



Handbook of Best Practice Development of Resilience

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Development of Resilience

Handbook the Best Practice

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Tímea Ceglédi is a sociologist (2008), recipient of the Ferenc Gzásó Memorial Prize (2019). She received her PhD. in educational studies (2018). In the focus of her research stands sociology of resilience. She investigates students with outstanding achievement despite their social disadvantages who are called resilient students. She has a huge experience in the field of educational sociology through 35 national and international research projects related to public and tertiary education such as resilience, family, mentoring, graduate career tracking, shadow education, social cohesion, teacher training, disadvantaged situation, catching up programs, talent development, and added value. Currently, she is an assistant lecturer at the University of Debrecen and researcher at the Center for Higher Education Research and Development (CHERD-Hungary). She worked as a scientific researcher in the Hungarian Institute for Educational Research and Development, and other research centers.

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Edina Kovács, PhD.

Edina Kovács is a Hungarian literature (2009) and Pedagogy (2018) teacher, and Educational researcher (2011). She got her PhD at the University of Debrecen, in the frame of Educational Sciences Doctoral Program. Her main research topics: commitment and achievement of in-service and pre-service teachers, and different aspects of teacher training. The dimension of gender is important in this field, because of the feminization of the teaching profession. She got the Grant of International Visegrad Fund in 2014 and examined Slovak and Hungarian students in teacher training. She also got the Grants of the National Excellence Program in 2013 and 2016. She is the member of the editorial board of European Journal of Educational Research since 2018. During the last 6 years she had examined how students' attitudes are develop and how can reduce their prejudices towards Roma people, and especially Roma students.



Andrea Bordás, PhD.

Andrea Bordás graduated in Pedagogy and Hungarian language and literature at Babes – Bolyai University, Cluj-Napoca in 1999. She worked as Hungarian language and literature teacher in Oradea, meanwhile she graduated with her master degree in Inclusive Education at UBB – Cluj-Napoca. In cooperation with the Teaching-Staff Resource Center from Oradea, she participated in and sustained a lot of vocational training in Transylvania on drama in education themes. Since 2004 she is also a part-time teacher at the University of Oradea. Since 2012 she works at Partium Christian University. She completed her Ph.D. studies at the Educational Sciences Doctoral Program at the University of Debrecen. Her research fields are teachers' professional development, and learning communities, minorities' higher education, teacher training, drama in education.

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Emese Beáta Berei, PhD. graduated in Educational Science from University of Debrecen, Hungary in 2018, focusing on equity in higher education, including teachers - students also. Emese was a full time, state-funded PhD student from 2013 to 2016. She was an assistant research fellow of the Higher Educational Research and Development Hungary (CHERD-H). She was involved in qualitative and quantitative international surveys: data collections in Hungary, Romania and Slovakia, data examinations and results presentations at different scientific national and international conferences. Actually she is a senior lecturer in Emanuel University of Oradea, România, on the Social Work BA. and MA. programme and associate researcher in Partium Christian University, Department of Human and Social Sciences. She lectures courses in Social Pedagogy, Sociology of Education, Adoption and foster families, Programs for educating the life skills of young people at risk, Family and child inclusion programs in society, Social work practice. From 2000 till 2013 she worked as social pedagog and social worker in a caritative organisation in Oradea, România, between disadvantaged and roma children. Before 2000, she was a teacher on secondary and vocational education.



Boglárka Petrov

Boglárka Petrov finished her masters in Political Sciences at the University of Miskolc in 2014, majoring in theory – methodology and communication. During the course of her studies, she mostly focused on social structures and education systems. Since graduation, she mainly worked at NGOs, at the moment she's employed at the National Transit Employment Association where she works in international, national projects and researches. Her work is focusing on skill development for socially disadvantaged people and youth and researching areas of development for them. She gained a qualification in mediation in 2018 and completed her masters in Sociology at University of Miskolc in 2020 where she majored in minority sociology

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Project description



Spotting and Strengthening Resiliency Skills from Early Childhood

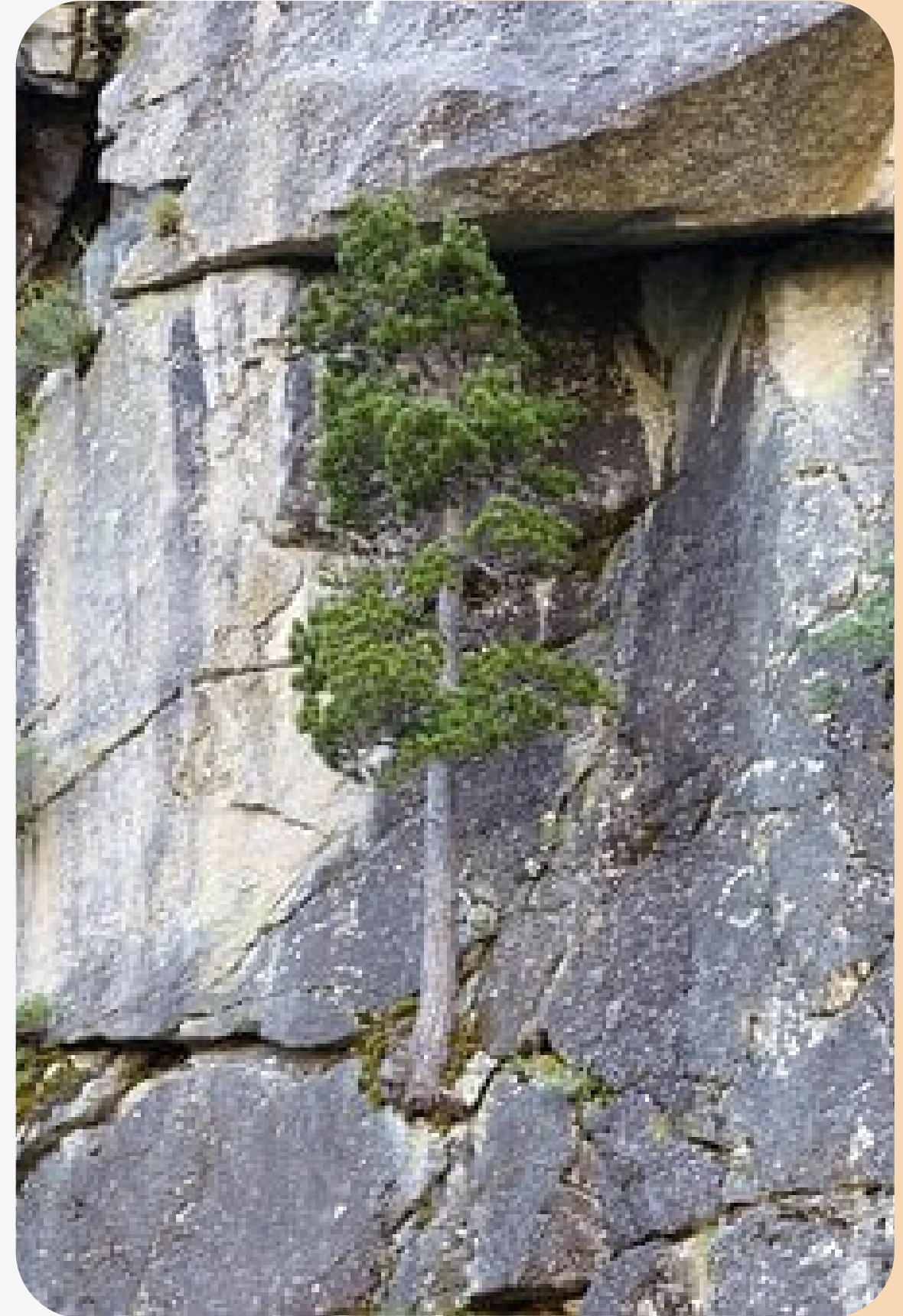
The goal of the project is to research, examine and collect interdisciplinary methods that are able to strengthen resiliency from the very young stages of life and can be applied by various disciplines.

Early research projects on resilience were initiated in the 1970s and focused on longitudinal examination of flexibility to stress. In those times the definition was mainly used in mechanics and physics. Later on, psychology started to research the flexibility and endurance of personality in the face of trauma, prolonged stress, etc. Resilience research works gained momentum after 2001 when US researchers started examining psychosocial reactions after the 9/11 terrorist attack. Resiliency research after 2000 first focused on resilience as a personality skill, but later also started to take into consideration the environmental impacts on coping mechanisms; the most recent research combines the two approaches and treats resiliency as an ecologic mechanism.

There is no exact definition of resilience. Its attributes can be found with various social science definitions and also within the mindfulness movement that went hand in hand with the expansion of pop culture psychology. Although resilience is associated with such notions as hardiness, thriving or post-traumatic growth, it also includes beneficial environmental factors. This means that resilient individuals do not cope with stress on their own; there are several environmental factors which support them in their efforts. Wright and Masten (2005) identified 4 patterns of resilient coping: resistance (to adverse environmental factors in childhood), recovery (after a sudden trauma or continued stress), normalization (escape from adverse environment from childbirth into a better one), and post-traumatic growth (becoming a stronger human after the storm). Research identified 10 factors which help build resilience throughout life: health, problem solving, bonding with others, self-control and self-management, spirituality, familial systems, reward systems, social systems based on partnership, education, wider community and cultural environment.

Since mental disorders in both adults and teenagers are more and more common and, according to WHO's 2015 research, they are also associated with co-morbidity (people with mental disorders die 20 years younger), it is of utmost importance to strengthen the environmental and personality factors which can help create healthy stress coping mechanisms. They become even more important in the light of the everchanging labour market, demanding educational system and global warming, which create highly stressful situations for children and adolescents (see e.g. eco-anxiety).

Resilience and Resilient Personality



The definition of resilience varies from one discipline to another and it also depends on the preconceptions held by the researcher of resilience about the concept; there is no general, universally accepted definition. In physics, resilience refers to flexible tensile strength, and this concept has also been applied to humans in social sciences, e. g. in psychology, education, andragogy, etc. Resilience acquires a psychological and spiritual dimension in these disciplines and can also be taken as a skill. However, it can also be treated from the perspective of personality development and the process of its acquisition (Luthar, 1996). Masten et al. (1990) defines resilience as a process, capacity or outcome of successful adaptation in spite of difficult or threatening circumstances. The contemporary definition of resilience was articulated by Canadian researchers within the International Resilience Project who perceive it as a universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity (In Grotberg, 1997). It is considered to be one of the important personality traits relating to coping with adverse circumstances in life and showing the ability of the relevant individual to recover from them (Matějček, Dytrych, 1998; Kožárová, Žolnová, 2013; Žolnová, 2014; Kaleja, Zezulkova, 2015, Stehlíková, 2019; Gilligan, 2020 and others).

Conceptually, resilience is interconnected with coping or, in other words, the ability to deal with a problem and then return to a previous, harmonic state. Resilience can thus be understood as e.g. recovery from an accident, getting a new job after becoming unemployed, dealing with grief, etc. The word resilience can be described in three different processes (Ungar, 2018):

1. **Recovery:** describes the regenerative ability occurring when a person starts recovering after a stressful event and returns to the level before such an event.
2. **Adaptation:** this process means that a person accommodates a growing stress to be able to cope with it.
3. **Transformation:** is the environment in which change occurs and causes a person to be able to cope with stress more efficiently.

Resilience is universal capacity which allows a person, group or community to prevent, minimize or overcome the damaging effects of adversity (In Grotberg, 1997)



Grotberg (1995) lists situations that children in different countries perceive as crisis and require additional coping demands

death of parents or grandparents, divorce, separation, illness of parent or siblings, poverty, moving family or friends, accident causing personal injuries, abuse, including sexual abuse, abandonment, suicide, remarriage, homelessness, poor health and hospitalizations, fires causing personal injury, forced repatriation of family, disabled family member, parent's loss of a job or income, murder of a family member, robberies, war, fire, earthquake, flood, car accident, adverse economic conditions, illegal, refugee status, migrant status, property damage from storms, floods, cold; political detention, famine, abuse by a non-relative, murders in neighborhood, unstable government, drought

Resilience is taken as the outcome of interaction between the relevant person and the environment involving factors at the personal level (personality traits, talent, skills), social level (family, peers who may serve as a source of support for the person experiencing a difficult life situation), and the community level (community, school environments, cultural norms, institutional support, etc.) (Kollar, 2011) (Figure 1).

