

## Module B - Overview

<b>Module Title</b>	<b>Resilience: your resource luggage</b>
<b>Module Description</b>	<p>A key aspect to highlight at the very beginning of this module is how vital it is to distance these workshops and activities from a real and actual therapeutic path, through which people deconstruct their past and present experiences, analyse them in a much deeper way, and identify the internal and external tools they can use to rebuild their personal structure. Clearly, three activities in the context of a workshop cannot have therapy-like goals, means, and experiences, mainly because the risk of such an overlap would be harmful and could have painful outcomes for the participants. It would also be important to avoid any possible connection or reference to any possible traumatic events the participants had to overcome. In doing so, it is vital to try and get to know the participants beforehand, and bear in mind the flexibility of the activities, to adapt them to the audience (e.g.: remove any reference to family or relatives, if the facilitator knows that a participant has recently suffered a loss).</p> <p>When you screen potential participants, it is important to exclude people who have suffered trauma or severe distress recently. Because the trauma is likely to weigh heavily on their minds, there is a risk that the process of drawing and expressing themselves might cause them secondary traumatisation. Group work of any kind is generally not suitable for acutely traumatised people.</p> <p>Before you begin a process, ensure that you have everyone's written informed consent. All participants need to understand that the process is entirely voluntary, and that anyone is free to leave at any point.</p> <p>Don't rush the process. Make sure you are always available as a friendly, supportive co-author, custodian, counsellor, and editor.</p> <p>This said, it is important to give a theoretical background: the term <i>resilience</i> refers to the ability of a person to face difficult situations in life. It is a dynamic concept, an adaptive process that enables to transform a painful or traumatic situation in a learning and positive-growing process. Resilience is a multidimensional construct, deriving from a balance between risk factors and protective factors, both individual and environmental.</p> <p>This module aims at bringing out and reinforce in young adults those protective factors linked to resilience: cognitive</p>

	<p>skills, positive self-view, self-efficacy, internal locus of control, prosocial personality, ability to self-regulate and self-control, ability to develop interpersonal relationships with important and supportive people, sense of belonging to a group.</p> <p>The facilitator will present the group with team activities, that will be dynamic, corporal, and experiential, as well as creative means (drawing) that will enhance both the awareness and the use of internal and external resources.</p>
<p><b>Learning aims/objectives of the module</b></p>	<ul style="list-style-type: none"> <li>• To suggest youth workers, facilitators and teachers new exercises and group activities aimed at building resilience</li> <li>• To enhance awareness of internal and external factors that can increase resilience</li> <li>• To implement more creative approaches in the management of problematic life situations.</li> </ul>
<p><b>Learning Outcomes of the module</b></p>	<ul style="list-style-type: none"> <li>• Have greater knowledge of the concept of resilience and of the related risk and protective factors</li> <li>• Know how to use their own internal and external resources in the management of problematic life events</li> <li>• Take part in the activities in a group of peers, to be able to share their own experiences</li> </ul>
<p><b>Theoretical Background/Approach</b></p>	<p>As far as psychology is concerned, resilience is a broad term, on which there is no clear agreement yet, even though it is widely believed to be linked to the ability of an individual to cope with adversities he/she encounters throughout his/her life. The person is hence able to constructively adapt to the circumstances that threaten the entirety of his/her personality.</p> <p>Firstly, the research has focused on studying the vulnerability and risk aspects, linked to the evolutionary development arrest of a child. Since the 80s, experts have instead started to talk about the protective factors that can prevent pathologies, being them internal (temperament, cognitive skills, self-esteem), external (family, social context, school) and relational (tutor, educator, etc)</p> <p>With the advent of Positive Psychology, these resources are being explored, in relation not only to child development, but to the entire cycle of life. Not only is the research focused on negative early experiences that determine childhood, but more on positive building or rebuilding of a person's path despite the negative experiences.</p> <p>Thus, the person has an active role in the relationship with the reality in which he/she lives, and which can manage.</p>

