

**Database of feedbacks from the IO3 pilot training in the
project**

**2020-2-HU01-KA205-079023 "Spotting and
Strengthening Resiliency Skills from Early Childhood"**



Erasmus+

As a sub-task of the project, training sessions were conducted for youth workers to familiarise them with the concept and areas of resilience, the methodological booklet and the collection of good practice exercises that were produced in the project. After the training, they tested the exercises in the collection in their groups and gave feedback on their usefulness. This database contains aggregated data on the exercises (how many times they were tested in each country, how popular they were, which categories were most popular) and the feedback given for each exercise.

	RO	SK	HU	SUM	Popularity
Wheel of emotions	0	6	8	14	11
Clear as mud	1	0	6	7	16
Activity and feelings record	2	3	3	8	15
I	3	9	17	14	
Thought whisper game	10	7	23	40	3
„How can we help?“	1	1	2	4	18
II	11	8	25	19	
Learning through examples and by doing!	8	8	4	20	10
I tell you how I feel	9	10	6	25	8
Step by step	3	3	15	21	9
Basic assertiveness	0	1	3	4	18
Expressing negative feelings	5	2	4	11	13

assertively					
III	25	24	32	81	
I'm retiring	1	6	7	14	11
Thermometer of feelings and actions	5	13	12	30	5
Guess by touching	14	11	14	39	4
IV	20	30	33	83	
I'm smart, too!	0	5	5	10	14
The interview	10	8	10	28	6
Map of my life	1	4	5	10	14
Uplifting and joy-giving activities	21	11	11	43	2
V	32	28	31	91	
The swamp monster	42	4	9	55	1
Ways of fairy-tale heroes	4	3	0	7	16
Your fairy tale	2	3	0	5	17
VI	48	10	9	67	
Kindness tree	2	1	1	4	18
A strange trip	6	2	4	12	12
Stay cool and take it easy	14	7	34	55	1
Colour your feelings!	18	5	3	26	7
VII	40	15	41	96	

I. Self-awareness in one's emotions, self-knowledge, self-reflection

Wheel of emotions		
The participants learn about emotions and how to differentiate between their shades.		
Tried out 14 times out of which		
RO	SK	HU
0	6	8
Popularity: 11th place		
RO	SK	HU
-	6	10
Remarks, feedback:		
<p>It can be used effectively in preschool groups to identify basic emotions, and can be deepened as the age of the group increases. However, higher age does not mean more emotional knowledge, and the level of emotional intelligence in older teenage and young adult groups provides the basis</p>		

for the task.

Clear as mud

Recognizing and learning to clearly communicate our feelings and goals.

Tried out 7 times out of which

RO	SK	HU
1	0	6

Popularity: 16th place

RO	SK	HU
13	-	12

Remarks, feedback:

It can be used at any age, even with minor changes. In some groups, verbal communication has been replaced by non-verbal communication and embedded in disability awareness activities.

Activity and feelings record

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

Tried out 8 times out of which

RO	SK	HU
2	3	3

Popularity: 15th place

RO	SK	HU
12	9	15
<p>Remarks, feedback:</p> <p>Basically, it works well in a group where the group members are very disciplined or have a fixed schedule, otherwise the recording of events and feelings is "forgotten".</p>		

II. Communication skills

Thought whisper game		
Learning to listen to others, communicate clearly and avoid projection.		
Tried out 40 times out of which		
RO	SK	HU
10	7	23
Popularity: 3rd place		
RO	SK	HU
5	5	2
<p>Remarks, feedback:</p> <p>This was the task that the team leaders had the least hope for, and later became one of the most popular. It was mostly used as a tension relieving, group cohesion game, but there were also groups that used it to develop communication skills.</p>		

„How can we help?“

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.

Tried out 4 times out of which

RO	SK	HU
1	1	2

Popularity: 18th place

RO	SK	HU
13	11	16

Remarks, feedback:

This task was chosen relatively few times for testing, mostly because it required more preparation (puppets, cards, preparation of situations) or because it was an attempt to reinforce peer awareness through other tasks. Regardless, those who have tried it have reported a smooth implementation and prefer to recommend it for large groups of kindergarten and lower school children.

