your family bonding experience and fostering a sense of purpose?

## SUGGESTIONS FOR ADAPTATION

To adapt this activity for families with younger children, consider simplifying the discussion about values and sense of purpose for younger children by using age-appropriate language and examples that they can relate to. The questions for reflection can be simplified:

- What was your favourite thing you found during the adventure hunt?
- What makes you happy when you're with our family?
- What new fun things do you want to do with our family?



### KEY ATTRIBUTES FOSTERED

- Self-efficacy
- Problem-solving skills
- Effective coping skills



### MATERIALS

Pens; paper.



### OBJECTIVE

To foster family self-efficacy through sharing stories of past achievements and planning how to overcome current issues. This activity utilises their community and storytelling as tools to showcase their abilities to influence and navigate their environment in a successful manner. This activity also relies on the cooperation of different family members, helping build each other up to foster family resilience.

### INSTRUCTIONS

1. Introduce this family activity explaining what self-efficacy refers to: it encompasses a sense of confidence that they can accomplish tasks and overcome challenges.
2. Each family member privately writes down two personal stories of self-efficacy that they want to share with their family.
  - A. First, they will choose a past situation in which they overcame a challenge.
  - B. Second, they will share a current situation that they are struggling with. Explain that although it can be hard to share these vulnerable parts of their lives, by sharing with their family they can create a safe space to share and discuss their difficulties and their successes.





3. Once everyone has written their two stories down, choose who will share first. This person will be the first 'Adventurer'.
4. If it is possible, the family can go together to where the stories take place. This lets everyone get in the shoes of the family member who is sharing the story.
  - A. Encourage everyone to listen attentively and have an open mind, to understand their story from their point of view.
  - B. When they share the second story about a current struggle, the family can have an open discussion in which they share advice and support the Adventurer.
5. Everyone will take turns being the 'Adventurer'.

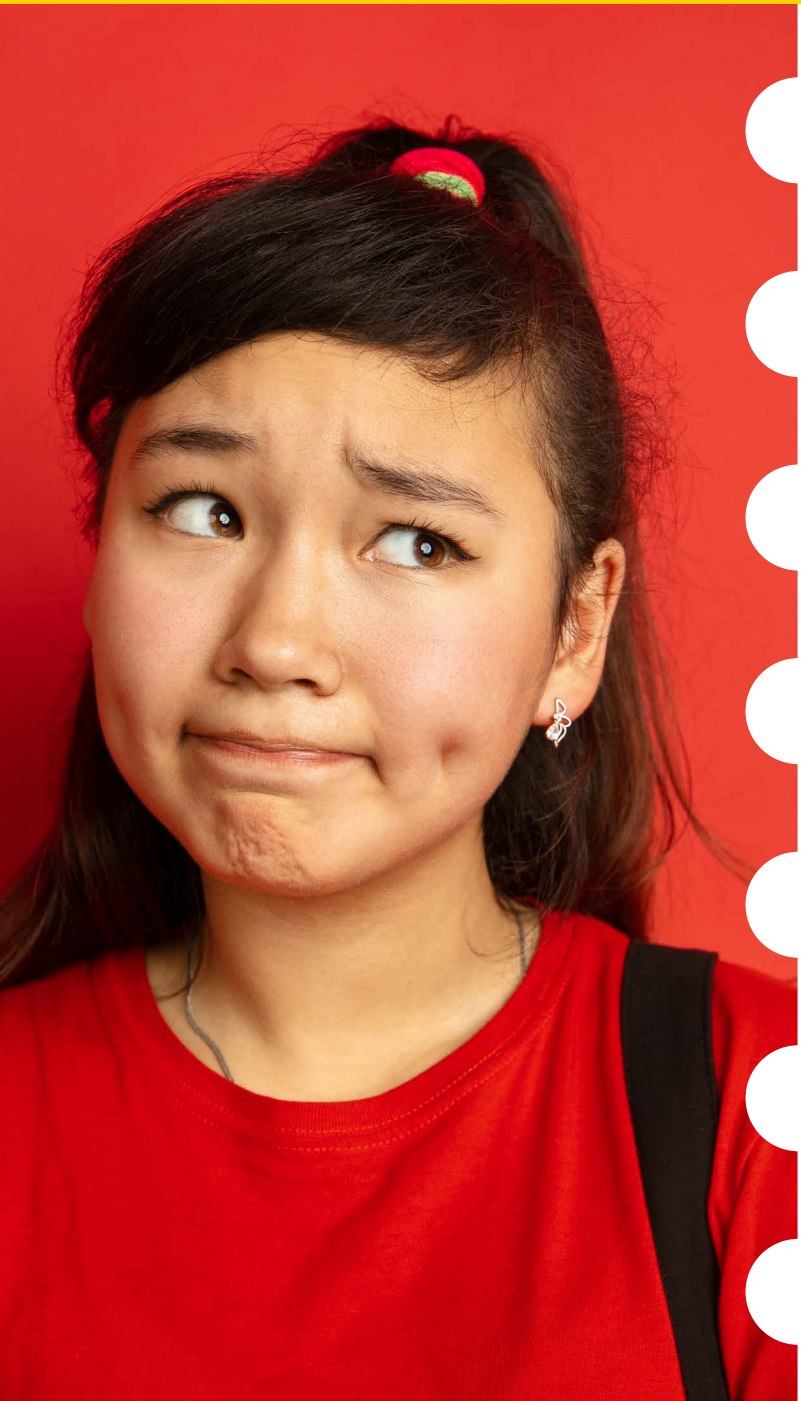
## DEBRIEFING

How did it feel to share your stories? Was it helpful to receive advice from your family? Do you feel more capable of tackling the situation? How did going to different places affect how you shared your story? How did going to different places affect how you understood and emphasized with your family members? What did you learn from this activity, if anything?

## SUGGESTIONS FOR ADAPTATION

This activity can be easily done with any age group.





## KEY ATTRIBUTES FOSTERED

- Emotional awareness
- Effective coping skills



## MATERIALS

Emotions Wheel template (printed for each participant); markers.



## OBJECTIVE

To promote emotional intelligence and coping strategies for individuals by creating an Emotions Wheel. The wheel helps individuals recognize, express, and cope with their emotions while also fostering open communication among friends, colleagues, and family members.

## INSTRUCTIONS

1. This activity can be conducted among groups of friends, family members, colleagues, or members of the community. When considering the group, it's important that participants feel comfortable and safe to discuss emotions and coping strategies with one another.
2. Provide each participant with a printed Emotions Wheel template.
3. Introduce the importance of identifying, acknowledging, and coping with emotions. Explain that while there are hundreds of emotions, most of them can be categorized within the 6 core emotions of happiness, sadness, fear, anger, surprise, and disgust. For example, passionate, excited, and energetic all fall into 'happiness'. Shame, guilt, and jealousy all fall into 'disgust'.