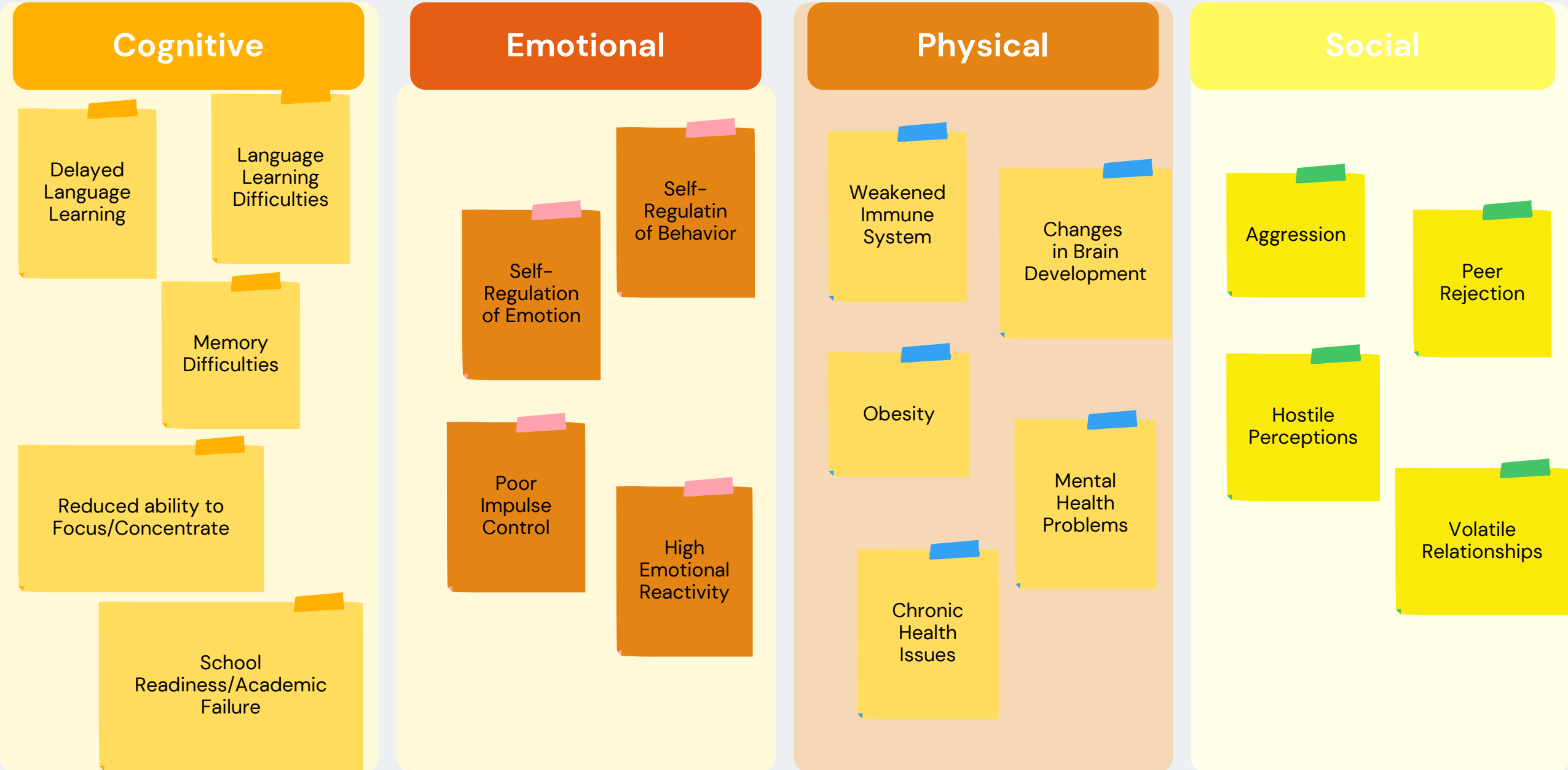
Resilience represents both the ability of coping with obstacles and the achievements attained despite recurring, prolonged and/or shocking and traumatic life events (Polonyi, 2020). This type of definition includes, for example, the success stories of those who have managed to achieve educational and social success despite multiple adversities and who have not given up in the face of devastating events at earlier stages of their lives. However, with the rise of positive psychology, the emphasis shifted from the traditional coping mechanisms to how well the individual is able to grow after a distressing situation, and how well they are able to prevent stressors from developing or having a significant impact in the future (Novotný, 2015; Polonyi, 2020).

Figure 1 Resilience as a result of the interaction of various factors



Resilience can only be interpreted in relation to an individual's specific case; thus, a resilient person can be someone who becomes successful despite the adversities (or attain unexpectedly high achievements knowing their disadvantages) as well as someone who essentially has not faced any significant traumatic life events, but is able to successfully manage the occasional crises that occur in their life. Anyone can be considered resilient if they are able to successfully cope with minor difficulties that may seem insignificant to others, for example when a person suffering from social anxiety gathers their courage and expresses their opinion in a conversation. Gilligan (2000) defines the personality trait of a resilient personality as a sum of qualities that help an individual withstand many of the negative effects of adversity. There are resilience-related factors that can be identified at the cognitive, emotional, physical and social levels if a child's ability to cope with adversity is insufficient (Chart 2).

Chart 2 Symptoms of a child lacking resilience in the cognitive, emotional, physical and social area (APA, 2014)



Resilience factors can be classified based on the source of support to external, internal and social. Grotberg (1995) filled them with 15 features and labeled individual categories as I have (external features), I am (internal features) and I can (social features). A person does not necessarily have to have all the features to be called resilient. Scoring high in one category may compensate for a category with worse achievements.

Chart 3 Sources of resilience (adapted by McLean (2003) from Grotberg (1995))

I HAVE	I AM	I CAN
Trusting and loving relationships with others: parents, siblings, teachers, friends.	Loveable: the child possesses, or is helped to develop, qualities that appeal to others.	Communicate: the child is able to express feelings and thoughts, and listen to what others are saying.
Structure at home: clear rules and routines, comprehensible and fair punishments when breached, praise when followed.	Loving: the child is able to express affection for others, and is sensitive to their distress.	Solve problems: the child can assess and solve problems, involve others where necessary, and be persistent.
Role models: parents, other adults, peers, siblings, who model good behaviour and morality.	Proud of myself: the child feels he or she has the capacity for achievement and resists discouragement.	Manage my feelings: the child recognises and understands emotions, recognises the feeling of others, and controls impulsive behaviour.
Encouragement to be autonomous: people who praise for growing autonomy.	Responsible: the child accepts and is given responsibilities, and believes that his or her actions can make a difference.	Understand my temperament: the child has insight into his or her personality and that of others.
Access to health, education and welfare: consistent direct or indirect protection for physical and emotional health.	Hopeful and trustful: the child has faith in institutions and people, is optimistic for the future and is able to express his or her faith within a moral structure.	Seek trusting relationships: the child has the ability to find someone – a peer or an adult, to confide in and to develop mutual trust.

Components of Resilience



There are various answers to the question of what qualities and skills make up resilience. Several researchers tried to sum up the components of resilience but, considering the purpose of the handbook, we have chosen the components listed by Heshmat (2020) relying on APA (2002) which can be used within youth education and leadership efforts:

1. Pursuing a meaningful goal
2. Challenge assumptions
3. Cognitive flexibility
4. Growth through suffering
5. Acting despite the fear
6. Emotion regulation
7. The feeling of the power of me
8. Social support

A positive attitude towards the future, positive relationship with others, supportive environment and deep connection with others, belonging to a community are fundamental protective factors for a resilient personality which are accompanied with individual efforts. The American Psychological Association (APA, 2002, 2012) suggests 10 ways to strengthen resilience:

- cultivate good relationships with close family members, friends and others;
- do not think of crises and stressful events as something insurmountable;
- accept circumstances that cannot be changed;
- set realistic goals and move toward achieving them;
- take decisive actions in adverse situations;
- look for opportunities for self-discovery after you experience loss;
- develop self-confidence;
- maintain a long-term outlook, try to see stressful situations in a broader context;
- be optimistic, expect good things in your life and visualize them;
- nurture both mind and body, exercise regularly, pay attention to our own needs and feelings.

Donders (2020) understands resilience as a more comprehensive phenomenon where the individual is not only optimistic about the future but also accepts his or her own past. This leads to solution-oriented thinking, an attitude based on strengths, self-discipline, self-confidence and healthy human relationships.

The components of resilience can thus be generally found in the individual's determination to struggle (this includes endurance, setting goals, optimism and belief in a favourable future), in their supportive relationships (either on the level of an individual, in communities, spirituality or if we examine resilience of bigger groups, larger groups and communities); it is in their self-esteem and positive self-image. It is obvious now that although the components of resilience and the factors which are closely related to them are primarily connected with the personality traits of the relevant individual, they also depend on the environment. If the right environment and relationships are created, the environment is able to support development of a resilient personality.

According to Benard (1993), the characteristic features of environments favourable for the development of resilient children despite their fate include:

1. care and support (if the family fails, the school should develop relationships based on care, support)
2. positive expectations (encouraging student – teacher, student – student relationships)
3. creating opportunities to collaborate (meaningful activities at school, asking the students to present their opinions, development of critical thinking, cooperative learning, peer-mediated learning, etc.)

Family is the primary environment which should offer these opportunities, but in some cases it may also be substituted for another important person, such as the teacher, educator or social worker who may have the role of a strong support element in the lives of children.

Resilience and Education



When talking about resilience in education, we have to distinguish between different actors and dimensions. First of all, there exists a scientific discourse about resilient students. On one hand, this means those students who can be characterized by the above mentioned psychological features. But there also is educational sociology and comparative education which surveys resilient students who perform well in school or on tests despite their low socioeconomic status (e.g. PISA, OECD, Masten et al., 2014, Ceglédi 2012, etc.).

Environment is another significant factor in researching resilient students. So another dimension of the scientific discourse about educational resilience deals with resilient kindergartens, schools and school systems which help develop resilience in their students (Agasisti et al. 2018, Bacskai 2015, Széll 2018). Schools and kindergartens play a very important role in strengthening the skills of students to cope with stress, because they serve as a suitable place for facing negative life events and stressful situations. It is like a “vaccination”: they go through risks with help and with the opportunity to learn and develop by experiencing difficulties (Masten et al., 1990).

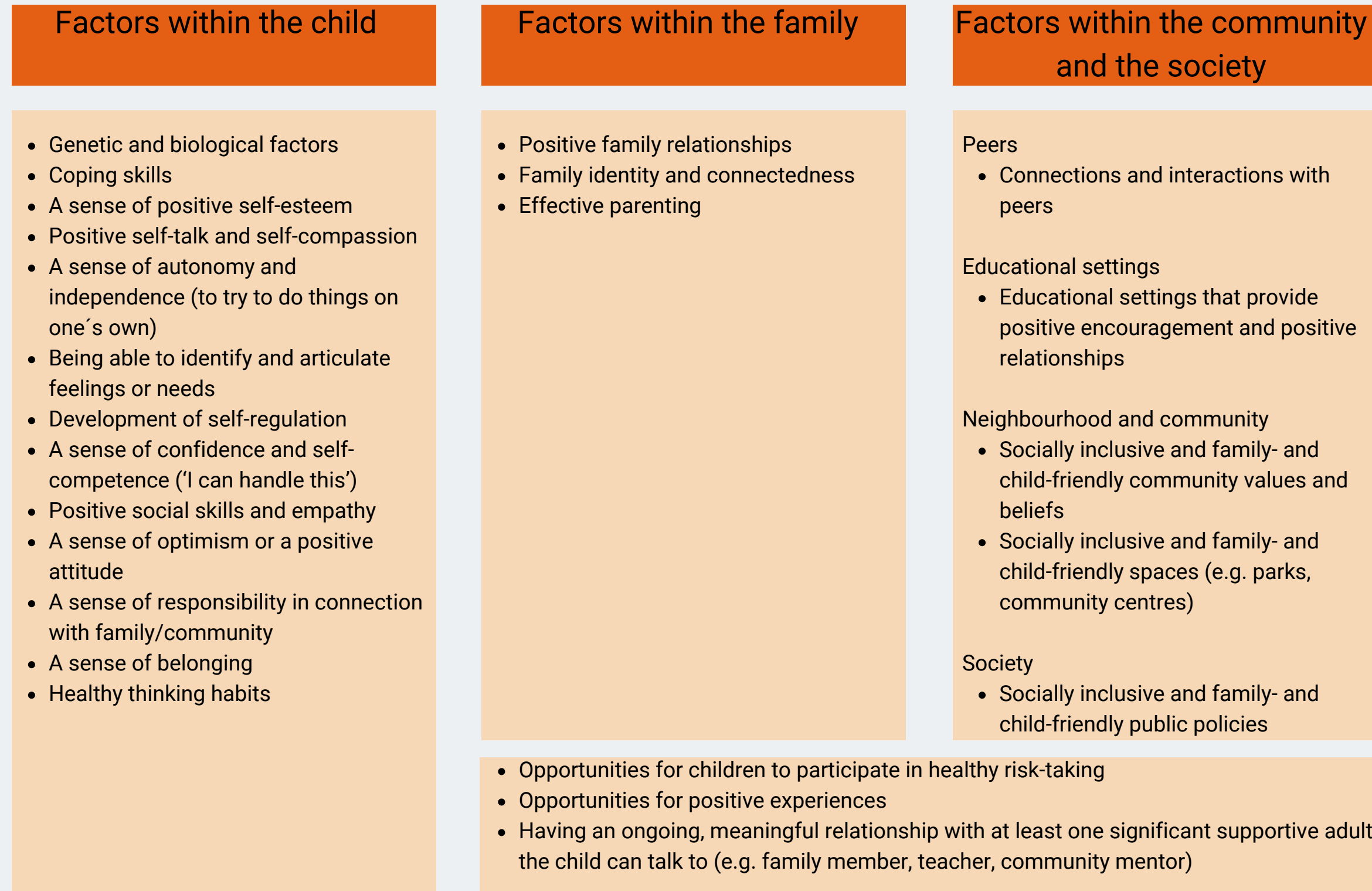
Thinking further ahead, institutions could be able to develop resilience in their students, if they had enough staff, especially teachers with personal and professional resilience (Ceglédi, 2020).

Resilience is not being built in the student’s primary environment only; it is intensively developed at school as this is the environment where children spend most of their time. As Komárik et al. (2010) notes, schools create conditions to learn how to appropriately resolve life situations, they teach children values, develop their character and engage them to resolve situations which go beyond the individual dimension. Stehlíková (2019) says that students with poor resilience to stress can have problem in the cognitive (e.g. memory or attention problems, etc.), emotional (e.g. short temper, lack of self-control, etc.), social (e.g. more aggressive in peer interaction, difficulties in building relationships, etc.), or even the physical area (e.g. weak immune system, obesity, high blood pressure, etc.).

Striking individual differences among children who have experienced homelessness indicate that many children show resilience, and those who do appear to have more resources and protective factors in their lives (Masten et al., 2014).

Resilience is developed at several levels and each of them depends on multiple factors (Chart 4). This apt summary serves as a suitable background for preparation of educational interventions.

Chart 4 Levels of resilience development and related factors



In 2014, APA recommended that schools implement the measures which help build resilience in students both on the part of teachers and the part of school organisation or class management:

- Caring and respectful approach of the teacher to the needs of children.
- Uniform and consistent development of good school performance and behaviour based on clearly defined rules.
- Uniform and equal approach to all students irrespective of their social background or talent.
- Support for mutual interaction between all students also emphasizing social integration of disabled students.
- Creating opportunities for the children to succeed not only in education, but also in other activities.
- Consistent emphasis on school attendance, because frequent absences hinder education and its effects.