	<p>The intervention is aimed at preventing discomfort, developing protection factors, and enhancing emotional support within a care relationship with <i>resilience tutors</i> (term coined by Cyrulnik)</p> <p>Regarding protective factors that we can draw on, the following list can be provided:</p> <ul style="list-style-type: none"><li>● Relational. Internal: sense of self-value and of deserving friendships and family, ability to turn to others, communicative skills, etc. External: close friends or relatives, an important relationship, support groups, co-workers, pets, etc.</li><li>● Somatic. Internal: good health, ability to connect with the body and its sensations, deep breathing, good posture, 5 senses, etc. External: gym, sport, yoga, physiotherapists, thermal baths, massages, etc.</li><li>● Emotional. Internal: having access to positive emotions, ability to tolerate negative emotions, ability to express and regulate emotions, etc. External: friends, relatives, pets to give and receive emotional support, etc.</li><li>● Intellectual. Internal: creative thinking, problem solving, learning skills and curiosity, etc. External: schools, educational institutions, libraries, documentaries, crosswords, books, etc.</li><li>● Artistic/creative. Internal: ability to have access to internal creative processes such as music, dancing, poetry, art, writing, sewing, cooking, etc. External: people with which a person can share artistic activities, artistic material and equipment, museums, cinemas, etc.</li><li>● Materials. Internal: ability to earn an income, financial stability, material goods, etc. External: have a job, a home, means of transport, objects, clothes, etc.</li><li>● Psychological. Internal: sense of ability, self-esteem, feeling of safety in the world, self-reflection on behaviour, emotions and thoughts, etc. External: therapist, self-help books, group therapies, etc.</li><li>● Spiritual. Internal: ability to get in contact with God, Buddha, Allah or other deities, faith, prayer, etc. External: instructions for medication, participation in spiritual communities, etc.</li></ul>
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	<ul style="list-style-type: none"> <li>● Natural. Internal: ability to connect to nature and appreciate sounds, views, smells, hobbies like gardening, appreciating seasons, etc. External: gardens, lakes, mountains, sea, walking excursions, motorbike, car, sunset, dawn, flowers, animals, etc.</li> </ul> <p>Some activities that are vital to support resilience are equally useful to support the development of a person’s creativity. In contexts of vulnerability, expressive-symbolic and creative activities can promote the resilience process. These activities strengthen self-esteem, promote social bonds, psychological well-being, and sense of beauty, and convey a sense of safety. All these factors contribute to a positive development of a person, help overcome difficulties, facilitate expression, communication, and integration (Castelli, 2011).</p> <p>For example, the child uses drawing to reach internal cohesion: the creative activity enables the individual to tell life experiences, reporting perceptual and affective aspects, to create a united mental entity, even before the development of communicative skills.</p> <p>Narration is a process of building of meanings, gives sense to reality and enables to give order and shape to life experiences, to make them more understandable.</p>
<p><b>Learning and Teaching Methods</b></p>	<ul style="list-style-type: none"> <li>● The exercises will be completed mainly individually with a final moment in groups, to share resources.</li> <li>● Exercises can be conducted both in presence and online.</li> <li>● Create a safe and positive learning environment by agreeing ground rules for the lesson</li> <li>● Make sure young people know what support is available and how to access this support.</li> <li>● All instructions are optional and, in any case, not compulsory.</li> <li>● Facilitators should be understanding, flexible and sensitive to adapt the activities to the individual needs of the participants.</li> <li>● Alternative options will be available to facilitators.</li> </ul>
<p><b>References and Essential Reading</b></p>	<ul style="list-style-type: none"> <li>● Castelli C. (2011). Resilienza e Creatività. Teorie e tecniche nei contesti di vulnerabilità. Franco Angeli.</li> <li>● Castelli C. (2013) TUTORI DI RESILIENZA Guida orientativa per interventi psico-educativi. EDUcatt.</li> <li>● Ogden P. Fisher J. (2015) Sensorimotor Psychotherapy. Raffaello Cortina Editore. Capitolo 14</li> </ul>