4. Introduce the 6 core emotions and provide examples for each one.
    - A. Happiness: A pleasant emotion that elicits joy, contentment, and satisfaction.
    - B. Sadness: A state characterized by feelings of disappointment, hopelessness, or grief.
    - C. Fear: A state that triggers a fight or flight response.
    - D. Anger: A state leading to feelings of hostility and frustration.
    - E. Surprise: A brief emotional state, either positive or negative, in response to something unexpected.
    - F. Disgust: Aversion or repulsion towards something. This also includes feelings of guilt or shame, which may arise from a sense of wrongdoing or perceived personal flaws.
  5. Explain the three rings of the wheel:
    - A. Inner ring: the six core emotions (happiness, sadness, fear, anger, disgust, surprise).
    - B. Middle ring: how each emotion is expressed for that person.
    - C. Outer ring: coping strategies that help the person deal with the identified emotion.
  6. Encourage everyone to fill in their individual Emotions Wheel. Encourage the group to share and discuss as they work. Participants can support each other in identifying what specific emotions look like in one another. For e.g., a parent might point out that when the child seems sad, they avoid participating in hobbies that they usually enjoy.
    - A. Important: Avoid accusations and criticisms of others' emotions and coping strategies. Practice active listening when others are sharing their experiences.
  7. Encourage everyone to decorate their wheel using colour and symbols that represent the different emotions.
  8. Encourage everyone to think back to the Emotions Wheel next time they experience a strong emotion, and to consider how they can use the coping strategies discussed.
- N.B.**  
For individuals that are illiterate, this activity can be adapted. Consider doing the activity verbally or by using colors and symbols instead of words.





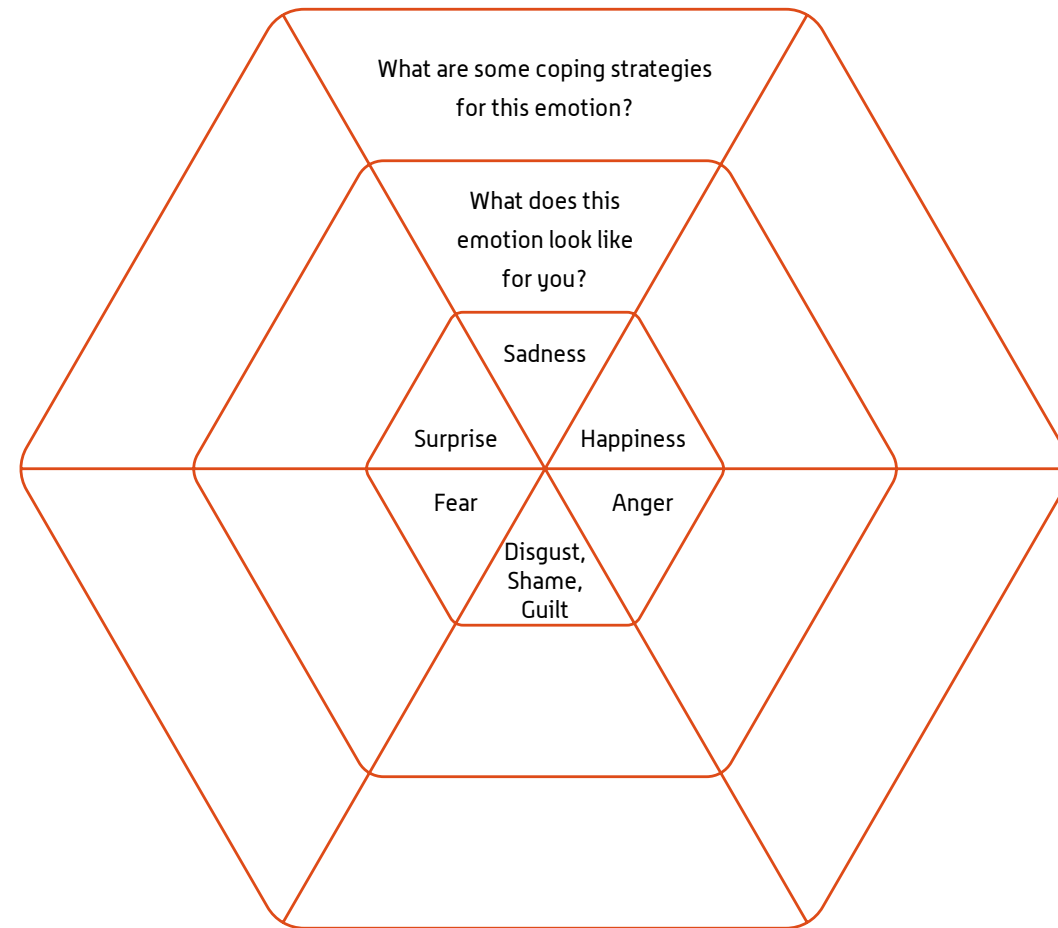
## DEBRIEFING

Consider the following questions for reflection:

- Are there commonalities in how participants experience the same emotions? Are there differences?
- How can friends, family members, and participants of the activity support each other in identifying and managing their emotions?
- How can people use the Emotion Wheels to support each other in challenging times?
- How can the group maintain a supportive and non-judgemental atmosphere during future discussions about emotions?

## SUGGESTIONS FOR ADAPTATION

Younger children can participate in a simplified version of this activity. They can learn about the 6 core emotions, how they are often expressed by people, and useful coping strategies, in general, instead of applying these concepts to themselves. They can work on one Emotions Wheel as a group, with guidance from a facilitator. Older children can do a more advanced version of the Emotions Wheel, which includes an extra ring. The extra ring can correspond to specific experiences that evoked each of the 6 core emotions.



FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY



### KEY ATTRIBUTES FOSTERED

- Effective coping skills
- Emotional awareness
- Social competence



### MATERIALS

Flipchart paper or a whiteboard; markers; sticky notes.



### OBJECTIVE

To help young people develop effective coping skills by challenging and transforming unhelpful thoughts into helpful ones. Participants build resilience by learning to manage stress, increase emotional awareness, navigate challenges, and maintain a positive outlook. This activity fosters resilience in the community by promoting a supportive environment where young people work together and develop their collective emotional awareness and social competence.

### INSTRUCTIONS

#### PART 1

1. Begin with a brief discussion about the importance of developing effective coping skills and how these aid in building resilience. Use relatable examples and discuss how our thoughts can impact our feelings and actions.
2. Introduce the concept of challenging unhelpful thoughts and rewriting them as helpful thoughts. These thoughts can include common negative self-talk that children and youth might encounter. Provide them with appropriate relevant examples (e.g., Nobody likes me; He thinks I'm an idiot; Everyone thinks I am bad at math; Nothing ever goes my way; Boys never have anything nice to say).





3. Create groups and provide each group with a flipchart paper, markers and sticky notes. Invite each group to think of seven unhelpful thoughts and to write them down on the flipchart using the sticky notes.
4. After the groups are finished, swap the flipboards around so that each group gets a set of unhelpful thoughts created by another group.
5. After the swap, each group should identify and discuss adaptive, helpful alternatives for each unhelpful thought and add it to the flipchart as an alternative.
6. When every group is finished, have participants prepare posters based on their work which will be displayed in the room.
7. Conduct a "gallery walk" where each group reviews and appreciates the adaptive thoughts of their peers. Further suggestions of helpful thoughts can be added to the posters by everyone (e.g., adding a sticky note).

## PART 2 (FACULTATIVE, AS A CONTINUATION)

8. Distribute paper and pens to each participant.
9. Ask them to write down three non-adaptive thoughts they personally struggle with.
10. Challenge them to rewrite each thought into an adaptive and helpful version, based on the previous work. They do not need to share these with the group.