The resilience development programs that have been successfully implemented so far were based on the following pillars (Ungar, 2018):

- Building healthy relationships.
- Help to create a stronger version of oneself.
- Creating opportunities for self-discovery, looking for the inner sources of strength and gaining control of a situation.
- Reflection on social justice.
- Better access to satisfaction of basic needs.
- Developing the feeling of being a part of a whole, responsibility for others, the meaning of life and spirituality.
- Building cultural awareness, help to accept and find ethnic or cultural roots.

Similar principles have been articulated by the Beyond Blue organisation (2017) in the form of educational strategies for raising resilient children aged 0-12:

1. Educate children about resilience.
2. Build, strengthen and promote supportive relationships.
3. Focus on autonomy and responsibility.
4. Focus on managing emotions.
5. Create opportunities for personal challenge.

The above pillars can be used for building efficient educational programmes and use them to create such an environment at school which would develop resilient personalities of students with a focus on their autonomy and healthy socialisation.

Methodology

How to work with activities?

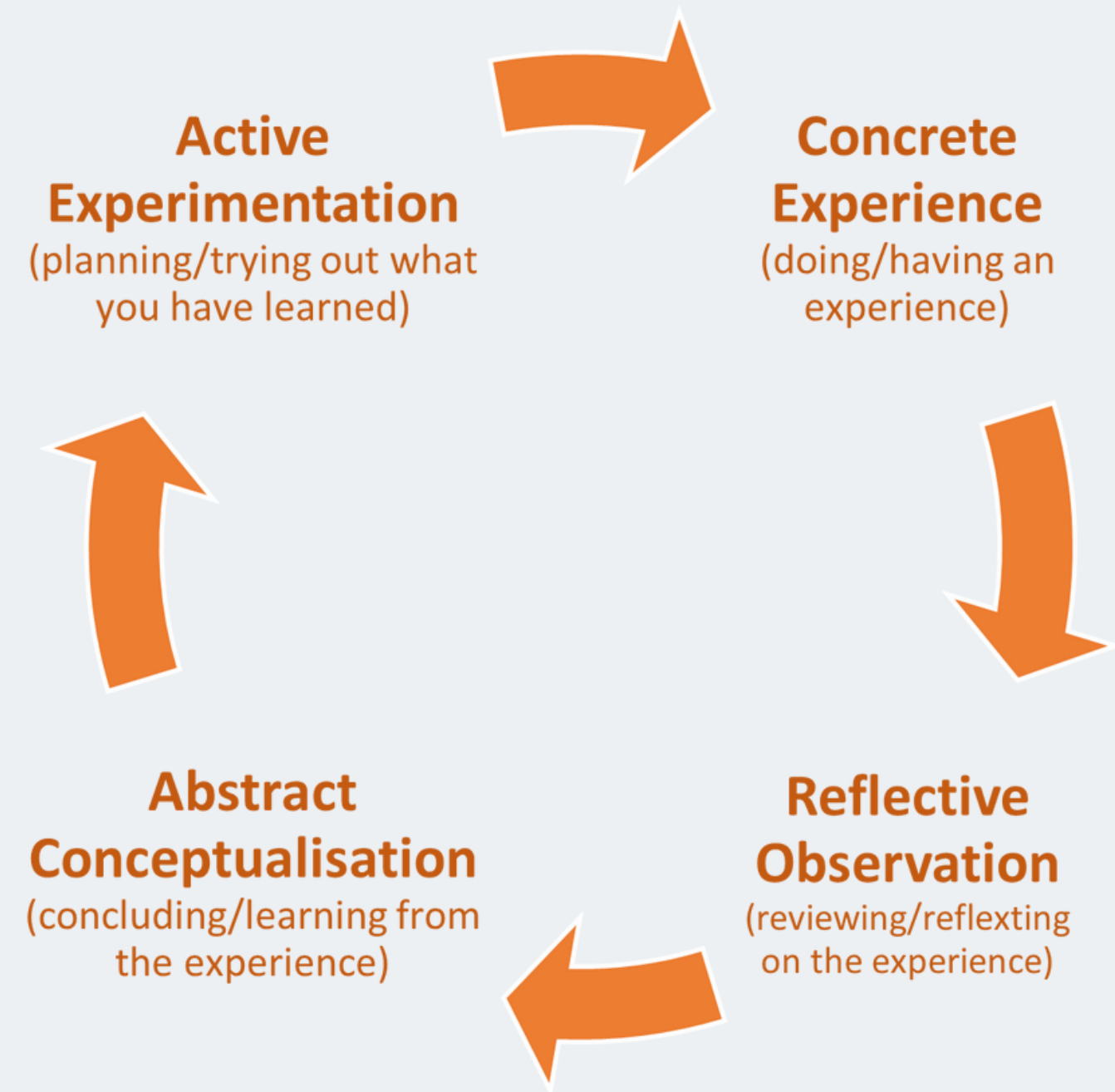
How to incorporate them into the educational process?

How to use them within leisure time programmes?



Kolb's Experiential Learning Cycle

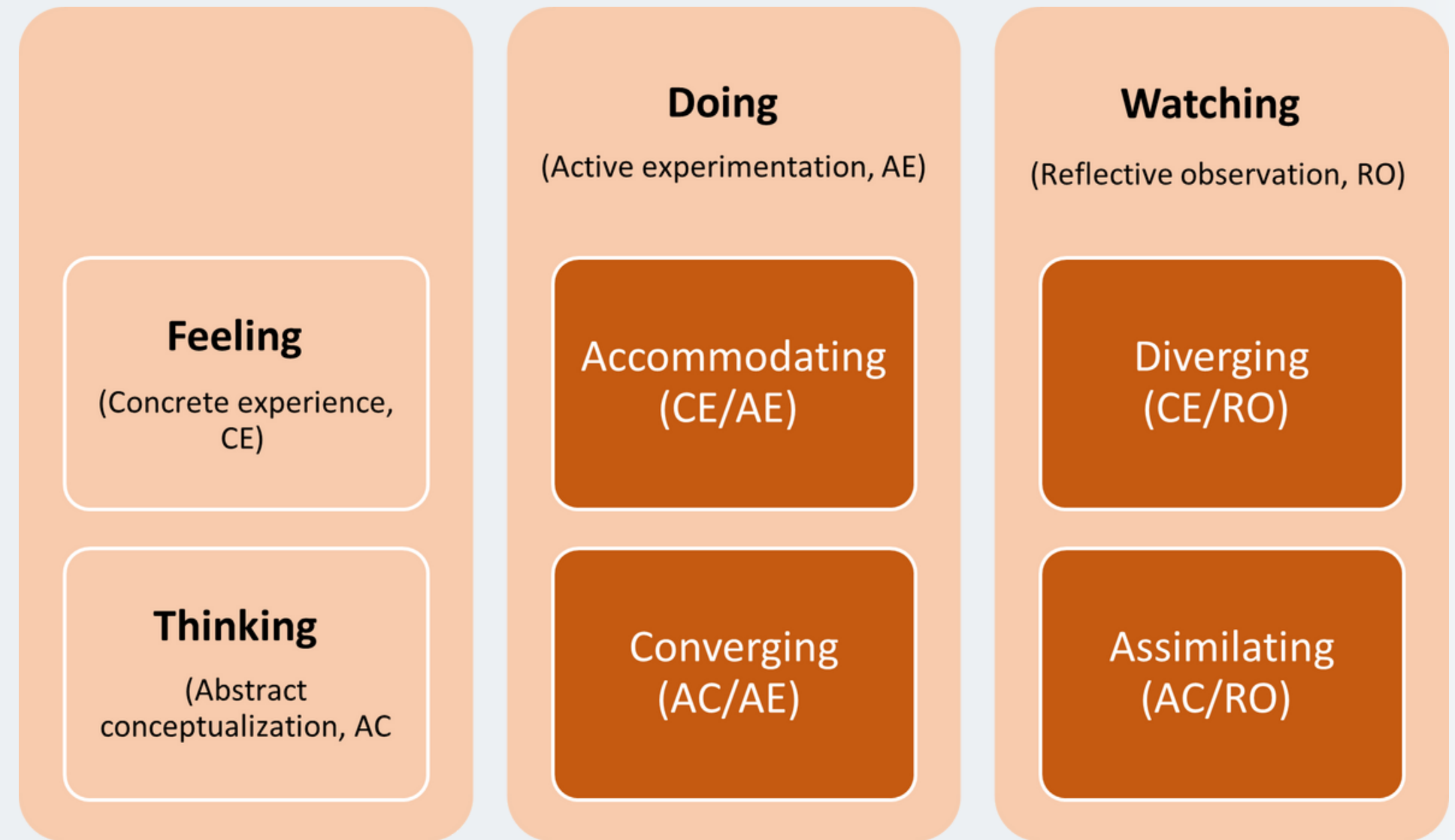
Activities should be used taking into consideration individual learning methods, relying partially also on previous experiences of children and their personality traits and character. Ideologically, activities derive from the concept of social and emotional education which also covers the processes to develop emotional intelligence and teaching social skills (psychoeducation) and is also used within social and emotional failures (Komárik et al., 2010). This idea is best illustrated by Kolb's Experiential Learning Cycle. According to Kolb (1984), the impetus for learning is provided by a specific experience which is then reflected by the relevant individual. Thinking about the experience leads to forming conclusions and concepts for future behaviour which is then verified in a future specific situation .



Learning style determine behavior in new situations. Although one of the styles tends to dominate, individuals are usually able to also use other styles depending on which method of solution is suitable for the situation at hand.

Kolb's Experiential Learning Cycle

In Kolb's theory (1984), all the phases depend on individual learning styles preferred by children which derive from the approach to the problem at hand (feeling/thinking) and the response in the form of behaviour (doing/watching). Kolb distinguishes four learning styles: Accommodating, Diverging, Converging and Assimilating learning styles. The way they perceive a problematic situation is decisive for the help professional to choose the right approach. Activities should be selected with regard to this dimension of resilience development, since some of the activities might be inefficient for children preferring different styles. The reason is not necessarily that the activity was conducted incorrectly, rather it may be due to the incompatibility of their learning style and the specific activity. On the other hand, it is very probable that the same activity might prove to be very efficient with another child with a different learning style.



Everything will be okay in the end. If it's not okay, it's not the end. (John Lennon)

Example

Various children perceive and process the same situation differently, leading to variations in behaviour and expected reactions. This example will demonstrate how much children can differ. Nevertheless, this does not mean that there is some "correct" reaction. We will demonstrate possible reactions of a child to such emotionally difficult information as the divorce of parents. Depending on the learning style, we may expect the following reactions from individual types of children:

Accommodating style (*combination of feeling and doing*) – children preferring this style need active guidance to adapt to the situation at hand. They need parents to tell them what they expect from them in the situation, to give them clear instructions how to behave, and what their place will be in their new lives. These children rely on the information provided by parents rather than analyse the situation on their own. If they are not given instructions, they learn through trial and error method and based on specific situations.

Diverging style (*combination of feeling and watching*) – children using this style need to develop their own opinion on the issue, they need to comprehend what is going on and develop their own view. They need to process the information at hand with the help of other information they gather by asking questions. They need to talk to parents, tend to ask a lot and want to understand. They want the opinions they have developed to be taken into consideration in establishing a new life style.

Converging style (*combination of thinking and doing*) – children with this learning style are more interested in the practical side of the issue. They need to get responses to very specific questions, they will try to behave in a manner they evaluate as the most efficient even though the people around them might consider such behaviour to be purposeful and insensitive/indifferent, because it is less oriented on feelings and more toward the practical side of the issue.

Assimilating style (*combination of thinking and watching*) – these children need logical explanations, rationale, appeals to feelings are not very efficient with them. They need information and explanations, it is more difficult for them to understand the emotional dimension of the issue. However, if they are given clear answers and have enough information, they are able to cope well with the situation and start adapting efficiently.

Activities are grouped depending on the area of resilient behaviour they develop. In the previous part, we have defined the factors related to resilience. This is why the activities in the practical part of the handbook are arranged by the area they relate to. This way, the workers who know their clients or groups they work with will be able to only use those they consider appropriate. Activities focus on the individual areas of development:

- Assertive Behaviour
- Self-confidence and positive self-image
- Physical and mental health care
- Self-control and self-management
- Creating a stable social network
- Self-awareness of one's emotions, self-knowledge, self-reflection
- Communication skills

Each of the activities is accompanied with a detailed manual including all required instructions and questions to encourage discussion, and additional tasks. Some of them are appropriate for several age categories, if modified. A paragraph summing up express instructions and recommendations for pedagogues, based on our experiences, will also be a useful aid.



Activities

- Self-awareness of one's emotions, self-knowledge, self-reflection
- Communication skills
- Assertive Behavior
- Self-control and self-management
- Self-confidence and positive self-image
- Creating a stable social network
- Physical and mental health care



How to use the activities contained in this handbook?

The activities are arranged as outlined on the previous page. However, many of these activities can also be used for development of other skills. The descriptions are based on the current didactic knowledge and are also accompanied by a list of areas in which, as we believe, the activities could prove to be useful. Although the order of activities follows their primary objective, they may also be used for other goals or development of other skills and it is only upon the trainers and their creativity to decide which way to go. Description of each of the activities includes the instruction for the actors and the main objectives which define their place in resilience development, as well as any modifications and recommendations for practical implementation deriving from our experience. The conclusion is a significant part and should encourage children to ponder over the wider context to get more out of the activity than just the momentary experience and to help children understand and process that feeling, to internalise it, so it can materialise in their behaviour (refer to Kolb's Experiential Learning Cycle). This can be achieved through final discussion or efforts to explore and explain their own feelings in front of the other children.