	<p>Fare l'inventario. La categoria delle risorse pg 209-216</p> <ul style="list-style-type: none"> <li>• Morgan J. &amp; REPSSI (2009) Making a Hero (Active Citizen) Book. A guide for facilitators</li> </ul>
<b>Supplemental Reading</b>	<ul style="list-style-type: none"> <li>• Castelli C. (2005) Il cielo è di tutti. Disegni e narrazioni dai contesti di emergenza. Graphics.</li> </ul>
<b>Web References, Journals, Other</b>	<p><a href="https://progetti.unicatt.it/progetti-milan-la-fabbrica-del-tale-nto-home">https://progetti.unicatt.it/progetti-milan-la-fabbrica-del-tale-nto-home</a></p> <p><a href="http://www.repssi.org/">http://www.repssi.org/</a></p>

## Workshop Lesson Plan – Part One

### Overview of Aims, Outcomes and Content of a Workshop or Lesson

<b>Workshop Title</b>	<b>Resilience: your resource luggage</b>
<b>Aims of the Workshop</b>	<ul style="list-style-type: none"> <li>• To suggest youth workers, facilitators and teachers new exercises and group activities aimed at building resilience</li> <li>• To enhance awareness of internal and external factors that could increase resilience</li> <li>• To implement more creative approaches in the management of problematic life situations.</li> </ul>
<b>Learning Outcomes of the workshop</b>	<ul style="list-style-type: none"> <li>• Have greater knowledge of the concept of resilience and of the related risk and protective factors</li> <li>• Know how to use their own internal and external resources in the management of problematic life events</li> <li>• Take part in the activities in a group of peers, to be able to share their own experiences</li> </ul>
<b>Duration</b> <i>In minutes.</i>	150 - 180
<b>Name of Author</b>	Enaip Piemonte, Italy Costero Francesca, Fratucello Chiara, Humburg Maren Parolaro Erika
<b>Artform(s)</b>	Body expression and drawing
<b>Participants</b>	max 15-20 people, 15-18 years old
<b>No. of Facilitators Needed per Group</b>	1 or 2
<b>Learning and Teaching Methods</b>	Small groups/individual, in presence. Possibly in a large room with a computer and projector.
<b>Resources and Materials</b>	Facilitator: Computer, projector, paper sheets, a big poster with a drawing of an umbrella, pens or pencils, a ball of strings.

	Participants: none.
<b>STRUCTURE OF WORKSHOP</b>	
<b>Introduction</b>	<p>This lesson is aimed at identifying and analysing both the stressors that every person faces in their life, and the aspects and positive factors that one can rely to, in the context of self-awareness, personal growth and resilience. In doing so, it is vital to create a welcoming environment, working on the group dynamics, despite the short time in which the participants will have to work together.</p> <p>Thus, the first activity should be an icebreaker where people can introduce and express themselves freely, without necessarily revealing personal and intimate details about one's interiority.</p> <p>1) If I were... (20 min)</p>
<b>Physical and Vocal Warmups and Games</b>	<p>2) Creating our safety net (30 min)</p>
<b>Core Lesson with exercises and Key Theme</b>	<p>3) Resource or difficulty? Aim: starting to <i>position yourself</i>, both mentally and physically, according to the situation that is showed (20 min)</p> <p>4) Under a storm Aim: mapping the personal situations of difficulty and helping elements in a more detailed way (40 min)</p> <p>5) The club of life Aim: focusing on the network of support that every person has, that one can rely on when facing difficult times. (20 min)</p>
<b>Cool Down</b>	<p>6) Strike! As a cool down, a more energetic and physical activity would wind down the emotional energy and engagement disclosed with the previous activities. The group will stand in a circle, with a ball in the middle. With their hands or fists between their legs, each participant should try and make the ball pass through their teammates' legs, to symbolically send away the difficulties. (15 min)</p>