### DEBRIEFING

Take the time to debrief the activity with the young people. You can ask some of the following questions: How did it feel to challenge and transform unhelpful thoughts? In what situations do you think these adaptive thoughts could be most helpful in real life? Why does changing the way you think help you become more resilient? Did you discover new ways to rethink negative thinking?

### SUGGESTIONS FOR ADAPTATION

Younger children can participate with increased guidance from the facilitator. Instead of having group assignments, they can work with the facilitator; after introducing the basis for the activity and providing the children with relevant examples, the facilitator presents them with three common unhelpful thoughts and the children make suggestions of helpful thoughts together as a group.



### KEY ATTRIBUTES FOSTERED

- Sense of purpose
- Positive self-regard
- Self-efficacy



### MATERIALS

Large sheets of paper; markers; coloured pencils or crayons; sticky notes; envelopes.



### OBJECTIVE

To help young people identify and articulate their sense of purpose. Young people learn how a defined purpose contributes to resilience, and helps them overcoming obstacles and staying focused during challenging times.

### INSTRUCTIONS

1. Start by explaining the concept of “sense of purpose” to the participants, using relatable examples (e.g., a young person finds their purpose through what matters to them; explain what is your own sense of purpose; present them with examples of the sense of purpose of other professionals or of inspiring people in the country and/or community; a sense of purpose can be “helping others” or it can be “being the best at dancing”). Emphasize how having a clear purpose can help them stay motivated and resilient in challenging times.



2. Ask participants to think about their personal goals, values, and what they find meaningful in life. To make it more accessible, as these are big and more vague terms, have them create a list of the following and to try and find out what all of these have in common: their mission or purpose!
  - A. What they love (activities, interests, hobbies)
  - B. What they are great at (skills, talents, strengths)
  - C. What the world needs (causes, issues, problems they want to address; make it smaller if needed and ask them about their community)
3. Distribute the large sheets of paper and art supplies to each participant. Have them draw or write on the paper to create a visual representation of their mission or purpose. Encourage creativity and self-expression.
4. Allow each participant or group to share their mission with the rest of the group. This can be done with brief presentations. Provide sticky notes for peers to write positive comments or encouragement on each other's missions.
5. Create a symbolic obstacle course within the school or community area using chairs, ropes, and other available materials. Give challenges or obstacles that represent common difficulties or setbacks in life. You can name each obstacle and compare it to a typical life challenge for the participants or you can just make it a hard obstacle course (i.e., physically).
6. Participants must navigate through the obstacle course while keeping their mission (drawing or written representation) intact.
7. Ask participants to seal their mission drawings or writings in envelopes. Collect the envelopes and explain that they can open and review their mission during challenging times to stay focused and motivated.

## DEBRIEFING

Take the time to debrief the activity with the young people. You can ask some of the following questions: How did the obstacle course relate to real-life challenges? Did having a clear mission help them overcome obstacles? What did they learn about themselves during the activity? In what ways can having a sense of purpose help you overcome obstacles? Did you find encouragement from your peers valuable during the activity? How do you think you will be using your sense of purpose in your everyday life?

## SUGGESTIONS FOR ADAPTATION

To adapt this activity for a younger age group, you can start directly with the obstacle course. Offer each participant a large sheet of paper where they write something they love and take them through the obstacle course. Reframe your explanation of the activity accordingly.





## KEY ATTRIBUTES FOSTERED

- Emotional awareness
- Social competence
- Prosocial values



## MATERIALS

Large sheets of paper or canvases; art supplies; space for performances (if applicable); music player and speakers; writing materials; space for a gallery display.



## OBJECTIVE

To empower 11 to 15-year-olds to explore and express their emotions, fostering emotional awareness and, consequently, resilience. By integrating both individual and collective expressions and encouraging understanding and empathy, the activity aims to enhance emotional awareness, foster resilience, and promote empathy within the community.

## INSTRUCTIONS

1. Initiate the session with a brief discussion on the significance of emotional awareness. Provide information into different emotions, their triggers (a trigger is something that induces a response. For instance, laughter is triggered by tickles; sadness is triggered by a friend refusing to play with us), and their diverse expressions. Emphasize the idea that understanding and managing emotions is crucial for resilience, allowing individuals to cope effectively with challenges. Share examples to illustrate how emotional awareness plays a pivotal role in navigating difficulties and fostering resilience in young people (e.g., being able to recognise when something is making us feel sad or uncomfortable so we can do something about it or simply being aware that it is happening and that the feeling will eventually pass; having better relationships with others



because we are aware of their emotions and our own role in them). Prompt young people to explore how they feel different emotions, what triggers these emotions, and how they express these emotions. Encourage reflection on recognizing the same emotion in others.

2. Explain they will be working together on an Emotional Art Gallery and that each individual or group will receive an emotion to work on and that they cannot share it with others and they cannot name the emotion in their work. Participants can choose between two options:
  - A. **Option 1 – Performance:** Plan a small performance (dance, theatre, spoken word) expressing the chosen emotion. They can work individually or in small groups.
  - B. **Option 2 – Artwork:** Create a visual or written artwork representing the chosen emotion. This could include paintings, sculptures, or written pieces. They can work individually or in small groups.
3. Allow time for participants to work on their performances or artworks, either individually or in small groups. Provide guidance and encouragement to express their emotions authentically. Emphasize that there is no right or wrong way to portray an emotion.
4. Gather the group to create the collective "Emotional Art Gallery." Set up spaces for both the performances and the display of artworks.
5. Each participant or group takes turns presenting their performance or showcasing their artwork.
6. After each performance or showcase, participants vote which emotion they believe was being portrayed. Encourage open discussion and reflection after each presentation, keeping the discussion positive and not focused on explicit constructive feedback.

## DEBRIEFING

Take the time to debrief the activity with the young people. You can ask some of the following questions: What have you learned about the power of expressing and understanding emotions? How did it feel to express your emotions through art or performance? What was the most challenging part of creating your artwork or performance? Did you discover anything new about the way you feel and express emotions? Did you find it difficult to guess the emotions in others' work? Why do you think it's important for a community to express emotions together? How can understanding and expressing emotions help us deal with tough times? What was your favourite part of the Emotional Art Gallery activity?

- Discuss strategies for recognizing and supporting each other's emotions in everyday interactions.

## SUGGESTIONS FOR ADAPTATION

This activity can be conducted with young people older than 15 years.



### KEY ATTRIBUTES FOSTERED

- Prosocial values
- Sense of agency and responsibility



### MATERIALS

Trash items that can be used as a pot; gardening tools; soil; flower seeds or small plants; markers; paints and other decorating materials; work gloves and aprons.



### OBJECTIVE

To develop a sense of agency of the community by empowering young people to creatively repurpose trash they find and fostering a connection to nature through planting activities, contributing to the environmental sustainability and well-being of their community.

### INSTRUCTIONS

1. Gather the participants and discuss the impact of trash in their community and the importance of taking responsibility for waste management and conservation. Encourage participants to share their thoughts and ideas on how they can make a positive difference in their environment.
2. Take the participants on a guided walk around the area to collect trash items that can be repurposed for the activity. Provide gloves and bags for safe handling and disposal of the trash. Encourage participants to think creatively about how they can transform the trash into something useful or decorative.