List of activities

Trained area	Activity name	Developed skills
<i>Self-awareness of one's emotions, self-knowledge, self-reflection</i>	Wheel of emotions	Self-awareness of one's emotions, self-knowledge, self-reflection
	Clear as mud	Self-awareness of one's emotions, self-knowledge, self-reflection
	Activity and feelings record	Self-awareness of one's emotions, self-knowledge, self-reflection / Physical and mental health care
<i>Communication skills</i>	Thought whisper game	Communication skills
	“How can we help?”	Communication skills
	Learning through examples and by doing!	Communication skills
<i>Assertive Behavior</i>	I'll tell you how I feel	Assertive behaviour / Expressing feelings / Communication skills
	Step by step	Assertive behaviour
	Basic assertiveness	Assertive behaviour / Communication skills
	Expressing negative feelings assertively	Assertive behaviour / Self-awareness of one's emotions, self-knowledge, self-reflection / Communication skills
<i>Self-control and self-management</i>	I'm retiring	Self-control and self-management / Self-awareness of one's emotions, self-knowledge, self-reflection
	Thermometer of feelings and actions	Self-control and self-management / Self-awareness of one's emotions, self-knowledge, self-reflection
<i>Self-confidence and positive self-image</i>	Guess by touching	Self-control and self-management
	I'm smart, too!	Self-confidence and positive self-image
	The interview	Self-confidence and positive self-image / Communication skills
	Map of my life	Self-confidence and positive self-image / Communication skills
	Uplifting and joy-giving activities	Self-confidence and positive self-image / Physical and mental health care
<i>Creating a stable social network</i>	The swamp monster	Creating a stable social network
	Ways of fairy-tale heroes	Creating a stable social network / Communication skills
	Your fairy tale	Creating a stable social network / Assertive behaviour / Self-awareness of one's emotions, self-knowledge, self-reflection
		Creating a stable social network / Self-awareness of one's emotions, self-knowledge, self-reflection
<i>Physical and mental health care</i>	Kindness tree	Physical and mental health care
	A strange trip	Physical and mental health care
	Stay cool and take it easy	Physical and mental health care
	Colour your feelings!	Physical and mental health care / Self-awareness of one's emotions, self-knowledge, self-reflection

Wheel of emotions

Self-awareness of one's emotions, self-knowledge, self-reflection

Activity description

The participants learn about emotions and how to differentiate between their shades.

Source: Plutchik, R. (1980). A general psychoevolutionary theory of emotion. In R. Plutchik & H. Kellerman (Eds.), *Emotion: Theory, research, and experience: Vol. 1. Theories of emotion*. New York: Academic, p. 3-33.

Instruction

The trainer hands out Plutchnik's Wheel to the participants. First they check the primary (base) emotions and their position to other emotions, and then they check the secondary emotions.

Aims of activity

- Learning about emotions on a deeper level.
- Being able to identify one's own emotions.
- Learning about the degrees of emotions can help to de-escalate risky situations and understand emotional processes.

Age

Younger school age
Older school age
Adolescents

Number of participants

2-10

Rules of conduct during the activity

- Be patient with each other, emotions can mean very different things for different people.

Aids

A handout with Plutchik's Wheel of Emotions: see below.

Tasks for the child

- Find the primary emotions on the wheel. What are their counterparts? Why?
- Check the degrees of one emotion one at a time. What is the difference between them?
- Look at the wheel. What happens when you mix emotions next to each other?
- Try to identify your current emotion. What events could change that? Where would your emotions go in that case? Try multiple events and write down your answers.
- Discuss your answers with your group.

Notes

Plutchik's theory of emotions describes 8 primary emotions in 4 opposite pairs: happiness and sadness, anger and fear, trust and disgust, surprise and intuition. Every emotion has 3 levels of intensity: e.g. acceptance – trust – admiration, boredom – disgust – loathing, etc. The opposites exclude each other, e.g. we can't be interested and distracted at the same time or happy and angry.

Clear as mud

Self-awareness of one's emotions, self-knowledge, self-reflection

Activity description

Recognizing and learning to clearly communicate our feelings and goals.

Source: Seiler, L. (2008). Cool Connections with Cognitive Behavioural Therapy. London: Jessica Kingsley Publishers, p. 164-165.

Instruction

The trainer reads aloud the exercise for the children who answer the questions.

Aims of activity

- Learning about different types of intelligence other than being booksmart and well-read or being an A+ student.
- The aim is to find everyone's strength they can rely upon and which they can strengthen over time.
- It also helps in planning a career, mapping areas where they need to pay more attention.

Rules of conduct during the activity

- It's important that as many children share their opinions and answers as possible, so they can learn to articulate their thoughts and feelings even when there are others with a stronger/louder opinion.

Aids

A note with the following:

Many children find it difficult to describe their problems and their goals. They often know something is wrong and they are unhappy but can't explain why. The first thing you need to do towards reaching your goal is becoming clear about exactly what is bothering you and where you want to get to. To do this, you need to learn how to be specific and clear like a mountain stream rather than too big and unclear like a muddy river. Which statements in the following examples are muddy and which are clear?

Example 1:

Jack: I hate school and I'm not going back to that dump.

Parent: What is it about school that is troubling you?

Jack: Everything. I hate everything about school. It's just horrid.

Parent: Has something happened you are not telling me about?

Jack: I hate school and I'm not going back to that dump.

Parent: What is it about school that is troubling you?

Lauren: I hate break times the most.

Parent: What is it that is so bad about break times?

Lauren: Other kids keep calling me a nerd 'cause I'm good at maths and stuff.

Parent: And what is so bad about being called a nerd?

Lauren: It makes me feel I'm different like a weird kid or something.

Tasks for the child

- Listen to the instructor very carefully, then answer the questions.
- There are no good or bad answers, just your opinion.
- Listen to the answers of the others as well.

Questions for discussion and additional tasks

Which of the children has clearly described their problems at school, Jack or Lauren?

If you were a teacher or parent, do you think it would be easier to help Jack or Lauren? Why?

If you were a teacher or parent trying to help Jack, how would you feel?

Age

Younger school age

Older school age

Adolescents

Number of participants

2-10

Activity and feelings record

Self-awareness of one's emotions, self-knowledge, self-reflection

Activity description

Check your feelings for a week and what emotions they arouse in you.

Source: Seiler, L. (2008). Cool Connections with Cognitive Behavioural Therapy. London: Jessica Kingsley Publishers, p. 72.

Instruction

Everyone receives a record sheet where they have to log the activities they do during the week. Next to the activity they write their feelings and score the intensity of that feeling.

Aims of activity

- Sometimes our problems and worries can make us feel very stuck.
- Sometimes the things we do to help us escape can make us even more stuck.
- Running away from our fears can make us feel more stuck.
- It is good to ask for help even if the problem seems too big.

Rules of conduct during the activity

- Since it's an individual task, the exercise can be discussed after a week.

Aids

Record sheet from Monday to Sunday, every day has 4 timeframes (morning, lunch, afternoon, evening).

Tasks for the child

- Use the given record sheet to write down what you've done during the week.
- Write how you felt doing this activity and how intense this emotion was on a scale from 1 to 10 (e.g. you were playing football on Monday afternoon and it made you feel strong (6), tired (8) and having a good time (10); or you had a conversation with your mom on Sunday morning which left you angry (8) and upset (9).

Questions for discussion and additional tasks

After the week has passed, the group or individual can discuss their emotions during activities, they can point out things which make them feel good and bad and they can also make plans on how to avoid or participate more in these activities.

Modification for other age categories

The results can be discussed in depth with older children and teenagers, they are also able to make not just plans for the future, but strategies on how to handle these situations in a more acceptable fashion (e.g. how to handle and tackle fear, anxiety, how to regain control in the situation etc.).

Age

Number of participants

Younger school age	1- 10
Older school age	
Adolescents	

Thought whispers game

Communication skills

Activity description

Learning to listen to others, communicate clearly and avoid projection.

Source: Seiler, L. (2008). Cool Connections with Cognitive Behavioural Therapy. London: Jessica Kingsley Publishers, p. 99.

Instruction

Everyone sits down in a circle. One group member whispers a short sentence to the ears of the second person in the line and the second person repeats it to the third and so it goes on until the last person receives the message. Then the last one says what he or she heard.

Aims of activity

- Learning that thoughts can be misinterpreted.
- People tend to hear what they want to hear.

Rules of conduct during the activity

- The instructor explains the rules of the exercise.
- Then asks the group to listen carefully and try to figure out what this exercise is about.

Tasks for the child

- Sit in a circle.
- One person whispers a short sentence into the ears of the second person in the line.
- Then that person whispers it to the third one.
- This goes on until the message reaches the last person, who then says out loud what they've heard.

Questions for discussion and additional tasks

Although the intention of this game is to have fun, you can notice how our feelings and current thoughts affect what we hear. E.g. we are thinking about our math exam, so when the message reaches us, it's possible that we also hear about the math exam, even though it wasn't the message. You can see how mishearing or being occupied with other thoughts affects the original message.

How could we make sure to receive the original message?

Age

Number of participants

Younger school age 4 - 10
Older school age
Adolescents

“How can we help?”

Communication skills

Activity description

Like any skill that children are developing, being kind requires practice, so give children lots of opportunities to practice. Create varied opportunities for children to be helpful to one another and work cooperatively.

One powerful method for doing this is using puppets to role play “How can we help?” stories. Pose a problem and invite children to offer suggestions for how to respond. Give them time to rehearse the words they would use in this situation. For example, act out having one of your class puppets fall down and hurt their knee. Then ask children to brainstorm and act out what they could say and do to take care of the puppet.

Source: Coulombe, M., Zuccaro, E. A Culture of Kindness in Early Childhood Classrooms. Retrieved from: <https://www.edutopia.org/article/culture-kindness-early-childhood-classrooms?fbclid=IwAR0JV3zMHakG-EYe5D0CZvXLs41lvviP8xSu22zBfS-y2Pq1KsLRk4Co098>

Instruction

We will see a story with our puppet classmates. Be thoughtful!

How can we help our classmates? Say any idea you have!

Rules of conduct during the activity

- Let the children brainstorm! They can come up with anything that crosses their mind!
- When they are acting out what they would say in that situation, act carefully with the puppet.

Aims of activity

- This type of practice creates a safe forum for the children to try out their ideas and prepares them for real-life encounters.

Aids

Situations:

- one of your class puppets falls down and hurts a knee
- one of your class puppets didn't find the favourite toy/pencil/book, etc.
- one of your class puppets cries because they miss their mother
- one of your class puppets cries because their toy tower always falls down
- one of your class puppets is sad, because they didn't have anyone to play with
- etc.

Tasks for the child

- Watch the performance.
- Be aware of the situation.
- Brainstorm, try to find solutions
- Act out what they could say and do to take care of the puppet.

Questions for discussion and additional tasks

What did you see?

What is the problem? How does the puppet feel in this situation?

How can we help/take care?

Modification for other age categories

For adolescents the situations will be adjusted to their age, and probably they don't use puppets, they will act themselves.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

Learning through examples and by doing!

Communication skills

Activity description

The teacher tells a story (watches a movie) about Helen Keller and her difficulties because of her disabilities (the story can be found e. g. on <http://www.gutenberg.org/files/2397/2397-h/2397-h.htm>). The participants imagine that they are blind/ guide a blind colleague, by playing a game, to understand his/her feelings. Source: Bennett, S., Bennett, R. (1998). Inchide televizorul! 365 de jocuri pentru copilul dumneavoastra in locul privityului la televizor. Bucharest: Editura Hiparion & Alexandra.

Instruction

The trainer tellss the story of Hellen Keller, describes the situation of a blind child, her difficulties she faced in learning or daily activities. Start a conversation about the needs of these persons. Form pairs. One of the pair is blindfolded and the other one guides him/her throughout certain activities: eating, drinking, playing with a ball, explaining how to use things... Start a conversation about how children felt during this activity.

Age

Younger school age
Older school age
Adolescents

Number of participants

2 - 6

Rules of conduct during the activity

Don`t go out, avoid stairs!

Aims of activity

- To realise the difficulties blind people experience.
- To assess assertive behaviour in different roles.

Aids

Dark scarf.
Balls, Plates, glass, cake, apple, water.

Tasks for the child

- Verbally express some difficulties of blind persons in everyday life.
- Blindfold your partner and guide him/her during eating, drinking, playing, using objects, walking to the other part of the room,
- Verbally express how you felt as blind/guide for the blind.

Questions for discussion and additional tasks

How does the blindfolded one learn?
What do they need to feel safe?
How can we guide a blind colleague?

Modification for other age categories

Can be used for all age categories. The story must be adjusted to the age of the children.

I'll tell you how I feel

Assertive behavior

Activity description

The teacher prepares cards/pictures showing various situations in which the actors are adults and children. The child's task is to randomly choose a card/picture, read it and try to play or describe the emotions of the actors in the situation.

Instruction

Read, play or verbally describe how the children in the picture feel. How could children show how they feel to the adults? Do you think they should tell them? Which sentences could the children use?

Aims of activity

- In the presented situations, children identify and name their feelings in certain situations by projecting their feelings onto another child.
- Children formulate an appropriate response of the child in the picture.
- Secondary goal: children learn self-control and to respect the view of another child.

Age

Younger school age
Older school age
Adolescents

Number of participants

4-10

Rules of conduct during the activity

- Don't interrupt anyone when talking.
- First of all, tell the children they may see the situation differently from those in charge.
- Pass out pictures at the same time, so the children can process their situations simultaneously.
- Instruct children to write down their thoughts and observations on the pictures of others and not interfere with the child's presentation.
- We will not allow the children to comment on "correctness" or "incorrectness" of the statements of the other children and will not encourage them to give examples from their lives.

Tasks for the child

- Identify and name the child's feelings in the picture.
- Verbally express what the child could tell the parent/adult in the picture about how he or she feels in this situation.

Step by step

Assertive behavior

Activity description

Learning to listen to others, communicate clearly and avoid projection.

Source: Seiler, L. (2008). Cool Connections with Cognitive Behavioural Therapy. London: Jessica Kingsley Publishers, p. 192.

Instruction

The instructor draws a ladder on the chalkboard/flipchart/etc.) They tell a story about a girl who faced her fear. Then everyone gets a paper to draw a ladder and make a plan on how to reach their goal.

Aims of activity

- Learning how to reach something successfully by breaking down a big task into small ones.
- Learning to face our fears, learning to solve our problems at our own pace.