III. Assertive behavior

Learning through examples and by doing!		
<p>The teacher tells a story (watches a movie) about Helen Keller and her difficulties because of her disabilities). The participants imagine that they are blind/ guide a blind colleague, by playing a game, to understand his/her feelings.</p>		
<p>Tried out 40 times out of which</p>		
RO	SK	HU
8	8	4
<p>Popularity: 10th place</p>		
RO	SK	HU
7	4	14
<p>Remarks, feedback:</p> <p>For young children, the context (Keller's life story) can be omitted, and it is reported to be very useful for sensitisation and for building and strengthening trust between children.</p>		

I'll tell you how I feel
<p>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.</p>

Tried out 25 times out of which		
RO	SK	HU
9	10	6
Popularity: 8th place		
RO	SK	HU
6	3	12
Remarks, feedback:		
<p>Many variations of this exercise worked, there were groups where only non-verbal communication could be used, there were pairs where the participants had to experience each other's feelings using each other as mirrors, and there were groups where the participants sculpted the situation. Feedback suggests that it can also be used effectively for story telling, how the characters felt, how they processed it, etc.</p>		

Step by step		
Learning to listen to others, communicate clearly and avoid projection.		
Tried out 21 times out of which		
RO	SK	HU
3	3	15
Popularity: 9th place		
RO	SK	HU
11	9	3

Remarks, feedback:

This exercise illustrates the difficulty of setting even larger targets, especially for young people from disadvantaged backgrounds. According to one feedback, the exercise greatly strengthened group cohesion by making the group members realise that they were facing similar problems and were not alone - this also deepened the advice they gave each other.

Members of another group also wrote messages of encouragement to each other, which they passed on at the end of the exercise.

Basic assertiveness

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."

Tried out 4 times out of which

RO	SK	HU
0	1	3
Popularity: 18th place		
RO	SK	HU
-	11	15
<p>Remarks, feedback:</p> <p>The facilitator of one of the sessions modified the task by asking the participants to think about a recent conflict, so that they could effectively defuse tensions within the group, discuss the source of the conflict and effectively reframe the communication to release this tension.</p>		

Expressing negative feelings assertively		
<p>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.</p> <p>Useful essential structures to express negative feelings include:</p> <p>"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).</p>		
Tried out 11 times out of which		
RO	SK	HU
5	2	4
Popularity: 13th place		

RO	SK	HU
9	10	14
Remarks, feedback: One group played this exercise by asking the person who was outlining the problem to make a sound that expressed their feelings. From this they had to first find out what the problem might be, and from there they had to deconstruct and resolve the conflict.		

IV. Self-control and self-management

I'm retiring		
The participants imagine that it is their last day at work before retirement.		
Tried out 14 times out of which		
RO	SK	HU
1	6	7
Popularity: 11th place		
RO	SK	HU
13	6	11
Remarks, feedback: An effective exercise, where they cannot envisage retirement (e.g. multigenerational poverty, young people in institutions), they have		

adapted the exercise to some milestone (when they get a vocational degree, get out of prison, etc.).

Thermometer of feelings and actions

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.

Tried out 30 times out of which

RO	SK	HU
5	13	12

Popularity: 5th place

RO	SK	HU
9	1	5

Remarks, feedback:

Extreme responses are typically seen in young children and in the less emotionally intelligent elderly, who are also prone to tantrums. These need to be dealt with appropriately, with all other cases said to be unproblematic.

Guess by touching

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.

Tried out 39 times out of which

RO	SK	HU
14	11	14

Popularity: 4th place

RO	SK	HU
4	2	4

Remarks, feedback:

Also a popular icebreaker game, the rules can be adapted depending on the composition of the group (where there is a tendency to react badly to failure, there should be no competition); it has also been tried in preschool groups in singing and music and drawing sessions, appealing to all the senses.

V. Self-confidence and positive self-image

I’m smart, too!

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

Tried out 10 times out of which		
RO	SK	HU
0	5	5
Popularity: 14th place		
RO	SK	HU
-	7	13
<p>Remarks, feedback:</p> <p>According to those who tried the exercise, it was interesting to see participants discovering their own strengths, and many used it more as an individual exercise and embedded it in, for example, career guidance.</p>		

The interview		
The children will have to become reporters and conduct investigation about themselves.		
Tried out 28 times, out of which		
RO	SK	HU
10	8	10
Popularity: 6th place		
RO	SK	HU
5	4	7
<p>Remarks, feedback:</p> <p>It helps a lot with group cohesion, as participants like to hear not only</p>		

good things about themselves, but also praise others. In one group, where the tasks were tested in a drawing activity, they were changed so that the task had to be in the form of a portrait (how I see you).