3. Set up a designated area with tables and supplies for decorating and transforming the collected trash items. Provide markers, paints, and other decorating materials for participants to personalize their creations.
4. Set up a gardening area with pots, potting soil, and gardening tools. Provide flower seeds or small plants for participants to plant in the repurposed containers.
5. Guide young people through the planting process, emphasizing the importance of caring for living things and nurturing a connection to nature.
6. Create a display area where participants can showcase their creations and share their stories with others. Remind young people that they have to take care of their flower seeds.
7. Consider organising a community event or exhibition to raise awareness about the importance of recycling and conservation. Promote teamwork, creativity, and a sense of ownership among the participants as they work together to create positive change in their community and environment.

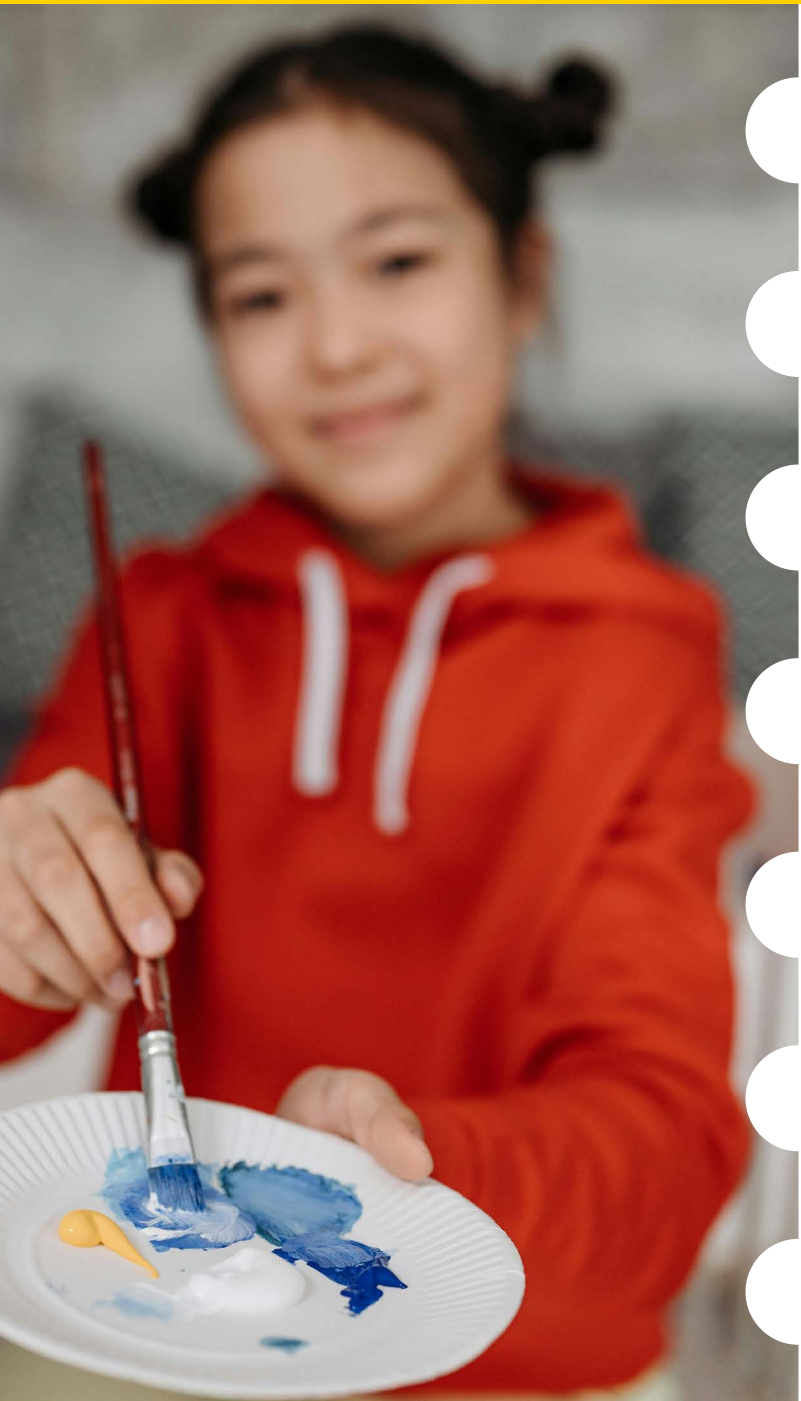
Throughout the activity, emphasize the importance of safety when handling trash and gardening materials.

### DEBRIEFING

Gather the participants together to reflect on their experience with the activity. Ask them to share their thoughts and feelings about transforming trash into treasure and the process of planting and gardening. How did working together with your friends to transform trash into something new make you feel? What did you learn about taking care of plants and the environment? Why do you think it's important for us to reuse and recycle materials instead of throwing them away? How do you think our community will benefit from projects like this one? What role do you think you can play in making our community a better place through environmental actions? What ideas do you have for encouraging more people in our community to get involved in projects like this? What are some ways you can continue to be environmentally conscious in your daily life, even after this activity is over?

### SUGGESTIONS FOR ADAPTATION

For younger children, consider simplifying the activity by providing items that can be used as pots, and consider using seeds that grow quickly. Provide help and guidance while they plant the seeds.



### KEY ATTRIBUTES FOSTERED

- Sense of agency and responsibility
- Prosocial values



### MATERIALS

Community room; mural; art supplies (paint buckets, brushes, protective gear); paper for sketches; pens.



### OBJECTIVE

To have young people leading the creation of a community mural to signify the connection and growth of the community. The young people will encourage discussion, take charge of the design and see the project through, thereby fostering a sense of agency and responsibility. By creating a mural depicting the community, along with their strengths and initiatives, but also challenges, community resilience is fostered.

### INSTRUCTIONS

1. Facilitators can meet with the community leaders and find an appropriate location for the mural. This can be a wall inside a community centre, or outside a central building for the community.
2. Choose a designated day for the community to come together. Introduce the idea of the Unity Mural as a community activity to showcase their growth as a community and what is important to them.
3. Conduct a community brainstorming session and let young people lead the meeting:
  - R. Does anyone already have some ideas for the mural?



- B. Encourage open discussion about what symbols, themes or messages represent the community, including its identity, values and hopes for the future
  - C. Everyone is encouraged to share what is meaningful to them.
  - D. A group of motivated young people can be selected to be the leaders of the project, with the help of facilitators and community leaders.
- 4. Once the main idea is developed for the mural, young people can sketch the mural. Local artists and community leaders can help in this task. Divide the wall into different painting stations according to the sketch.
  - 5. Encourage all members of the community to participate in painting the mural, from young children to community elders. Ask young people to lead the community painting day.
  - 6. After the mural is finished, set up a plan for the care of the mural. Encourage all community members to take part. Young people can set up a calendar with periodic touch-ups, cleanings, etc.

Young people can capture the process through means available in the community. This could be photos and videos, interviews, drawings, etc.

## DEBRIEFING

With the young leaders:

- What was it like to work on this mural?
- Did you enjoy taking a leadership role?
- What does this mural represent to you?
- What would you do differently next time?