Age

Younger school age
Older school age
Adolescents

Number of participants

1- 10

Rules of conduct during the activity

- The instructor asks the group to listen carefully to the story and how it unfolds.
- Ask them to think about a problem or fear they want to solve or a goal they want to reach.
- Let them know that there is no wrong or right way to solve this problem, everyone is different.
- Ask everyone to trust each other and not to retell these stories outside the group (especially if someone shares a sensitive problem).

Aids

Chalkboard or flipchart.

Paper and pen for every child.

Little Miss Muffet's problem solving ladder:

Little Miss Muffet is afraid of spiders, but she wants to overcome her fear. She makes a ladder and step by step, she reaches her goal. The steps are the following.

1. Think about a spider.
2. Look at the word 'spider' close up.
3. Look at pictures of spiders.
4. Look at a spider in a glass jar.
5. Look at a spider in a glass jar close up.
6. Touch a spider.
7. Let a spider walk on her hand.

Tasks for the child

- Listen to how Little Miss Muffet faced her fear.
- Think about a problem you wish to overcome or something you'd like to reach.
- Using Little Miss Muffet's ladder, break the task into small steps.

Questions for discussion and additional tasks

Did Little Miss Muffet overcome her fear?

How do you know?

How did she plan her steps? Were they helpful or would you change them?

Do you think she must like spiders now? Does she like them now? What is more achievable, to like something we didn't before or to face something we fear, even though we still don't like the thing?

Make your own ladder with your own goal and break its solution into small steps.

Notes

This exercise can be used for any type of fear or problem. It's important for the participants to know that the steps and the pace of solving this issue is up to them; Little Miss Muffet didn't jump from step 1 to step 7 in one day, in fact, it can take years. They don't have to rush anything.

Basic assertiveness

Assertive behavior

Activity description

Open assertion of one's own opinions, feelings or needs is the basic assertiveness. To do this, make sure you have all the necessary data and information at hand. At this level, it is preferable to express yourself using the pronoun "I", "us" should only be used when necessary.

E.g.:

"I think in this case ..."

"As I see the situation ..."

"From my point of view ..."

"I suggest, let's choose ..."

"I see things a little differently ...!"

"I'd rather do this."

"We all need to consider our options."

Source: Potts, C. & Potts, S. (2017). Assertiveness. How to stay firm no matter the situation. Bucharest: Trei Publishing House, p. 119.

Instruction

The pairs receive a card with a description of an age-appropriate problem situation, acute in their life.

The others receive cards with the beginnings of assertive sentences.

The first pair presents the situation: a few sentences are used to reveal the problem and a possible solution with aggressive or non-assertive behaviour proposed.

Viewers can enter the role of any actor, and can try sentences with assertive communication, to see how the partner reacts.

Rules of conduct during the activity

- It can be used for different purposes and in different situations. If used regularly, it can be used well after different troublesome situations in a class. The leader of the exercise must be very attentive to the feelings mentioned and to the reactions of the participants. The leader must assure everyone that we all have our own feelings, which may be different.
- Every child has their own thermometer. Thermometers can be prepared in advance or with children.
- Another similar blue-band thermometer can be used to evaluate actions.

Aims of activity

- Identifying aggressive and non-assertive ways of communication.
- Practice assertive communication in everyday situations.

Aids

Situation cards. For example:

Two children are quarrelling over a toy.

One child runs away, accidentally hits the other. The victim reacts harshly/shrinks, tries to be invisible.

Two children have to resolve a problem together. Everyone sticks to their own way of solving the problem.

Tasks for the child

- Children read and discuss the situation in pairs.
- Make a skit of 5-10 sentences in which solving the problem is aggressive or non-assertive.
- They find solutions, try effective, assertive sentences.

Questions for discussion and additional tasks

What has changed the situation? Why has the situation changed? Why wasn't the sentence in the first scene appropriate, effective?

Modification for other age categories

The situations change for every age category.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

Expressing negative feelings assertively

Assertive behavior

Activity description

The ability to express negative feelings assertively is an intervention that draws attention to the undesirable effects that the other person's behaviour has on you.

Useful essential structures to express negative feelings include:

"When you have ..." (describes the other's behaviour) "the effects are ..." (how the behaviour affects you). "I am ..." (how you feel about it). "I would like to ..." (how you would like to change it)

Source: Potts, C. & Potts, S. (2017). Assertiveness. How to stay firm no matter the situation. Bucharest: Trei Publishing House, p. 123.

Instruction

Each pair/group receives a card with a description of an age-appropriate problem situation, acute in their life. Their task is to discuss the situation and use the given assertive sentence structure in that situation.

Use the given sentence structure to express your feelings and needs in the given situations.

Be careful not to blame your counterpart for your emotions. Use the pronoun "I" and not "you".

It is important to express your emotions (for example: I am nervous) instead of blaming the other party for the way you feel (you pissed me off).

Aims of activity

- Practicing assertiveness.

Aids

Assertive sentence structures:

"When you have ..." (describes the other's behaviour) "the effects are ..." (how the behaviour affects you). "I am ..." (how you feel about it). "I would like to ..." (how you would like to change it)

Situation cards. For example.

You need to resolve an issue as a team. You need to concentrate in order to solve the issue. The other group next to you is too loud, it bothers you.

Tasks for the child

- The children read and discuss the situation in pairs/groups.
- Prepare a role-play exercise to practice the assertive sentence structures.
- The others comment on the situation.

Questions for discussion and additional tasks

How did those who participated in the role-play exercise feel? What will happen next?

Modification for other age categories

The situations differ in each age category.

Notes

Scenes using aggressive or non-assertive solutions can also be practiced as well, the spectators can then try to come up with and try out assertive sentences.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

I'm retiring

Self-control and self-management

Activity description

The participants imagine that it is their last day at work before retirement.

Source: Dürschmidt, P. et al. (2008). Trénerék kézikönyve. Miskolc: Z-Press Kiadó, p. 134-135
Dürschmidt

Instruction

The trainer distributes handouts and describes the situation and the task for the group.

Aims of activity

- To create goals for the future.
- To gather information about the children's self-image and the viability of their dreams and goals.
- To gather information on whether the children are prone to day-dreaming or have a detailed, realistic plan to achieve their goals.
- To assess self-image in different roles.

Age

Number of participants

Younger school age 2-10
Older school age
Adolescents

Rules of conduct during the activity

- The trainer can tell the approximate age they should identify with, what happens at an event like this, but cannot influence the train of thought.
- Inform them of the time frame and ask them to listen to each other.
- Distribute handouts.
- Instruct children to give as detailed answers to the questions in the handout as possible.
- We will not allow the children to comment on "correctness" or "incorrectness" of the statements of the other children and will not encourage them to give examples from their lives.

Aids

Handout with the following questions:

Imagine that this is your last day at work before retirement.

What goals have you achieved in your career?

Who are the people around you on this day? What are they saying about you as a leader, colleague, employee?

What does your family say about you?

In your farewell speech, what would you say about your profession, your career? What about your personal and professional achievements?

What would you say if anyone asked you about your plans for the future? What are your next goals?

Tasks for the child

- Imagine your last day at work.
- Give as detailed answers to the questions in the handout as possible. Include everything you deem important and don't be shy or afraid of oversharing.

Questions for discussion and additional tasks

This exercise may teach the group about the difference between daydreaming and planning. It is also a good place to discuss the importance of dreams and goals and the importance of a realistic self-image.

Modification for other age categories

Younger children are prone to dream big without having a clue how to achieve their goals, and since it's age appropriate, the aim of the exercise here is to check their self-confidence, the goals and the roles they wish to achieve (people pleasers, overachievers can have a high success rate, but in the long run they are also prone to high-level anxiety, burnout, etc.). For younger age groups, this exercise is a good introduction to learn about the balance of self-care and work.

Notes

The individual preparations take approx. 10 minutes; the duration of discussion depends on the number of participants.

Thermometer of feelings and actions

Self-control and self-management

Activity description

Source: Glazer, H. R. In: Kaduson, H.G., Schaeffer, Ch. E. (2015). 101 tehnici favorite ale terapiei prin joc (101 More Favorite Play Therapy Techniques). Bucharest: Editura Trei, p. 135.

Instruction

Most children are already familiar with a thermometer. We can use the little ones' knowledge of this measuring instrument.

Children are instructed to measure the perceived level of their own emotional states or to assess their behavioural performance in any given task by moving the red thermometer mark to the appropriate point.

The leader of the game names the feeling (e.g., sadness, joy, anger, etc.), after which the children move the red sign of the thermometer.

Age

Younger school age
Older school age
Adolescents

Number of participants

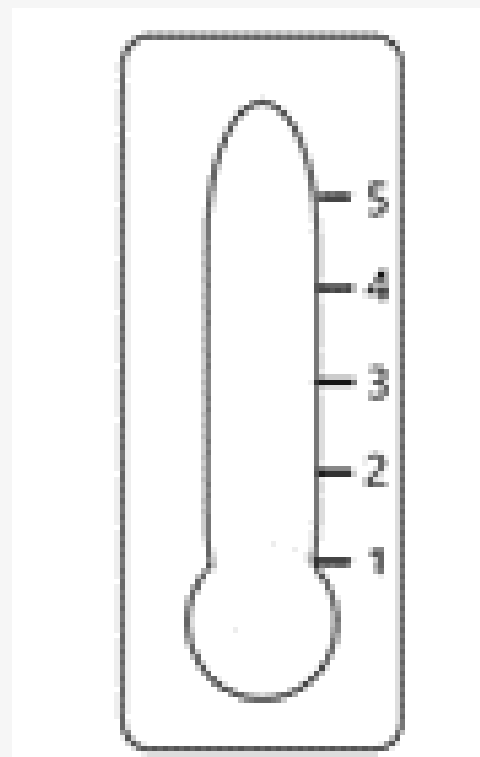
4 -10

Rules of conduct during the activity

- It can be used for different purposes and in different situations. If used regularly, it can be used well after different troublesome situations in a class. The leader of the exercise must be very attentive to the feelings mentioned and to the reactions of the participants. The leader must assure everyone that we all have our own feelings, which may be different.
- Every child has their own thermometer. Thermometers can be prepared in advance or with children.
- Another similar blue-band thermometer can be used to evaluate actions.

Aids

The outline of the thermometer is cut up to line 5, and a red paper is placed in the cutout. The red band is thus mobile and can move up and down.



Tasks for the child

- At the beginning of the day, after an activity, when thinking about a situation or previous experience children move the red sign of the thermometer showing the intensity of their feeling, or showing the intensity of their participation in an activity, etc.
- Once they have become accustomed to using the thermometer, they may be asked to:
 - evaluate a teammate,
 - to evaluate themselves as they think a favourite teammate could evaluate them.

Aims of activity

- Identifying and monitoring the intensity of feelings.
- Identifying and monitoring the level of behaviours, performance, interpersonal social interaction, etc.
- Feedback on the intensity of feelings, the level of behaviour from others in the group.
- Children can learn the consequences and social impact of their own moods, emotions, behaviours and styles of interaction.
- Children can learn to identify and monitor the degree of reciprocity and fairness that exists in a game with colleagues.
- More accurate self-perception.
- Enhancing the overall perspective by helping children assess the impact that their actions and moods may have on others.

Modification for other age categories

For younger children, 3 feelings could be sufficient. The child should be accompanied by an adult.

Guess by touching

Self-control and self-management

Activity description

The teacher prepares a game “Guess by touching” in which the actors are young children. The teacher prepares a bag with 8 – 10 small objects of various shapes: scissors, pen, glass, spoon, tennis ball, etc. The children should guess by touching them through the bag. The winner is the one who identifies most items in 20 – 30 seconds.

Source: Retrieved from: <https://iffspb.ru/ro/different/i-podvizhnye-igry-dlya-slepyh-i-slabovidyashchih-podvizhnye-igry-dlya.html>

Instruction

8 – 10 small objects are folded in a dark cloth bag.
Guess what items are in the bag by touching it.

Aims of activity

- The children identify and name the items in the bag.
- The children learn by touching .
- Secondary goal: the children learn time management.

Rules of conduct during the activity

- The material of the bag should not be too thick or too thin.
- Players may be familiar with the items in the bag.
- Instruct children to touch the objects carefully, one after another.

Aids

Dark bag
8 – 10 small items

Tasks for the child

- Identify items by touching the bag.
- Verbally express: how did you feel in this situation?

Age

Younger school age
Older school age
Adolescents

Number of participants

5 -10

I'm smart, too!

Self-confidence and positive self-image

Activity description

The participants learn about different types of intelligence and the types of their intelligence.

Source: Koch, K. (2016). 8 Great Smarts. Chicago: Moody Publishers, p. 16.

Instruction

The trainer distributes handouts to the participants. First they check the last column and try to determine how they usually gather information, what are the methods they use to memorize things.

Aims of activity

- Learning about different types of intelligence other than being booksmart and well-read or being an A+ student.
- The aim is to find everyone's strength they can rely upon and which they can strengthen over time.
- It also helps in planning a career, mapping areas which require more attention from them.

Rules of conduct during the activity

- One person can use several methods of thinking, so it's possible that 3 – 4 apply to everyone.

Aids

Table with the following details:

THE EIGHT INTELLIGENCES		
Dr. Armstrong's Labels	Dr. Gardner's Labels	Think With
Word smart	Linguistic intelligence	Words
Logic smart	Logical-Mathematical intelligence	Questions
Picture smart	Spatial intelligence	Pictures
Music smart	Musical intelligence	Rhythm/melodies
Body smart	Bodily-Kinesthetic intelligence	Movement/touch
Nature smart	Naturalist intelligence	Patterns
People smart	Interpersonal intelligence	People
Self-smart	Intrapersonal intelligence	Reflection

Tasks for the child

- Read the last column first. Circle the methods that help you learn most efficiently, e.g. you learn the most and the most easily if you ask many questions or can see the learning material visually, etc.
- You can pick more than one method.
- When you're finished, google the different types of intelligence that fit you and check what you can say about them.
- Share what you've learned with the group.

Questions for discussion and additional tasks

How can you use these types in real life? What career would suit these types the most? What are their strengths and weaknesses?