<b>Reflection and Feedback</b>	<p>7) I'll post-it!          In the last minutes of the lesson, the participants will write down a personal resource that they have discovered or analysed in the group, and they will bring back home, as a reminder of what they can rely on in difficult times. (10 min)</p>
<b>Appendices</b>	<p>Examples of pictures to display during activity 3:</p> 
<b>References and Essential Reading</b>  <i>List all references used. Include full author name, organisation name, email, title, publisher, etc.</i>	<ul style="list-style-type: none"> <li>• Castelli C. (2013) TUTORI DI RESILIENZA Guida orientativa per interventi psico-educativi. EDUcatt.</li> <li>• Ogden P. Fisher J. (2015) Sensorimotor Psychotherapy. Raffaello Cortina Editore. Capitolo 14 Fare l'inventario. La categoria delle risorse pg 209-216</li> <li>• Morgan J. &amp; REPSSI (2009) Making a Hero (Active Citizen) Book. A guide for facilitators</li> </ul>

## Workshop Lesson Plan - Part Two

**Full Description or Step-By-Step instruction for each game or exercise**

### Description of Exercise

#### INTRODUCTORY ACTIVITY

<b>Exercise Name</b>	<b>If I were...</b>
<b>Exercise Number</b>	<b>1</b>



<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>• Get to know each other in the group</li> <li>• Having an early knowledge of the participants' personality and characteristics.</li> </ul>
<b>Focus of Exercise</b>	Medium
<b>Energy of Exercise</b>	Low
<b>Materials Used</b>	Pens or felt-tip pens and a board to write on.
<b>Instructions</b>	
<p>The facilitator will list some categories, such as ANIMALS, FOOD, CITIES, OBJECTS, and will ask the participants to introduce themselves with their name and some personal details. Then, the participant will say "if I were..." and complete the sentence with the categories listed and a chosen option, explaining their choice.</p> <p><i>E.g., "If I were an animal, I would be a hamster, because some people say I look like it"</i></p> <p><i>or: "If I were a city, I would be Berlin, because I feel I have been destroyed and rebuilt many times"</i></p> <p>The facilitator should pay great attention to the introductions, to detect some early expressions of the participants' stressors or calming factors, to be able to emphasize or minimize following steps accordingly.</p>	
<b>Key Terms Used</b>	CATEGORIES, INTROSPECTION, INTRODUCTION, GROUP EXCHANGE, SYMBOLS

#### WARM-UP ACTIVITY

<b>Exercise Name</b>	<b>Creating our safety net</b>
<b>Exercise Number</b>	2
<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>• Create a both literally and metaphorically <i>bonding</i> experience for the group</li> <li>• Focusing on positive aspects, skills that strengthen the person's identity and the group, also physically through the string.</li> </ul>
<b>Focus of Exercise</b>	Medium
<b>Energy of Exercise</b>	Medium
<b>Materials Used</b>	Ball of strings

<b>Instructions</b>	
<p>The facilitator will pass a ball of strings to one participant, who will hold one end of the string, say out loud something they are good at, and pass the ball of strings to another participant, saying their name and encouraging them to say something they are good at. The following person will do the same, and will hold their part of the string, and pass the ball to the next team member. In doing so, the group members will interact with each other directly, address each other by name and engage in a more confidential relationship. Moreover, sharing each other's skills and achievements could be a good way to focus on the supportive internal elements that every person has. At the end of the activity, the net created by the string held by the people's hands will connect all the group members and will represent the network, the <i>spider web</i> of personal helping factors, especially internal ones, that everyone can rely on.</p> <p>Finally, the physical movement activates the body and makes people engage in an activity without feeling completely exposed, as they could feel if asked to express their anxiety or their inner thoughts.</p>	
<b>Key Terms Used</b>	NETWORK, LINK, CONNECTION, STRINGS, SKILLS, SAFETY NET