Map of my life

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.

Tried out 10 times out of which

RO	SK	HU
1	4	5

Popularity: 14th place

RO	SK	HU
13	8	13

Remarks, feedback:

It is best in groups with higher emotional intelligence and self-criticism, where deeper conversations are possible. There were groups where it was difficult to identify the main stages, in such groups the exercise can be used to identify important events, to enhance self-reflection.

Uplifting and joy-giving activities

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.

Tried out 43 times out of which

RO	SK	HU
21	11	11

Popularity: 2nd place

RO	SK	HU
2	2	6

Remarks, feedback:

Also a very popular activity, a good day starter, easy to link to other wellbeing activities (e.g. gratefulness), in non-risk groups you can talk about wind-down activities alongside recharging activities.

VI. Creating a stable social network

The swamp monster

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

Tried out 55 times out of which

RO	SK	HU
42	4	9
Popularity: 1st place		
RO	SK	HU
1	8	8
<p>Remarks, feedback:</p> <p>The most popular exercise, mainly because of its high-mobility nature. Several group leaders have tried the exercise with the aim of exploring the dynamics within the group - whether there is cliqueiness, who is being left out, who are the leaders, etc.</p> <p>The storyline of the task was tailored to the needs of the group, there was one where they were abducted by a witch, one where they could be frozen out by hugging instead of touching, and one where to process confinement during the COVID-19 outbreak, the virus "took its toll" and vaccination was used to bring participants back into the game.</p>		

Ways of fairy-tale heroes		
<p>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.</p>		
Tried out 7 times out of which		
RO	SK	HU
4	3	0

Popularity: 16th place		
RO	SK	HU
10	9	-
Remarks, feedback:		
<p>It can be used as a comprehension task, but it also works well as a preparation task for writing your own life story. It is particularly effective in cases where the protagonist has to solve a problem affecting the group.</p>		
Your fairy tale		
<p>After listening to each other's stories, looking at the life path maps, telling them what internal resources have been discovered in the other.</p> <p>The narrator gives feedback, what you would need, what type of support, strength.</p> <p style="text-align: center;">They write and read the tale to each other.</p>		
Tried out 5 times out of which		
RO	SK	HU
2	3	0
Popularity: 17th place		
RO	SK	HU
12	9	-
Remarks, feedback:		
<p>Where working with groups with little experience, adapting the task to a family tree enabled deeper conversations to take place, and for trained</p>		

group leaders and drama teachers, particularly important information about the participants could be obtained.

VII. Physical and mental healthcare

Kindness tree		
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.		
Tried out 4 times out of which		
RO	SK	HU
2	1	1
Popularity: 18th place		
RO	SK	HU
12	11	17

Remarks, feedback:

It works well in a group where the composition of the group is constant, but also the space they use, so it has been tested with large groups of kindergarten and primary school children, where the room is not walk-through, it is just for the group. But where it has been tried, it has become part of the daily practice.

A strange trip

The participants take up on an imaginary adventure together.

Tried out 12 times out of which

RO	SK	HU
6	2	4

Popularity: 12th place

RO	SK	HU
8	10	14

Remarks, feedback:

It is a very time-consuming exercise, but it is still very useful, especially for older children (upper primary school age). In some cases, a similar story was used, but for younger children, to help participants to better connect or respond to the questions asked.

Stay cool and take it easy

Relaxing your body and mind.

Tried out 55 times out of which		
RO	SK	HU
14	7	34
Popularity: 1st place		
RO	SK	HU
4	5	1
Remarks, feedback:		
<p>It is in tie for the most popular game with The Swamp Monster. In many cases, testers have broken the game down into sub-tasks, because the whole task is difficult or impossible to fit into a 45-minute school session. Most of the feedback on the task was that participants were much calmer for the rest of the day, handling conflicts more calmly and not out of anger.</p>		

Colour your feelings!
<p>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.</p>
Tried out 26 times out of which

RO	SK	HU
18	5	3
Popularity: 7th place		
RO	SK	HU
3	7	15
Remarks, feedback:		
<p>For the group leaders who tried the exercise, it was very educational to see how the children and young people used the colours, and in several cases the feedback was that they visualised very accurately the conflicts within them, the unprocessed resentment and anger that had happened earlier in the day; but also that, for example, negative emotions manifested very clearly in the place of trauma (e.g. one participant felt the grief in his arm because that is where his brother used to hit him).</p>		