Age

Number of participants

Younger school age 2-10
Older school age
Adolescents

The interview

Self-confidence and positive self-image

Activity description

The children will have to become reporters and conduct investigation about themselves.

Source: Ratner, H., Yusuf, D. (2015). Brief Coaching with children and young people. London: Routledge, p. 37.

Instruction

The instructor asks everyone in the group to become reporters. The subject they have to write about is themselves. They have to find as many people as possible and ask them what they appreciate about themselves, what are their skills and strengths.

Rules of conduct during the activity

- The instructor sets a time frame based on the number of members.
- Everyone can walk around freely and interview the others.
- Concentrate on the positive side, so don't ask questions like 'What is it you hate about me?' etc.

Aids

Paper or a notebook for everyone.
Pen.

Tasks for the child

- Make an interview about yourself.
- Go around and ask people about what they think your strengths and positive qualities are, what they like about you.
- Make notes and then summarize what you've heard.

Questions for discussion and additional tasks

What do you think about your results?
Are they right? What surprised you?

Aims of activity

- Building self-confidence.
- Being self-aware about how others see us.

Age

Number of participants

Younger school age 5 -15
Older school age
Adolescents

Map of my life

Self-confidence and positive self-image

Activity description

Everyone thinks individually about and describes the defining experience(s), encounter(s), event(s) or life event(s), which in their opinion had a significant and constructive effect on the development of their own personality, development, choices.

Instruction

Tell your life story to a partner and make your own life map.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

Rules of conduct during the activity

- Be careful to caress each other's "souls" with the tale. Stories can't be hurtful, offensive.

Aims of activity

- Provide positive feedback.
- Solving problems in a subconscious sphere, in the world of emotions.
- Exercising an empathetic response to the feelings of others.

Tasks for the child

- Storytelling

Questions for discussion and additional tasks

Which parts of the tale do you like the best?

Which part reflects perfectly your life, feelings, or thoughts?

Notes

With younger children, we process the stories one by one under the guidance of the teacher, eventually using drama methods.

Uplifting and joy-giving activities

Self-confidence and positive self-image

Activity description

The task of the children is to draw or write on the given sheet (balloon girl/boy) activities, their symbols, which, although challenging and not easy, give them pleasure and the opportunity to experience the flow state.

Once the activities have been thought about and drawn, we will discuss them together. The educator draws attention to the fact that we can consciously use these activities if we want to help ourselves feel better.

Instruction

There are activities during which we are able to focus entirely on the activity we are doing, forgetting everything else, not thinking about anything else, losing our real sense of time. Draw/write in the balloons the activities that – although not easy or challenging to complete and practice, still give you joy diving in and forgetting everything around making you feel you can fly!

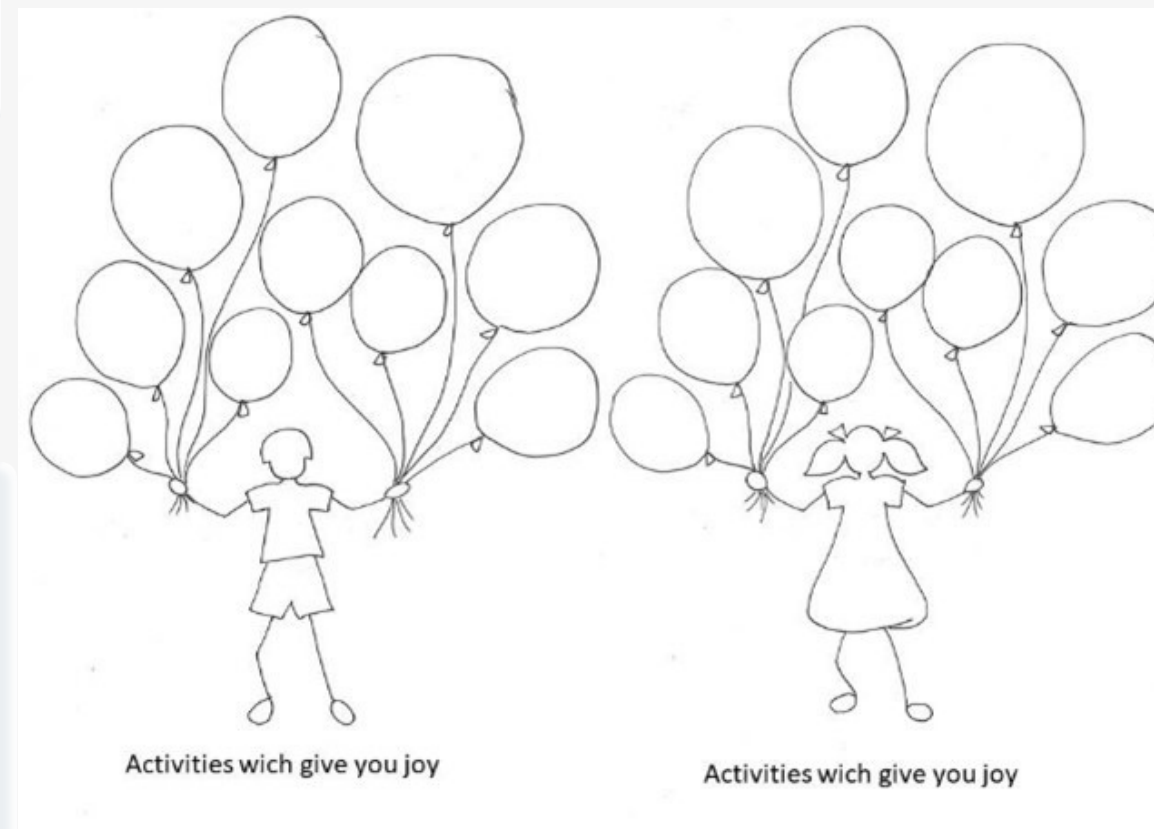
Aims of activity

- Be aware of the activities which charge them with positive energy when they get into the flow state.
- To be aware that some of the activities that trigger the flow state only depend on them. With these, they can also influence their own emotional lives.

Rules of conduct during the activity

- Everyone works individually.
- Let's make time!
- Depending on the age of participants, give or do not give examples!

Aids



Tasks for the child

- Think about the activities.
- Draw, write the activities in the balloons.
- Share thoughts and feelings related to the activities with others.

Questions for discussion and additional tasks

What are the activities you can do alone without the help of others?

When they are ready in pairs, they share with each other in groups.

You do not have to fill all the balloons at once. Place the work where the children can see it and add new ideas. Add more balloons as desired.

Modification for other age categories

For older children and adolescents: we collect the completed drawings from everyone and then show them. They need to figure out which one. At the same time, it develops co-knowledge and community.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

The swamp monster

Creating a stable social network

Activity description

It is good to be able to recognize when we need help and how to ask for it.

Source: Seiler, L. (2008). Cool Connections with Cognitive Behavioural Therapy. London: Jessica Kingsley Publishers, p. 174.

Instruction

A dangerous and dirty swamp monster has escaped from the depths of a muddy swamp in the land of Piggwinkles.

If he touches you with his magical muddy fingers you will get stuck in the muddy swamp. The only way to be freed from the swamp monster's swampy spell is for another member of your group to crawl through your legs.

If everyone gets swamped by the monster then his powers get stronger and he is the winner.

Age Number of participants

Younger school age	5-10
Older school age	
Adolescents	

Rules of conduct during the activity

- Tell the rules to the participants.
- They can ask for help or signal the others if they get stuck, but they have to figure this out on their own.

Aims of activity

- Sometimes our problems and worries can make us feel very stuck.
- Sometimes the things we do to help us escape can make us even more stuck.
- Running away from our fears can make us feel more stuck.
- It is good to ask for help even if the problem seems too big.

Tasks for the child

- Look out for each other to avoid accidents.
- You cannot move if the monster touches you.
- You can only move again if another member of the group crawls through your legs.

Questions for discussion and additional tasks

Have you ever felt such a strong fear that you couldn't even move? Who came to your aid then? How do you usually ask for help? Why don't we sometimes ask for help even when we need it? How do you know that someone needs help?

Modification for other age categories

Older children and adolescents may take it as very childish to talk about the muddy little swamp monster, so change it to something they could relate to and feel cool about instead of talking about the swamp monster, tell them that a supervillain escaped from Arkham and he can make people hibernate with his touch. With older children and especially teenagers you can talk about feeling stuck and feeling unable to get help in more depth. You can also touch upon themes of depression and anxiety.

Ways of fairy-tale heroes

Creating a stable social network

Activity description

Participant read and discuss the tale, make a map of the tale, showing the main stages, milestones and helpers.

Using the map, they present the tale, identify the problems arising from the hero's disadvantage, the hero's possible thoughts, fears, and what gives them the strength to tackle the problem.

Instruction

Read the story in small groups. (4 – 5 people)

Discuss and identify the most important milestones and events!

Draw a map of the fairy tale!

Present the tale using the map! Also discuss what thoughts and fears the hero may have had and what gave them the strength to fight the problem, to move on!

Aims of activity

- Identify problem-solving, life-management strategies and resources in the life of fairy tales heroes.
- Building cooperation, common thinking, approaching problems from several perspectives
- Allow children to internalize choices, which they can apply to situations in their own lives

Rules of conduct during the activity

- When discussing tales, listen to everyone's opinions, try to reach a common position.
- After the presentation of the tale, there is an opportunity to discuss and ask questions.

Aids

Possible Tales: The Black-Haired Prince, The Star-Eyed Shepherd, The Spinning Women.

Tasks for the child

- Analysing the text.
- They reach a common agreement.
- Present the tales with the help of the maps.

Questions for discussion and additional tasks

What disadvantage does the fairy-tale hero start from?

Does he/she have helpers, internal resources? What kind?

How would you act in a similar scenario or what would you say?

Notes

With younger children, we process the stories one by one under the guidance of the teacher, eventually using drama methods.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -5 or 8-10 divided into 2 groups

Your fairy tale

Creating a stable social network

Activity description

After listening to each other's stories, looking at the life path maps, telling them what internal resources have been discovered in the other.

The narrator gives feedback, what you would need, what type of support, strength.

They write and read the tale to each other.

Instruction

Write a story using your partner's life map. Use your feedback. Symbolically transform your life situations, problems and solutions!

Aims of activity

- Identify important life events, happenings, actors in their lives, analyse their impact on their lives.
- Talk about your own life.
- Practicing a supportive listening.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

Rules of conduct during the activity

- Use symbols when drawing the map.
- Be supportive when you listen to your partner! Do not judge!
- Listen until the end! Don't interrupt!

Tasks for the child

- Everyone thinks through it individually, describes the defining experience(s), encounter(s), event(s) or life event(s), which in their opinion had a significant and constructive effect on the development of their own personality, development, choices. These are described in detail.
- They make a map of their own life path, in which the above experiences, encounters, events or life events symbolically appear.
- They use the map to tell their lives to a partner.
- They give feedback to their partner.

Questions for discussion and additional tasks

How do you feel when you tell your life story?

What is good about telling somebody your life story?

Kindness tree

Creating a stable social network

Activity description

Be intentional about noticing, recalling, and reflecting on acts of kindness that occur in the classroom. When you observe children showing caring behaviours, offer specific feedback by telling them exactly what they did and tell them how it positively affected another person. Celebrate and showcase children's kind acts in your community.

Source: Coulombe, M., Zuccaro, E. A Culture of Kindness in Early Childhood Classrooms. Retrieved from: <https://www.edutopia.org/article/culture-kindness-early-childhood-classrooms?fbclid=IwAR0JV3zMHakG-EYe5D0CZvXLs41lvviP8xSu22zBfS-y2Pq1KsLRk4Co098>

Instruction

This month we will make a "kindness tree" on which your names get added as "leaves" when you act kindly.

Age	Number of participants
Younger school age	4 -10
Older school age	
Adolescents	

Rules of conduct during the activity

- Observe children's behaviour for a month!
- Give specific positive feedback in public, in front of other children, if they act kindly!

Aims of activity

- By emphasizing children's positive contributions, we show them how they can nurture a culture of kindness.
- Noticing, recalling, and reflecting on acts of kindness.

Aids

A tree can be made of paper, or anything else.
Paper leaves.

Tasks for the child

- Active participation in the discussion about being kind.
- Be attentive, act kindly with others for a month.

Questions for discussion and additional tasks

What do you think of kindness?

Name a situation, when you experience someone being kind to you!
How do you feel?

Name a situation, when you were kind to someone else! How do you feel?

Why is it important to be kind?

Sometimes it is much more important to experience kindness from your classmates. What kind of situations can these be?

How can someone indicate that he/she needs more/extra kindness from others today/at the moment?

Modification for other age categories

For example, if you witness a child sharing crayons with a classmate who also wanted to use them, ask if you can take a photo to capture this act of kindness. With the children's input, caption the photo and post it in your room.

Older children can observe each other's behaviour and can recommend every day/week a person whose name will be added to the tree. They have to justify their proposal.

Strange trip

Physical and mental health care

Activity description

The participants take up an imaginary adventure together.

Source: Rudas, J. (1990). DELFI ÖRÖKÖSEI. Önismereti csoportok: elmélet, módszer, gyakorlatok. Kairosz Kiadó, p. 305-307

Instruction

The trainer invites the group on an imaginary trip and asks them to lie down or sit comfortably. They ask the group to dip into the story and listen to their voice. They ask questions during the story, but the group should not share them until the end of the exercise. Then they read a story about a strange trip to the group. There has to be enough space for everyone to lie down comfortably or have comfy chairs. As a last resort (e.g. in a classroom), the participants can rest their head on the desk.

Aims of activity

- Guided imagination exercises to reduce anxiety.
- Helps realize feelings towards ourselves and others.
- Strengthening group cohesion.
- Helps realize what they can give to the world/realize their strengths and self-worth in the group.

Rules of conduct during the activity

- Do not disturb the exercise with noises or comments.
- Do not share your answers or thoughts until the end of the exercise.