With the community:

- How did you experience the process of making this community mural?
- How do you think the mural represents the community?

## SUGGESTIONS FOR ADAPTATION

This activity encourages everyone in the community to participate, including children and older young people. It can be adapted for other age groups to lead a similar project.





### KEY ATTRIBUTES FOSTERED

- Self-efficacy



### MATERIALS

Index cards with fun risk-taking challenges.



### OBJECTIVE

To help young people develop confidence and self-efficacy, by first learning how to be comfortable with rejection and failure. This activity fosters resilience by instilling the habit to embrace challenges, even when they seem scary or when there's a chance of rejection or failure.

### INSTRUCTIONS

#### PART 1

1. As a group, brainstorm fun risk-taking challenges, and write them on index cards. Consider the following challenges for inspiration, but make sure that the challenges are appropriate and context specific.
  - A. Say hi to a stranger on the bus.
  - B. Dance alone in a public space.
  - C. Challenge an authority figure to a game of rock-paper-scissors.



- D. Ask for a free sample at the grocery store.
  - E. Wear a quirky or unusual outfit.
  - F. Ask a friend or classmate that you don't know very well to hangout.
  - G. Start a conversation with someone waiting in line or while taking an elevator.
2. Encourage young people to pick a few challenges that are slightly outside their comfort zone. Make sure to emphasize that the purpose of the challenge is to embrace the possibility of failure or rejection, so participating in the challenge is already an accomplishment!

## PART 2

3. Gather the same group of young people together and ask participants to share their experiences with the risk-taking challenges. This should evoke some light-hearted storytelling.
4. After engaging in a group discussion, encourage young people to set goals for the following weeks and months. Remind them that the possibility of failure or rejection does not need to scare them away from pursuing their passions.

### DEBRIEFING

In a group discussion, consider the following reflection questions:

- How did you feel before doing the challenge? How did you feel right after doing the challenge?
- Did anyone say 'no' or reject you during your challenge? How did that make you feel?
- Why is it important to be okay with the possibility of failure?
- How can we create a supportive environment for each other to face challenges and potential failure in the future?

### SUGGESTIONS FOR ADAPTATION

To make this activity more suitable for younger children, the risk-taking challenges can be adapted. Discuss with the group of young children to make a list of brave things they can challenge themselves to try. While older children might try a risk-taking challenge in the days or weeks following the introduction of the activity, younger children can try these challenges on the spot.



### KEY ATTRIBUTES FOSTERED

- Problem-solving skills
- Social competence



### MATERIALS

Open space.



### OBJECTIVE

To engage participants in improvisation games and challenges that require problem-solving and creative thinking. Improvisation fosters the ability to think on one's feet, adapt, collaborate with others and embrace uncertainty, all of which are valuable skills for building resilience in the face of obstacles.

### INSTRUCTIONS

1. Gather the participants in a comfortable and open space. Introduce the concept of improvisation, highlighting that it involves acting out a scenario or completing a group challenge without prior planning.
2. It's important to acknowledge that improvisation can feel uneasy for some people, so a supportive and encouraging environment is necessary. Emphasize that there is no winning or losing in improvisation and that everyone will make mistakes.





### 3. Present examples of improvisation games, such as:

- A. Banned words: Participants must engage in a conversation about a given topic without using words that start with a certain letter. E.g., the group must discuss 'a day in the life of a dog', without using words that start with the letter 'd'.
- B. Group counting: The group must close their eyes, and count to 20, with each participant saying one number at a time. If two people say a number at the same time, the game stops and begins again at 1.
- C. Speaking only in questions: The group must have a conversation about a given topic, but they can only speak using questions.
- D. Sales pitch: Participants take turns making a sales pitch for an item in the room (e.g., a chair, a hat, a pencil), pretending as if the rest of the participants are potential customers.

### 4. Allow the group to choose which improvisation game they'd like to try first. Facilitate the games, ensuring that everyone has an opportunity to participate. Encourage the group to try all the games, and to create rules for their own improvisation game.

#### DEBRIEFING

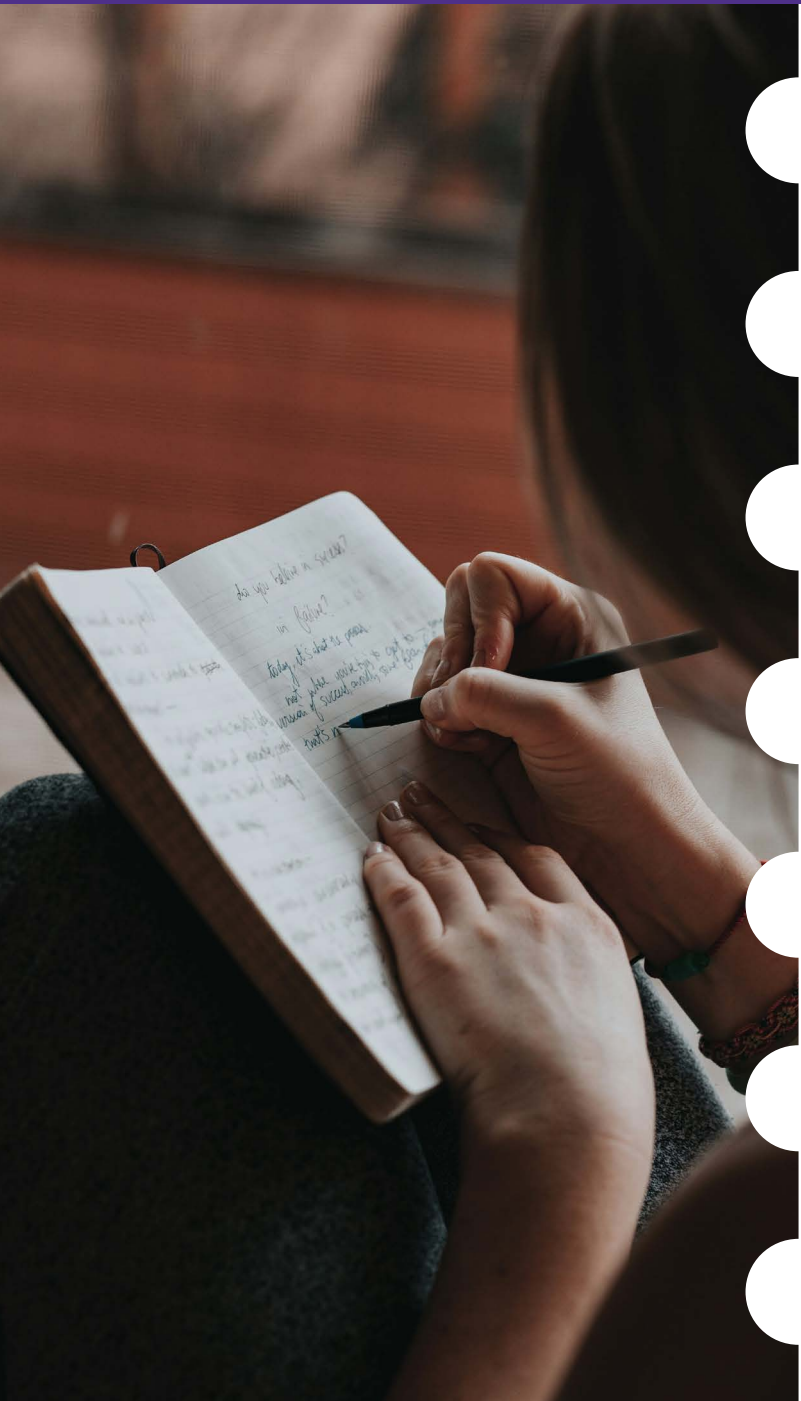
Encourage a group discussion about the activity. You can ask the participants questions such as: How did you feel when engaging in the improvisation games? What game did you find most enjoyable? In what ways did the games push you out of your comfort zone? How did the element of play in improvisation contribute to the experience? How do you think improvisation promotes problem-solving skills? What about social competence? How is adaptability and creative thinking helpful in real-life situations? Can you think of a concrete example?