### CORE ACTIVITIES

<b>Exercise Name</b>	<b>Resource or difficulty?</b>
<b>Exercise Number</b>	3
<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>● Reflect on every-day situations and identify them as stressors or calming environments</li> <li>● Activate the body through a more physical activity, in order not to stress excessively on a more emotional level yet</li> </ul>
<b>Focus of Exercise</b>	Medium
<b>Energy of Exercise</b>	High
<b>Materials Used</b>	Pictures to display (printed or through a projector)
<b>Instructions</b>	

The facilitator will show the team members some pictures of every-day situations and contexts (a family, a school, someone working, a park, a group of friends, a concert, people playing sport, etc.- *see appendix for some examples*)

The participants will have to decide if they see the situation as a resource or something difficult for them. Then they'll have to move in the room accordingly, on the left side of the room if they see the situation as facilitating, and right if they see it as challenging or problematic.

*E.g., the facilitator shows the picture of a family.*

*Participant A has problems with their parents, they move towards the right wall of the room. Participant B finds comfort in sharing difficulties with their siblings, they'll move towards the left wall.*

According to the degree of helpfulness or difficulty they feel about the situation given, the group can position themselves on a continuum (*e.g., slightly to the left or very close to the left wall*). The facilitator can point out how much they are moving, meaning that not everything they live is difficult, and they can also rely on some resources, or otherwise notice how little movement is happening, analysing (but maybe not explicitly pointing out) how much some people in the group feel burdened by challenging situations. This may serve as cause for reflection during this and the other exercises.

The physical movement activates the body and makes people engage in an activity without feeling completely exposed, as they could feel if asked to express their anxiety or their inner thoughts. Nonetheless, the facilitator can encourage the team members to explain why they moved in that specific direction.

NB: if during the previous exercises, or through previous knowledge, the facilitator learns about any traumatic experience endured by any of the members, they should remove the picture or pictures that could recall such a difficult time.

<b>Key Terms Used</b>	MOVEMENT, DIFFICULTIES, POSITIVE SITUATIONS, CONTINUUM, SELF-AWARENESS, POINTS OF VIEW
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<b>Exercise Name</b>	<b>Under a storm</b>
<b>Exercise Number</b>	4
<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>● Identify events that usually make us uncomfortable and create a difficult situation</li> <li>● Being aware of internal and external resources that we already use to face difficult situations</li> <li>● List our resources</li> </ul>

	<ul style="list-style-type: none"> <li>● Experiment new resources</li> </ul>
<b>Focus of Exercise</b>	High
<b>Energy of Exercise</b>	Low
<b>Materials Used</b>	<ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Coloured markers</li> <li>● Poster with the drawing of an umbrella, with drops and silhouettes.</li> <li>● Paper sheet with the drawing of an umbrella to fill in</li> </ul>
<b>Instructions</b>	
<p>We can face difficult moments in life, that make us worried and/or scared, moments that we need to deal with, one way or another.</p> <p>What are the difficulties that usually worry/scare us? The participants can list them, and we write them inside the drops over the umbrella.</p> <p>Everyone will write their names inside the silhouettes, under the umbrella</p> <p>What do you usually do to feel better?</p> <p>Any of our skills, interests, abilities (internal), or any object, person, group, or organization (external) can be seen as a resource if it supports our wellbeing, if it helps us face difficulties in life or find comfort in difficult times.</p> <p>The segments of the umbrella on the poster are divided into 9 different areas that correspond to the different categories of resources: relational, somatic, emotional, intellectual, artistic/creative, material, psychological, spiritual, natural (for each area, write at least one example). The participants can talk about their resources, so that the facilitators can write them inside the segments of the umbrella.</p> <p>After listing the resources of the group, each participant will take a paper sheet and will draw him/herself under the umbrella, as if they were under a storm.</p> <p>Over the umbrella, like rain drops, the participants will write the things and situations that put us in difficulty or challenge us. Inside the correct segment of the umbrella, each participant will insert the resources that they already use, and the resources that they could implement, among the ones suggested by the group.</p> <p>Both the difficulties and the resources are subjective, what can be a difficulty for someone, can represent a useful resource for someone else (e.g., solitude)</p>	
<b>Key Terms Used</b>	KNOWLEDGE, AWARENESS, RESOURCES, DIFFICULTIES, CHALLENGE, GROUP, INTERNAL, EXTERNAL, SKILLS, INTROSPECTION.