Aids

 next page

Notes

It is best to first start with a breathing exercise before the exercise. The simplest is to ask everyone to lie down comfortably, then to relax their body parts one after another as the trainer mentions them from head to toe.

At the end of the story, you can get come to the present moment in a similar way. You can awake your limbs one by one, in a reversed order than the order used at the beginning, or you can ask the group to move a little bit or stretch a bit.

The trainer/teacher should read the story in a calm, soft, relaxing tone.

The exercise, along with the discussion can take an hour to finish up or even more depending on the number of participants.

Tasks for the child

- Lay down comfortably. Listen to the voice of the teacher/group leader/trainer. Follow their instructions.
- At the end of the trip, you can share your answers with the group, but it's not mandatory.

Questions for discussion and additional tasks

After this exercise, the trainer asks everyone to slowly open their eyes and return back to the present moment.

Then the group discusses what happened to them, shares their answers to the questions. They tell what treasure they left at the gate, what were their feelings and fantasies during the exercise.

Then the group discusses their impression of the exercise and the possible lessons learned.

Age

Younger school age
Older school age
Adolescents

Number of participants

8-16

Strange trip

Physical and mental health care

Aids

A handout with the following story:

I invite you to a trip down to the river and up to the mountains. The road will be beautiful and adventurous, full of surprises and dangers. You can decide, whether you wish to go on this trip or not.

If you think you'd rather not go, who could convince you to go? How? (Here and after every question, the trainer should wait 10-15 seconds for the group to gather their thoughts.)

If you'd go happily, imagine that someone from the group hesitates or turns down the invitation. How would you convince them to go with you?

Who is the one you'd want to be around the most during this trip?

We arrive to the river where the boats are ready for us. In every boat, there is a raftsman. We board the boats and start to sail. There's a soft breeze in the air, the sun warms our faces and our thoughts are running wild.

What are you thinking of?

The boats are getting faster. The river starts to get narrower and wilder. You enjoy the speed but you're also a little bit scared. The boat starts to swing and you can see a rocky section in the distance where the river is getting even more wild. The boats might get through it, but it would be safer to go to the shore and continue the journey on foot, with the boats on your shoulders. This way, you can avoid the dangerous section of the water.

What should you do now? Should you go to the shore or continue rafting?

Do you feel any fear?

Do you have a groupmate who'd like to convince the group to stay on the river? Would you like to persuade the others to do the same? How?

Everyone stays in the boats. The rocky part is scary, the boats are turning and shaking in the water, the boatmen lost all control over them. The minutes feel like hours. Then suddenly, the river gets to a wider, quieter part. You survived the danger. The group then gets to the shore on the left side of the river, and continues on foot to the wooded mountains.

How do you feel now?

You are walking in a deep canyon in the forest. As you continue, the sunlight gets weaker, but there's no other way, you have to go on this dark path.

What do you feel? Are you scared of something? What is it?

Suddenly, you see a light in the distance. At the end of the canyon, a 3 meter high stone wall blocks your way. You can't see through, only the towers of a castle behind it. The light comes from the castle. You walk to the door.

You see no bell, only a heavy knocker on the heavy oak door. You knock. The door opens and a cloaked, hooded figure appears behind it. You can't tell if it's a man or a woman.

Who could it be? What's in this castle?

The cloaked figure tells you that this castle guards the greatest treasures of humankind. You can visit the castle to see it and the treasures but you have to leave a treasure of your own in exchange.

What treasure would you leave at the door?

And your groupmates?

Everyone gives something to the figure and you enter the castle. You can see the treasure, and go for a walk in the huge park.

What do you feel, walking in the park? What is the castle like from the inside? What treasures do you see?

Then you go back through the canyon. The door closes behind you, and soon, you can't even see the light emanating from the building. You rush through the forest, quickly and without a pause. When you get back to the boats, it is night already. There's a full moon and the night is warm and quiet. You start a campfire and have some dinner. Around the fire, you all think about the day behind you.

What do you remember? What did this journey mean to you?

Stay cool and take it easy

Physical and mental health care

Activity description

Relaxing your body and mind.

Source: Seiler, L. (2008). Cool Connections with Cognitive Behavioural Therapy. London: Jessica Kingsley Publishers, p. 87-94.

Instruction

The instructor gathers everyone around and asks them to lie or sit down comfortably. Then the instructor reads aloud the instructions for children.

Aims of activity

- Recognizing body signals.
- Learning how to relax in stressful situations
- Learning to be conscious of our bodies and being self-aware about our stress signals.

Rules of conduct during the activity

- Since the exercise can take 20 minutes, it's important to ask the children to try to avoid fidgeting and bothering the others.
- The instructor has to read the paper in the most relaxing way possible, it has to be calm and soothing; if the children start feeling bored or the instructor has issues reading out loud, they won't take it seriously.

Aids

 next page

Tasks for the child

- Sit or lie down comfortably.
- Find the position that is the best for you, the exercise will be long.
- Don't fidget, if you need to move, do so without bothering the others.
- Listen to your instructor and follow their instructions.
- Check your body during the exercise, you will have some additional work with that afterward.

Questions for discussion and additional tasks

After the session, children can monitor their feelings and muscle tension at home or during the school day as well. They can monitor their heart rate, breathing, body signals and feelings and they can connect them to the events that were happening around them when they felt stressed or relaxed.

Every time you meet them, you can discuss whether they can recognize what makes them stressful, flustered, happy, relaxed, etc. or they'll need additional help and guidance.

Notes

The exercise can be made individually or also with a larger group depending on the situation. Since it takes time, it's important to avoid any disturbances (school bell, someone comes in during the session, phone starts ringing, etc.). If the exercise takes more time than a class, you can drop a few parts or use different ones at the beginning of every class.

Age

Number of participants

Younger school age	1- 10
Older school age	
Adolescents	

Stay cool and take it easy

Physical and mental health care

Aids

The instructor gets a paper that they have to read out loud to the group with the following text:

Today we're going to try some exercises to help us become more aware of our body signals and the physical changes which take place when we are tense and relax. Exercises like this can help you learn to relax when you feel uptight or get those butterfly feelings in your stomach. They're also quite clever because you can learn how to do some of them without anyone really noticing.

In order for you to get the best feelings from this exercise, there are some rules you must follow. First, you must do exactly what I say, even if it seems kind of silly. Second, you must pay attention to your bodies and to how your muscles feel when they are tight and when they are loose and relaxed. Third, you must practice. The more you practise, the more relaxed you can become. Before we start, make yourself as comfortable as you can. Sit back, put both your feet on the floor, and just let your arms hang loose. Now close your eyes and don't open them until I say so. Remember to follow the instructions very carefully, try hard and pay attention to your body signals.

Hands and arms

Pretend you have a whole lemon in your left hand. Now squeeze it hard. Try to squeeze all the juice out. Feel the tightness in your hand and arm as you do so. Now drop the lemon. Notice how your muscles feel when they are relaxed. Take another lemon and squeeze. Try to squeeze it harder than the one before. That's right. Really hard. Now drop the lemon and relax. See how much better your hand and arm feel when they are relaxed. Once again, take a lemon in your left hand and squeeze all the juice out. Don't leave a single drop. Squeeze hard. Good. Now relax and let the lemon fall from your hand. (Repeat the process for the right hand and arm.)

Arms and shoulders

Pretend you are a furry, lazy cat. You want to stretch. Stretch your arms out in front of you. Raise them up high over your head. Right back. Feel the pull in your shoulders. Stretch higher. Now just let your arms drop back to your side.

Let's stretch again. Stretch your arms out in front of you. Raise them over your head. Pull them back, pull hard. Now let them drop quickly. Good. Notice how your shoulders feel more relaxed. This time let's stretch really hard. Try to touch the ceiling. Stretch your arms way out in front of you. Raise them way up high over your head. Push them way, way back. Notice the tension and pull in your arms and shoulders. Hold tight. Great. Now let them drop very quickly and feel how good it is to be relaxed.

Jaw

You have a giant jawbreaker bubble gum in your mouth. It's very hard to chew. Bite down on it. Hard! Let your neck muscles help you. Now relax. Just let your jaw hang loose. Notice how good it feels just to let your jaw drop. OK, let's tackle the jawbreaker again now. Bite down. Hard! Try to squeeze it out between your teeth. That's good. You're really tearing that gum up. Now relax again. Just let your jaw drop off your face. It feels good just to let go and not have to fight with that bubble gum.

Face and nose

Here comes a really annoying fly. He has landed on your nose. Try to get him off without using your hands. That's right, wrinkle up your nose. Make as many wrinkles in your nose as you can. Scrunch your nose up real hard. Good. You've chased him away. Now you can relax your nose. Oops, here he comes again. Right back in the middle of your nose. Wrinkle up your nose again. Shoo him off. Wrinkle it up hard. Hold it just as tight as you can. OK, he flew away. You can relax your face. Notice that when you scrunch up your nose your cheeks and mouth and forehead and eyes all help you, and they get tight too. So when you relax your nose, your whole body relaxes too, and that feels good. Oh-oh. This time that old fly has come back, but this time he's on your forehead. Make lots of wrinkles. Try to catch him between all those wrinkles. Hold it tight, now. Okay, you can let go. He's gone for good. Now you can just relax. Let your face go smooth, no wrinkles anywhere. Your face feels nice and smooth and relaxed.

Stay cool and take it easy

Physical and mental health care

Aids

Stomach

Imagine you can see a cute baby elephant. He's not watching where he's going. He doesn't see you lying in the grass, and he's about to step on your stomach. Don't move. You don't have time to get out of the way. Just get ready for it. Make your stomach very tight. Tighten up your stomach muscles real tight. Hold it. It looks like he's going the other way. You can relax now. Let your stomach go soft. Let it be as relaxed as you can. That feels so much better. Oops, he's coming this way again. Get ready. Tighten up your stomach. Really hard. If he steps on you when your stomach is hard, it won't hurt. Make your stomach into a rock. Okay, he's moving away again. You can relax now. Kind of settle down, get comfortable and relax. Notice the difference between a tight stomach and a relaxed one. That's how we want to feel – nice and loose and relaxed.

Legs

Now pretend that you are standing barefoot in a large dirty mud puddle. Squish your toes down deep into the mud. Try to get your feet down to the bottom of the mud puddle. You'll probably need your legs to help you push. Push down, spread your toes apart, feel the mud squish up between your toes. Now step out of the mud puddle. Relax your feet. Let your toes go loose and feel how nice it is to be relaxed. Back into the mud puddle. Squish your toes down. Let your leg muscles help you push your feet down. Push your feet. Hard. Try to squeeze that puddle dry. Okay. Come back out now. Relax your feet, relax your legs, relax your toes. It feels good to be relaxed. No tenseness anywhere. You feel kind of warm and tingly.

Stay as relaxed as you can. Let your whole body go limp and feel all your muscles relaxed. In a few minutes I will ask you to open your eyes, and that will be the end of this practice session. As you go through the day, remember how good it feels to be relaxed. Sometimes you have to make yourself tighter before you can be relaxed, just as we did in these exercises. Practice these every day to get more and more relaxed. A good time to practise is at night after you have gone to bed and the lights are out and you won't be disturbed. It will help you get to sleep. Then, when you are a really good relaxer, you can help yourself relax at school. Just remember the elephant or the jawbreaker or the mud puddle and you can do our exercises and nobody will know. Today is a good day, and you are ready to feel very relaxed. You've worked hard and it feels good to work hard. Very slowly, now, open your eyes and wiggle your muscles around a little. Very good.

Colour your feelings!

Physical and mental health care

Activity description

Although our vocabulary to describe feelings is often very limited, we are usually able to easily identify where we feel our emotions in our body, how we perceive our emotions internally and how we express them. In other words, we can use drawings to show how we feel if we are short of words to name or describe. Encouraging the expression of feelings through drawings can facilitate the process of understanding and growth.

Source: Glazer, H. R. In: Kaduson, H.G., Schaeffer, Ch. E. (2015). 101 tehnici favorite ale terapiei prin joc (101 More Favorite Play Therapy Techniques). Bucharest: Editura Trei, p. 213.

Instruction

This is an artistic exercise, in which we will work with the feelings and we will "feel" the feelings in our body.

Draw the contour of the body and reduce the image to fit an A4 sheet or give a contour of the general human body.

Children are asked to select, to choose five feelings related to a problem in their life. A feeling map or sentiment cards can be used to facilitate the process.

Children are asked to associate each feeling with a colour chosen from the colour range of pencils or crayons. A coloured sign is made next to each feeling, so that the choice can be identified. Thus, children have a key on the sheet to the feelings they can follow. After that, the children are asked to use the list of feelings and colour the parts of the body in which each of the feelings is located.

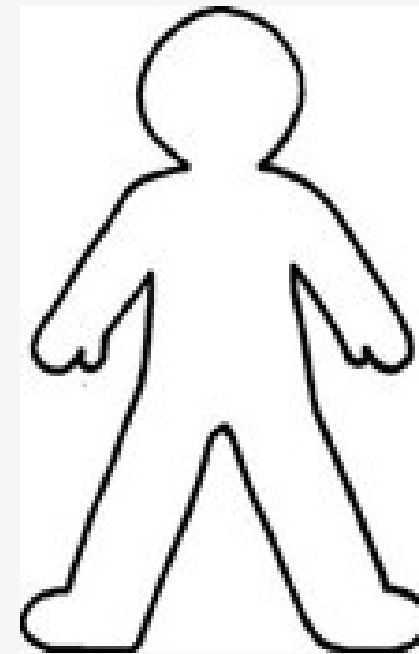
Discussion over the exercise follows.

Rules of conduct during the activity

- The exercise requires a choice of colours for the selected feelings. There is no convention on colours, although colour interpretation has a basis. There is no matching pattern for the names of emotions and colours. For the child, the choice of colours is an important element of this experience.

Aids

A map of feelings or cards with feelings .



Aims of activity

- Teach children who have difficulty expressing emotions to communicate their feelings.
- Show children the diversity of feelings and help them understand the feelings of others.

Tasks for the child

- We ask the children to talk about colours, and to reflect on the expression of feelings. Discussions about similarities and differences can be encouraged. Depending on the depth of the discussion, especially with teenagers, one may wonder if they learned anything through this process.