#### SUGGESTIONS FOR ADAPTATION

Improvisation is a great activity for all ages, and while the improvisation will be different depending on the age of participants, these challenges can still be done by younger children. Nevertheless, younger children can also participate in more simple improvisation games, such as telling a story as a group, but everyone can only add one word at a time.







### KEY ATTRIBUTES FOSTERED

- Effective coping skills
- Emotional awareness



### MATERIALS

Journal or paper; pens.



### OBJECTIVE

To encourage young people to practise gratitude, positive forward-looking thinking, and expressing their feelings and thoughts. With this, young people develop the ability to manage difficult emotions and gain insight into their own experiences. This reflective journaling activity enables participants to address and process emotions, skills that are also useful when faced with a challenging situation

### INSTRUCTIONS

1. Begin by explaining the purpose of the journaling exercise, as a tool for self-reflection and expression. Emphasize the power of journaling in managing difficult emotions, as it allows us to put negative thoughts that can run on a loop in our heads, onto paper. It also allows us to reflect on challenging situations, and approach them with a new perspective.
2. Provide participants with a journal or a piece of paper and a pen. Remind participants that their journal entries are personal, and they will not be asked to share what they write.





3. The journaling prompt is divided into three parts:

- A. Gratitude for the day: encourage participants to reflect and write down three things that they are grateful for from their day. These can be small moments or more significant ones.
- B. Looking forward: ask participants to list three things they are looking forward to the next day. As a challenge, encourage them to also consider things that they are dreading, and to put a positive spin on these events. For example, if someone is dreading going to school, prompt them to find positive aspects such as seeing friends or enjoying a particular class.
- C. Free-flowing reflection: encourage participants to reflect on topics that are currently on their minds and to write freely without constraints.

### DEBRIEFING

Take some time to debrief the activity with the young people. Guide a group discussion by asking the following: Did you make any discoveries or realisations about yourself during this activity? How did it feel to reflect on things that you are grateful for? Did you list big things or small things? Were you able to put a positive spin on something that you were dreading? How did this change your perspective on the event?

### SUGGESTIONS FOR ADAPTATION

This activity can be adapted for younger children by prompting them to draw things that they were grateful for during the day, things that they look forward to the next day, and topics that are on their minds. Drawing instead of writing also prompts a period of reflection and allows the children to express thoughts that might be stuck in their heads.





### KEY ATTRIBUTES FOSTERED

- Emotional awareness
- Effective coping skills



### MATERIALS

Magazines/newspapers/images to cut out; scissors; glue; cardboard; large roll of paper; pens.



### OBJECTIVE

To recognise and associate emotions with situations and behaviours. The activity and the discussion around it will encourage young people to learn to control their emotions and connect them with the possibility of thinking before acting.

### INSTRUCTIONS

1. Ask the young people to cut out images, words, situations, etc. that can awaken the following emotions: joy, sadness, nervousness, fear, tranquility, concern, etc.
2. Tell the participants that it is possible to go from one emotion to another, and to have control over one's emotions.
3. Ask them to explain how they think they can move from one emotion to another.
  - A. Example: how can you go from being sad to being happy? Do you think you can feel multiple emotions all at once? How can we put emotions in order when we feel a state of confusion?







4. Next to each collage of images/words representing an emotion, ask participants to draw or write a situation in which they have personally felt that way.
5. Ask the participants if that emotion changed by doing something. Ask them what they did to achieve this change and to represent this too, with a symbol or drawing.
6. Invite them to share their work with the group. Listen to their stories in detail, without correcting what happened or how they responded to a situation, without judging and without giving advice.

### DEBRIEFING

Encourage a group discussion about the different things they did to change their emotions from one to the other. If participants give answers related to changes in the environment and not with personal strategies, encourage them to think about what they can do 'within themselves.' What do you do for yourself to make yourself feel calm when you are feeling angry? What words do you say to yourself when you are feeling sad, and what words could you say instead?

### SUGGESTIONS FOR ADAPTATION

For younger children, you could provide pre-chosen images of emotions and leave out writing prompts. Younger children could be encouraged to draw and symbolize the situations and encourage a discussion about the images.







### KEY ATTRIBUTES FOSTERED

- Sense of agency and responsibility
- Problem-solving skills
- Effective coping skills



### MATERIALS

Pens; paper.



### OBJECTIVE

To reflect on aspects of their lives that are in or out of their control, and to consider how to manage these aspects. Mapping out these items helps young people take charge of their lives and develop a sense of agency.

### INSTRUCTIONS

1. Explain the purpose of the activity: 'help young people identify aspects of their lives that they can control and empower them to take ownership of these areas, while helping them identify aspects of their life that are out of their control, thereby reducing unnecessary worry about these areas'.
2. Ask participants to brainstorm and write a list of:
  - Aspects of their lives that they feel are within their control.
    - For example, actions, behaviours, and attitudes.
  - Aspects of their lives that they feel are out of their control.
    - For example, other people's actions and opinions, social norms, and global conflicts.



3. On the other side of the paper, ask participants to draw a quadrant, with one axis ranging from 'in my control' to 'out of my control', and the other axis ranging from 'important to me' to 'not important to me'.
4. Using their list of items that are in and out of their control, ask participants to place each item into the quadrant, considering whether it's important to them or not important to them.
  - For example, other people's opinions might be placed in the quadrant as being out of someone's control, yet still important to them. However, doing homework might be in someone's control, but not important to them.
5. Ask participants to share one example from each square of their quadrant, either as a group or in pairs. Encourage everyone to consider what's in their control, and how they can take action for these items.



### DEBRIEFING

Did you learn anything about yourself by participating in this activity? Did your perspective on what you can and cannot control shift after completing this activity? How can you let go of items that cause you stress but are out of your control? How can you take action on items that are within your control? How does reflecting on what is and isn't important to you change your perspective on certain aspects of your life?

### SUGGESTIONS FOR ADAPTATION

For younger children, this activity can be simplified into a t-chart, instead of a quadrant, where children map out items that are in and out of their control. Provide coloured markers and crayons so that children can draw pictures that represent the items or decorate their t-chart. For very young children, facilitators are encouraged to lead conversations and provide examples of simple items that are in their control (e.g., being kind, saying thank you, choosing what to wear) and out of their control (e.g., the weather, how tall we grow, traffic) to help children understand the activity.



### KEY ATTRIBUTES FOSTERED

- Positive self-regard
- Sense of agency and responsibility



### MATERIALS

Pens; paper.