<b>Exercise Name</b>	<b>The club of life (or the circle of support)</b>
<b>Exercise Number</b>	5
<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>● Raise the awareness of positive people in our lives</li> <li>● Draw a map of people that support us and/or would support us in challenging moments</li> <li>● Help to feel loved and supported</li> </ul>
<b>Focus of Exercise</b>	High
<b>Energy of Exercise</b>	Low
<b>Materials Used</b>	<ul style="list-style-type: none"> <li>● Paper</li> <li>● Pen</li> <li>● Colored markers</li> </ul>
<b>Instructions</b>	
<p>You are the President of a club, or the VIP (very important person) in the circle of support. The participants will need to draw all the people who have been and who are important to them, placing them in a circle. As <i>president</i> or <i>VIP</i> of the club, each participant will draw themselves in the centre. To feel closer and linked to each of them, each team member will draw an arrow pointing from each of them to the person's symbol at the centre. Next to this arrow, they will write a word that summarises what this member gave them (e.g., love, support, encouragement, education). Then they can draw an arrow going in the opposite direction, to express what they gave or can give to other people's lives.</p>	
<b>Key Terms Used</b> <i>Provide description</i>	CIRCLE, PEOPLE AROUND US, SUPPORT, HELP, POSITIVE SHARING, POSITIVITY

#### COOL-DOWN ACTIVITIES

<b>Exercise Name</b>	<b>Strike!</b>
<b>Exercise Number</b>	6
<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>● Relax and release the tension that thinking about difficult situations can create, metaphorically identifying it with an object (a ball in this case) and sending it away.</li> </ul>
<b>Focus of Exercise</b>	low
<b>Energy of Exercise</b>	High

<b>Materials Used</b>	<ul style="list-style-type: none"> <li>● Ball</li> </ul>
<b>Instructions</b>	
<p>Given the quite high degree of introspection, self-awareness and emotional involvement that talking about one's personal life and difficulties can generate, it is useful to end the workshop with a symbolic and physical activity, to release tension and metaphorically send away the difficulties.</p> <p>The group will stand in a circle, with their feet touching their neighbours', and hit the ball on the floor with their hands or fists, trying to make it pass through their teammates' legs.</p>	
<b>Key Terms Used</b>	DIFFICULTY, BALL GAME, SEND AWAY, STRIKE

### REFLECTION AND FEEDBACK ACTIVITIES

<b>Exercise Name</b>	<b>I'll post-it!</b>
<b>Exercise Number</b>	7
<b>Aims of the Exercise</b>	<ul style="list-style-type: none"> <li>● Give the participants something to think about and bring back home, in terms of resources they can find inside.</li> <li>● The action of writing the resource on paper is symbolically important and gives the participants the possibility to even keep it and look at it every now and then.</li> </ul>
<b>Focus of Exercise</b>	Low
<b>Energy of Exercise</b>	Low
<b>Materials Used</b>	<ul style="list-style-type: none"> <li>● Post-its and pens</li> </ul>
<b>Instructions</b>	
<p>Before ending the session, the facilitator will hand out post-its and ask the participants to write a resource, a positive skill they identified during the workshop, or a person they realised they can rely on in difficult times. Each participant will write this idea on the post-it, using only keywords, ideally not more than 2 words. They can then bring the post-it back home, stick it on their bedroom wall, or keep it in their smartphone case, so it will always remind them of the help and support they have around or even inside themselves.</p>	
<b>Key Terms Used</b>	RESOURCE, REMINDER, NOTE, FEEDBACK