Modification for other age categories

For younger children, 3 feelings could be sufficient. The child should be accompanied by an adult.

Age

Younger school age
Older school age
Adolescents

Number of participants

4 -10

Institution Organizations

providing various types of support



Slovakia

ETP

Providing legal, financial, health, social and professional counselling.

<https://etp.sk/>

Man in Danger

Operating community centres and serving socially excluded Roma locations in Slovakia – extreme poverty, long-term unemployment, low education level, bad housing conditions or tense relations with the majority population.

<https://clovekvothrozeni.sk/>

Roma Education Fund

REF focuses on providing support in the form of merit scholarships to students from marginalized Roma communities at secondary schools and universities.

<https://www.romaeducationfund.org/romsky-vzdelavaci-fond/>

Wild Poppies

Supporting talented Roma children coming from socially disadvantaged backgrounds to support them in learning and develop their talents by way of a scholarship programme.

<https://divemaky.sk/>

Salesians of St. John Bosco in Slovakia

Focusing primarily on young people aged 12 – 25 irrespective of their background, but also on children and young families. The association helps young people in personal and professional growth, offers friendship, family atmosphere and space for their self-realization.

<https://www.saleziani.sk/mladi>

Childhood without Violence

National coordination centre addressing violence against children.

<https://detstvobeznasilia.gov.sk/>

A child helpline

Providing phone and on-line counselling in the area of prevention of negative social phenomena, such as aggression against and between children, drug and other addictions, suicidal behaviour, and also emotional and psychosomatic disorders.

<https://www.linkadeti.sk/domov>

A web-based child help channel

Providing non-stop, free and anonymous psychological assistance by way of chat and e-mail.

<http://www.lidi.sk/>

A help association for people in crisis

Providing anonymous, non-stop and free psychological assistance and support to people or their relatives experiencing a crisis situation due to COVID-19.

<https://divemakyhttps://www.krizovalinkapomoci.sk/.sk/>

Forget Me Not helpline

Providing non-stop psychological assistance (by e-mail or phone) to people experiencing an acute crisis or difficult situation.

<https://dusevnezdravie.sk/>

Slovakia

IPčko (an on-line counselling channel)

Providing non-stop psychological assistance free of charge and anonymously by way of a chat or e-mail.

<https://ipcko.sk/>

Amos Academy (an on-line tutoring centre)

An initiative aiming to support and improve school results of primary and secondary school students by way of on-line tutoring.

<https://amosacademy.sk/>

BUDDY programme

Providing support to children from Child and Family Centres by creating and supporting safe relationships between a child and a volunteer who invest their time in one child and develops the child's potential on a long-term basis.

<https://tvojbuddy.sk/>

Growni

Providing mentoring support in pursuing study objectives and offering other educational opportunities.

<https://growni.sk/studenti>

Embrace – Help for Children in Crisis

Providing complex professional assistance to children and families at risk dealing with difficult life situations.

<https://naruc.sk/>

Hungary

Invisible School

Invisible School offers mentorship to children and young people in transitional housing for families.

<http://kedveshaz.hu/>

MATEHETSZ Tutoring Network

The network creates groups tutoring talented students across the country and shares tutoring methods with their teachers.

<https://tehetseg.hu/>

Hungarian Scout Association

HSA develops and strengthens resiliency skills in children and youth such as creativity, teamwork, leadership qualities, perseverance, etc.

<https://www.cserkesz.hu/>

Kindhouse

The boarding system of the Kedvesház Home brings a quality change into school and homes of the participating children by pursuing a new pedagogical approach.

<https://www.cserkesz.hu/>

Milestone Institute's Bridge Programme

1-year scholarship programme for socially disadvantaged and/or Roma students covering development of the fundamental skills in academic writing and research, critical thinking, debating and problem-solving, strengthening of unique and innovative resilient personality development ability, etc.

<https://milestone-institute.org/hu/bridge-program-jelentkezes-es-osztondij/>

Tanoda Programme

After-school programmes and tutoring for socially disadvantaged children at a local level. The programmes involve extra lectures for students as well as interactive teaching methods, family days, trips, etc.

<http://tanodaplatform.hu/#bevezeto>

PPNP (Positive Pedagogy and Education Program)

A hub of methods, tools, experts and all those interested in positive psychology and pedagogy for all ages in the education system. Also holds conferences on matters involving resilience, positive pedagogy methods in the classroom, etc.

<https://pozitivpedagogia.hu/>

INDAHOUSE HUNGARY

InDaHouse Hungary is an association that works with young people having fewer opportunities living in Borsod county. The organization operates with volunteers who donate their time and knowledge to hold individual and group sessions for children to improve their social and learning skills. The goal of the activities is to empower them to become responsible adults with plans and fulfilment, and with the ability to pass this knowledge on to the next generation.

rit scholarships for students from marginalized Roma communities at secondary schools and universities.

<https://indahousehungary.hu/>

Real Pearl Foundation

Since 1999, the Real Pearl Foundation has been pursuing equal opportunities and social integration for the poor. They strive for the abolishment of child poverty and the endless cycle of extreme poverty for the next generation, with the help of the contemporary generation. The foundation works in the ten poorest regions of Europe, in Hungary's Northern Great Plain region. The head office is located in Berettyóújfalu, just 260 kilometres from Budapest.

<https://igazgyongyalapitvany.hu/en/home/>

Motivation Community

The Motivation Community professes social integration of people, primarily children and young people from disadvantaged backgrounds, by motivating, improving their skills and abilities as well as by shaping the attitudes of society. Within the framework of the Motivation Community, the members of three NGOs work together to implement educational programs which focus mainly on compensating disadvantage and supporting talents; to perform research and consulting services in the field of social inclusion and equity in education.

<https://motivaciomuhely.hu/en/who-we-are-2/introduction/>

Hungary

Roma Colleges for Advanced Studies

The network creates groups tutoring talented students. The initiative is the responsibility of the Hungarian Government in cooperation with the Church which participates in the operation of these colleges. The basic elements include: a dormitory, a community building, support by a tutor and/or mentor, scholarships, professional support, religious education, self-knowledge, Roma identity empowerment, and social responsibility for society. The country shares tutoring methods with their teachers.

<https://krszh.hu/a-halozat/>

Romania

“Integratio” Foundation – Timișoara, Timis county.

Preserve the culture (language, history, geography, tradition, etc.) of young people belonging to ethnic minorities.

<https://integratio.ro/>

“New Hope” Association Satu Mare, Satu Mare county

Prevention and counselling for children and young people whose parents are addicted (alcohol, drugs, computer games, etc.).

<http://9speranta.ro/language/ro/>

“Manó” club for mothers and babies Timișoara, Timis county

Family protection and community development programmes for families with babies and young children belonging to ethnic minorities (regular meetings, themed presentations, family sports days, playhouse, creative workshops).

<http://temesvaros.ro>

“Ruhama” Foundation. Oradea, Bihor county

Roma community development, Roma inclusion.

<https://www.ruhama.ro/>

“Diaconia” Christian Foundation. Day centre in Oradea, Bihor county

After-school programme for students from disadvantaged families, Roma community

<https://www.diakonia.ro>

“Smiles” Association. Oradea, Bihor county

Educational project (after school) for disadvantaged children.

<http://asociatiasmiles.ro>

“Est Europa” Foundation. Social centre. Oradea, Bihor county

Kindergarten for disadvantaged, Roma children.

<http://www.casalumina.com/roemeens/gradinita-lumina.html>

“Alsterdorf” Association Oradea, Bihor county

Employment and integration of young people with disabilities.
Organise seminars, workshops and trainings to develop social skills and work skills. Leisure-time programmes where people with disabilities can realize their potential and create.

<https://www.asociatia-alsterdorf.ro>

“Puls” Association Oradea, Bihor county

Counselling for adolescents on sexual health and integrity.
Prevention of the unwanted pregnancy and abortions.

<https://www.centrulpuls.ro/>

“Path of Life” Association Oradea, Bihor county

Activities to help Roma children, young people and families in need and, in general, people at risk of social exclusion. Material, social and spiritual assistance services, counselling and mentoring programmes for them.

<https://www.romaeducationfund.org/romsky-vzdelavaci-fond/>

Romania

“Mission for Orphans” Foundation Oradea, Bihor county

Helping children abandoned by Roma communities. Summer camps, group discussions, lectures for families with adopted children

<https://integratio.ro/>

“Philothea Club” Tg. Mures, Mures county

Prevention and counselling for secondary school students, leisure time activities.

<http://9speranta.ro/language/ro/>

“House of Hope” College and Vocational College for students Brasov, Brasov county

Accommodation for secondary school and university students, ethnic minorities. Offers accommodation for students during studies, group meetings, lectures, identity, faith, personality development.

<http://temesvaros.ro>

“Pro Christo et Ecclesia” Association Oradea, Bihor county

The project helps marginalised families and children.

Day centre, learning and material support for families to prevent school dropout.

<http://ce-union.ro/ce/poor-family-szocialis-segely-program-hatranynos-helyzetu-csaladok-es-diakok-szamara/>

“Bees” Protected Workshop Oradea, Bihor county Belongs to the Diaconia Christian Foundation

Employment and integration of young people with disabilities.

Creating a protected working environment where people with disabilities can work and feel as a valued part of the society.

<https://www.diakonia.ro>

“Kajántó Mária” Foundation Aleşd, Bihor County Belongs to the reformed church

Residential care for 24 disadvantaged children and young people in emergency situations.

<http://asociatiasmiles.ro>

“St. Anthony” Child Protection Centre , Salonta, Bihor county Belongs to the St. Francis Foundation, Charity service in the catholic church

Residential care for disadvantaged children and young people in emergency situations
Accommodation in family-based environment, educates orphans and socially disadvantaged children from the poorest backgrounds. Shelters nearly 100 children in 10 houses.

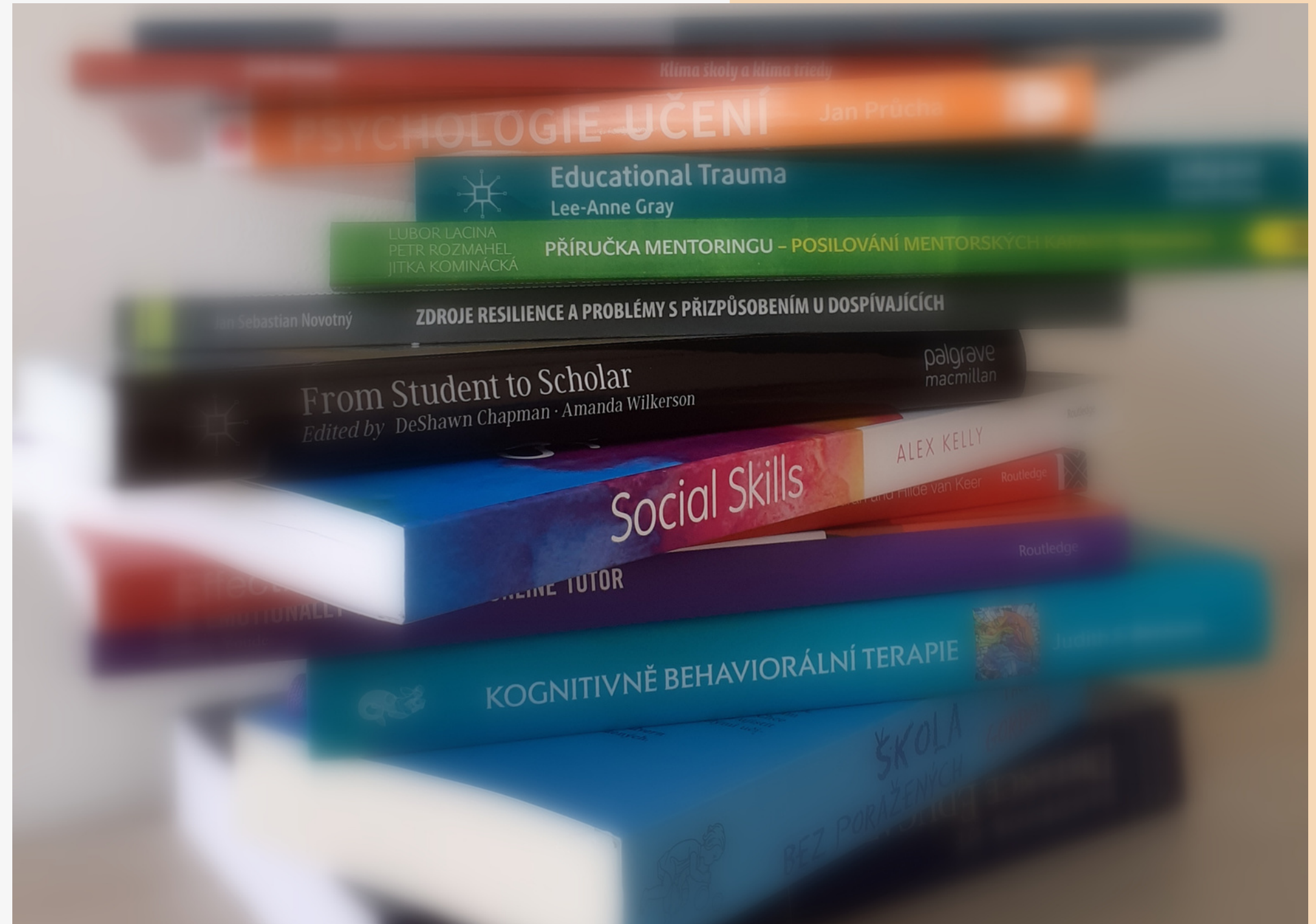
<http://szentferencalapitvany.org/hazaink/nagyszalonta-szent-antal-gyermekvedelmi-kozpont/>

“Kécenlét” Association Cheţ, Bihor county Charity service in the reformed church

Non-formal education and counselling for children and young people affected by poverty, especially Roma. Before and After-School: helping children and young people do homework to prevent school dropout, counselling, provision of hot meals, etc.

<https://magyarkec.ro/kecenlet/>

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