### OBJECTIVE

To guide participants in reflecting on the things they are most proud of. Through this journey, young people can have a more optimistic self-image, while also deepening their understanding of their capabilities.

### INSTRUCTIONS

1. Guide young participants to create a list comprising 10 things they take pride in, emphasising that accomplishments can go from the seemingly trivial to very significant. For instance:
  - My relationships with my sister and mother.
  - Being able to cook meals.
  - Being a good friend.
  - Finished a book that I enjoyed reading.
  - My schoolwork.
  - That I make my brother smile.
  - My friends.





2. Following the completion of their lists, foster an atmosphere of mutual encouragement and support by inviting each participant to share their list with the group. Promote active listening and validation of each other's achievements, fostering a sense of celebration of individual strengths within the group dynamic.

### DEBRIEFING

How was it to think about the things you are proud of? Can you think of a challenge you faced when reminding yourself of these things would be helpful for you? What was it like to read your list out loud and to hear what other people are proud of? How do you feel after writing your list?

### SUGGESTIONS FOR ADAPTATION

This activity is most effective when carried out in a group of young people, providing the opportunity to read the list out loud and hear other participants' achievements. However, it can also be done individually, asking participants to continuously add on to it as a reminder of the positive things in their lives when faced with challenges. For younger children not able to write yet, they can draw the things in their life they are proud of and talk about it with the group.







### KEY ATTRIBUTES FOSTERED

- Social competence
- Prosocial values
- Problem-solving skills



### MATERIALS

None.



### OBJECTIVE

To explore environmental issues and foster an understanding of different perspectives. This will teach young people critical skills that will be useful to solve conflicts or issues within their communities.

### INSTRUCTIONS

1. Begin by explaining that being able to take another person's or entity's perspective is a valuable skill that fosters empathy and can help them develop problem-solving skills.
  - R. Ask the participants to share a time when they found themselves thinking about something from another person's perspective.
2. Instruct the participants to get into small groups of 3-4 participants (adjust for the size group that is present).
3. Today, they will be creating stories in which they will assume the identity of a natural entity such as: a mountain, river, forest, ocean.
  - R. Try to pick natural entities that they co-exist with in their environment to make it more relevant and meaningful.



4. As a group, they need to assume the identity of this entity and try to understand the challenges they face and how they can tackle them.
  - A. Encourage them to really try to assume these identities and explain that change begins from being able to take different perspectives.
  - B. For example: in a community where the rivers are polluted by trash, how does the river feel, what does the river wish would be done about the situation?
5. Each group will create some form of artwork or play to showcase their discussion and ideas.
  - A. Such as a poster, an oral presentation, a role-play, etc...
6. Have a group discussion with everyone following the questions below.



### DEBRIEFING

- What did it feel like to think about the perspective of a natural entity?
- How did this activity affect your perspective on environmental issues?
- What challenges did you encounter? How did you overcome them?
- Now shift the perspective to other people, how would you take on another person's perspective during an argument?
- What kind of questions could you ask to try and understand another person's perspective?

### SUGGESTIONS FOR ADAPTATION

This activity can be done with any age group.





### KEY ATTRIBUTES FOSTERED

- Sense of purpose
- Prosocial values
- Self-efficacy



### MATERIALS

Dependent on the volunteering activity.



### OBJECTIVE

To empower young people and their families to make a positive impact on the community, in a meaningful yet fun way. Volunteering provides people with a sense of purpose and fosters social connectedness, both of which contribute to resilience. Additionally, volunteering as a family fosters resilience by strengthening interpersonal relationships between family members.

### INSTRUCTIONS

1. Gather the family members for a family meeting. Discuss the idea of volunteering as a family by participating in local initiatives or organising your own. The young person can facilitate this meeting.
2. Research local volunteer opportunities to see what is available and what is needed in the community. Families can also brainstorm ideas for projects or activities to coordinate themselves. Consider the following for inspiration:
  - A. Organise a clothing or food drive for those in need.
  - B. Participate in a park clean-up.
  - C. Build a community garden.



- D. Organise a community event, like a street party or a picnic.
  - E. Organise a neighbourhood-wide garage sale with proceeds going back to the community.
  - F. Create a Facebook page for people in the community to connect and share information.
  - G. Build a community mini library.
3. Create an action plan, outlining the steps needed to achieve your volunteer objectives. If needed, assign roles and responsibilities to each family member.
  4. Implement your plan by participating in the volunteer activity as a family.



### DEBRIEFING

Consider the following questions for reflection after volunteering as a family. What type of volunteer work did your family choose to do? In what ways do you think your work made an impact on the community? Did you connect with other community members during your volunteer work? Did you receive any positive feedback from the community about your project? What challenges did you encounter along the way? What part of the volunteer work are you most proud of? Would you consider making family volunteering a recurring activity? If so, what would you want to do in the future?

### SUGGESTIONS FOR ADAPTATION

Family volunteer work is possible for families with children or young people of any age. With younger children, families can participate in age-appropriate volunteer opportunities like neighbourhood clean-ups or collecting food for a food bank. Young people might enjoy taking on more responsibility when volunteering, by organising a project or a community event.





### KEY ATTRIBUTES FOSTERED

- Problem-solving Skills
- Sense of purpose



### MATERIALS

Paper and pen; goal setting table (optional, see example on the next page).



### OBJECTIVE

To encourage young people and their families to create clear goals, reflect on their values, and develop strategies as a family and as individuals to approach problems that get in the way of reaching their goals. Having goals as a family provides a sense of direction to actions and decisions taken. By developing strategies for dealing with problems, families and individuals can improve their sense of control over their circumstances.

### INSTRUCTIONS

1. Invite the family to have a brainstorm together and identify a goal that is important for everyone in the family to achieve. These could be goals such as having family meals together, building something for the family home or for the community, passing a school test, or doing chores around the house. The family can use a goal setting table (such as the one presented below) to write down their goals. They should use one table per goal, and work on as many goals as they would like.
2. The family should discuss and write down why their set goal is important for them as well as for each person in the family individually. Encourage an open conversation about this in which everyone can think more deeply about the underlying values of achieving a certain goal.



- Encourage the family to identify obstacles which could get in the way of achieving the goal. These can be divided as obstacles which the family faces together, as well as obstacles that get in the way for each individual family member.
- For each obstacle, have the family make an action plan for how they will deal with it. They can phrase their action plan in the following way: "If [obstacle] occurs, we/I will [take the following action]".
- Explain to the family they should plan a time and place for a check-in moment when everyone in the family can come together and check in on how progress towards the goal is going.

## GOAL SETTING TABLE

GOAL	
WHY IS THIS GOAL IMPORTANT?	
For the family:	
For family member 1	
For family member 2	
OBSTACLES	
For the family:	
For family member 1	
For family member 2	
ACTION PLAN	
As a family	If [obstacle] occurs, we will [take the following action]
Family member 1	
Family member 2	
CHECK IN TIME:	

### DEBRIEFING

After setting the goal and making the plan: How was it to think of a goal which was important to everyone? How was the importance of the goal different for each person?

For check in moment: How close are we towards reaching the goal? Have any obstacles occurred? Did the action plan work? Do we need to adjust anything? If we reached the goal, what did we do to get there? How can we celebrate achieving our goal?

### SUGGESTIONS FOR ADAPTATION

This activity can be done with any age group.



### KEY ATTRIBUTES FOSTERED

- Social competence
- Prosocial values



### MATERIALS

Meeting space; paper; markers.



### OBJECTIVE

To build resilience within a community, by using the power of personal narratives and telling stories about overcoming challenges. Storytelling can play a role in promoting resilience by promoting psychological well-being and fostering social support.

### INSTRUCTIONS

#### PART 1

1. Host a storytelling event and invite people of all ages from the community to participate. Set a date and time to meet.
2. Introduce the power of storytelling as a method to build resilience by allowing participants to make sense of challenging experiences, creating social connections and support systems, and learning from each other's experiences. Remind participants to be mindful of the impact of storytelling, and to avoid sharing stories that are overly intense or heavy.



3. Provide storytelling tips, such as a basic story arc:
  - A. Exposition: Introduction to the story, including the main character and the setting.
  - B. Conflict: The main problem in the story.
  - C. Rising action: The events that happen as a result of the conflict.
  - D. Climax: The most exciting part of a story, that is usually a turning point.
  - E. Falling action: The events that happen after the climax
  - F. Resolution: The end of the story, when the main problem is resolved.
4. Invite participants to reflect on personal experiences of resilience and to begin creating their own stories. Encourage participants to be creative with their writing style, by using humour, rhyming, or metaphors if they want to. Participants who cannot write, can brainstorm ideas for their story, rather than write. Set aside 1 hour for this step, or until all participants have finished developing their story.
5. Create a comfortable storytelling space, by gathering chairs, cushions, and blankets into a circle.
6. Invite participants to share their stories with the group, being mindful of topics that may trigger others by providing a warning when necessary.

### DEBRIEFING

Consider the following questions for reflection as a group:

- How did it feel to create and share your story? What did you learn about yourself?
- What common themes or shared experiences did you notice among the stories shared today?
- Were there specific stories that resonated with you the most?
- In what ways did the storytelling contribute to a sense of connection?

### SUGGESTIONS FOR ADAPTATION

This activity can be simplified into a show-and-tell activity, so that younger children can actively participate. Young children can be encouraged to bring an item from home, describe it, and then tell a story about the item. Show-and-tell can be used to introduce the art of storytelling to children, which they can further build on in the future.





### KEY ATTRIBUTES FOSTERED

- Prosocial values
- Social competence



### MATERIALS

Bulleting board; markers; paper; push pins.



### OBJECTIVE

To promote gratitude, well-being, unity, and social support in the community by establishing a community bulletin board.

### INSTRUCTIONS

1. Locate a space in the community for the set-up of a community bulletin board. This should be in a space that is frequented often by most community members and is easily accessible and visible.
2. Beside the bulletin board, provide a basket with post-it notes, markers, and push pins for community members to use.



### 3. Divide the bulletin board into two sections:

#### A. Gratitude wall and community positive 'diary'

- Expressions of daily gratitude
- Expressions of gratitude for other community members
- Notes about recent positive experiences and successes (e.g., birth, new job, sporting event)
- Words of encouragement and positive quotes

#### B. Local news, upcoming events, and resources

- Information about local resources like study groups, parenting support, health care services, skill building workshops, etc.
- Upcoming events like community dinners, festivals, holiday celebrations
- Contact information for community leaders and other community members who want to offer their support
- Lost and found items
- Emergency preparedness and warnings for extreme weather conditions, and other disasters

### 4. Check in on the bulletin board every 1-2 weeks and update it with any relevant information.

#### DEBRIEFING

- Does the content of the bulletin board reflect the diversity and interests of the community?
- How can it be ensured that the information on the bulletin board is accessible to the entire community?
- How can the bulletin board be adjusted for individuals who cannot read, or are blind?
- How can community members be encouraged to contribute to the bulletin board? Who will be responsible for maintaining and updating the board?

#### SUGGESTIONS FOR ADAPTATION

This activity can be suitable for all ages, depending on the content pinned to the bulletin board. For younger children, consider including information about extracurricular activities for young children, like sports clubs, craft workshops, or music lessons.



### KEY ATTRIBUTES FOSTERED

- Sense of purpose
- Sense of agency and responsibility



### MATERIALS

Paper and pens; sample interview questions; recording device (optional).



### OBJECTIVE

To help young people explore potential career paths by interviewing professionals in the community. By gaining first-hand knowledge about different career paths, participants develop a clearer understanding of their interests and strengths, contributing to a sense of purpose in their professional lives.

### INSTRUCTIONS

1. Begin by introducing the activity as a unique opportunity for participants to connect with professionals in the community, explore potential career paths, and gain insight into their dream jobs.
2. Encourage participants to research professions they might be interested in. This could involve exploring local organisations, businesses, and services in the area.
3. Encourage participants to reach out to professionals that they want to interview. This can be done by email, social media, or in person. Offer advice to improve their communication skills, such as preparing brief introductions about themselves and using polite greetings.





4. Encourage participants to develop a list of questions that align with their personal interests and the nature of the job. For inspiration, provide participants with some sample questions (see below).
5. Encourage participants to visit the workplace for the interview. If appropriate, they can ask for a tour of the workplace before conducting the interview.
6. Participants can conduct their interviews using their prepared list of questions. Encourage them to practice active listening and to take notes of what they learn (or ask the interviewee for permission to record the interview).
7. After the participants finish the interview, they can write a short summary or some notes of what they learned.
8. Organise a sharing session for the group, so that everyone has an opportunity to discuss their experiences visiting the workplace and what they learned about the job. Participants can share their experiences in a variety of ways; they can make a presentation, show a video recording of the interview, tell a story about the experience, or simply share their observations.

### SAMPLE INTERVIEW QUESTIONS

#### ASK THE PERSON ABOUT THEIR ROLE

What is your role in the organisation? What responsibilities come with your role? What skills are crucial for success in your position? What is the best part of your job? What accomplishments in your role do you find the most fulfilling? What aspects of your job do you find most enjoyable? Could you share some challenges or projects you are currently tackling? How do you address or manage the less enjoyable aspects of your role? What is the work environment like? What do you wish you had known before starting this job?

#### ASK THE PERSON ABOUT THEIR CAREER PATH

How did you end up in this job? Did you always know you wanted this type of work? What type of education or experience did you need for this job? What challenges did you face while pursuing this career, and how did you overcome them? How has your career evolved?

#### ASK THE PERSON FOR ADVICE

What advice would you give to someone interested in pursuing this career? Do you recommend any movies, books, podcasts or have other suggestions to help someone learn more about this job?



## DEBRIEFING

What was the most interesting or surprising thing you discovered during your interview with the professional? What were the key insights that you gained about the profession you explored? Did your perception of the career align with the reality that you discovered? Based on your interviews and reflections, have your perceptions about your future career goals changed or evolved? What did you learn about other professions during the sharing session? Did any of the other professions seem interesting to you?

## SUGGESTIONS FOR ADAPTATION

For younger children, create the opportunity for them to interact with role models in their schools or community centres by organising sessions and allowing them to prepare and ask questions.



FOSTERING RESILIENCE IN YOUNG PEOPLE IN TIMES OF ADVERSITY

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2024