



BOUNCE^{young}

training resilience

Resilience Training Tool
for Youngsters

- Manual -

COLOPHON

BOUNCE^{young} training resilience, Resilience Training Tool for Youngsters, Manual.
This is one of the three manuals of the BOUNCE package, training and awareness-raising tools in the early prevention of violent radicalisation for youngsters and their social environment.

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Index

Index	3
Acknowledgements	4
Foreword	5
Introduction	6
Goals of BOUNCE^{young}	7
Structure	8
BOUNCE^{young} training	13
(1) Who and what	15
(2) Group work	28
(3) Talents and strengths	42
(4) Standing strong	54
(5) Staying strong	69
(6) Can you feel it?	86
(7) Information and influence	100
(8) Think about it	116
(9) Connected identity	132
(10) Future proof	144
Annex list	156

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¹ Arktos npo is a youth guidance and training centre that works with children and young people. Arktos npo gives training to young people, supports professionals and signals to society.

Foreword

For some years there has been rising concern in Belgium, the European Union and worldwide about violent radicalisation², and an increasing interest in (early) preventive tools for addressing this issue. Both young people and adults can become involved in a process of violent radicalisation. In the project, supported by the European Commission: Stresaviora - ‘Strengthening Resilience³ Against Violent Radicalisation’, we have developed holistic tools that empower young people and their social environment at an early stage⁴ and in the broad⁵ sense. This focus on young people and their environment and on strengthening resilience is a positive one. Our experience in working with young people, parents and their social environment, combined with interesting research results⁶, has confirmed our feeling: change the perspective from risk to opportunity, from fear to openness and from control to empowerment, and early preventive work in this sensitive topic becomes more practicable.

We are proud to present our answers through **BOUNCE, tools for resilient young people interacting with an aware environment.**

The BOUNCE training and awareness-raising manuals (BOUNCE ^{young}, BOUNCE ^{along} and BOUNCE ^{up}), annexes, planned BOUNCE actions and additional information can be found on the project website, at: www.bounce-resilience-tools.eu.

² Violent radicalisation is the process of [an individual or group] adopting an extremist belief system [inspired by philosophical, religious, political or ideological notions], including the willingness to use, support, or facilitate violence [or undemocratic means], as a method to effect [drastic] societal change. (Euer et al., 2013). In the BOUNCE tools, ‘radicalisation’ and ‘violent radicalisation’ are two different terms. The notion ‘violent’ adds the use, approval or encouragement of violence to the term ‘radicalisation’. From this perspective, radicalisation as itself should not per definition problematic.

³ Resilience: The ability to bounce back from adversity. (Euer et al., 2013)

⁴ This ‘early stage’ means: ‘before the development of the willingness to use or support violence or undemocratic means.’ (Euer et al., 2013)

⁵ ‘Broad’ means that the BOUNCE package does not focus on specific forms or expressions of ‘violent radicalisation’, but with a general view on all possible forms of violent radicalisation.

⁶ In the framework of the Stresaviora project, the Thomas More Academy (BE) performed a research to provide input for the development of the training tools.

Introduction

What and for whom?

This BOUNCE^{young} training manual is a practical guide, and a roadmap for trainers who work with young people in puberty and early adolescence, approximately this is the age group between the ages of 12 and 18 years. Trainers working with the BOUNCE^{young} resilience training tool may be teachers, youth workers, educators, social workers, mentors, volunteers, and so on.

The training sessions create opportunities for young people to strengthen their resilience. Strong resilience provides young people with awareness and competence that can prevent them from becoming involved in a process of violent radicalisation. This resilience is strengthened at an early stage - before concerns or signals of violent radicalisation arise. Resilient young people are able to 'bounce back' and 'bounce up' in the challenging situations they come across, by using the awareness and skills practiced in the training sessions.

Content

In this training manual, we first present the framework of goals of BOUNCE^{young}. After that, the structure of the training sessions and the exercises used, are explained. The core of the manual is the 'BOUNCE^{young} training' chapter, which presents ten training sessions, each one of them dealing with one or more aspects of resilience. Each of these training sessions starts with an introduction for trainers, a view of the main goals of the training programme, and an overview of the exercises. This is followed by a step-by-step guide for trainers, from start to end of each session.

At the end of the manual, we present an annex list. The annexes can be downloaded from the project website www.bounce-resilience-tools.eu.

For a glossary⁷ and a bibliography, we refer to the BOUNCE^{up} train-the-trainer manual.

Combination of training tools

When a BOUNCE^{young} resilience training programme is set up for young people, parents, other support figures and frontline workers should be informed and involved. Also, awareness-raising actions using the BOUNCE^{along}⁸ tool should be set up. The trainers and facilitating organisation(s) engage the young people and their network in the training sessions and in BOUNCE^{along} awareness-raising actions. These actions may take place before, during or after the training sessions.

The necessary vision, approach, trainer skills, preparations, evaluation methods, and so on, required to work with this resilience training tool, are presented in the BOUNCE^{up} train-the-trainer tool. Future trainers are advised to engage in the BOUNCE^{up} train-the-trainer programme, which builds the skills required to work with the training programme for young people - BOUNCE^{young} - and to raise the awareness of parents and frontline workers - BOUNCE^{along}. For full information on BOUNCE^{up} train-the-trainer courses, see the website, www.bounce-resilience-tools.eu.

⁷ The glossary can be found in the annexes of the BOUNCE^{up} train-the-trainer manual.

⁸ In the BOUNCE^{along} tool, raising the awareness of parents and frontline workers is treated through tips and examples on five themes.

Goals of BOUNCE ^{young}

In this part, we present a framework of goals for this training tool. We treat the general goal of the training tool, the main goals for each session and the objectives of each exercise.

🌀 General goal of the training tool BOUNCE ^{young}: “Preventively strengthening the emotional, physical, social and mental awareness and resilience of young people towards a positive identity in constructive connections with their social environment.”

🌀 Main goals: Each session handles one or more main goals linked to a central theme. These main goals are listed on the first sheet of each training.

EXAMPLE: ‘To strengthen the emotional awareness of participants.’

🌀 Objectives: The main goals are made realistic and evaluable through objectives. Each exercise has its objectives (see the BOUNCE ^{young} manual). The objectives can be achieved by the combination of the experiences and the reviews⁹.

EXAMPLE: ‘Participants interact about talents and strengths’.

NOTE: The exercises and reviews as they are presented are no certain keys to success. We want to emphasize two important influencing factors in achieving goals: the sometimes unpredictable group dynamics, and the trainer’s and other facilitator’s personality, attitude, competences and role in guiding the group. Important elements concerning the roles of trainers and facilitators are dealt with in the BOUNCE ^{up} train-the-trainer manual, chapter ‘BOUNCE handholds’: paragraph ‘BOUNCE roles’ and ‘The role of the trainer’.

⁹ See also the BOUNCE ^{up} manual, chapter ‘BOUNCE ^{young} training’, paragraph ‘BOUNCE ^{young} equipment’, subparagraph ‘(Active) reviewing’.

Structure

Training structure

All training sessions are built up in the same way. Each session covers one theme linked to resilience. At the start of each session in this manual, we present the content in a few key points:

Title: a name for the training, linked to the theme and the main goals.

Theme: the central theme of the training: an aspect of resilience handled in this session.

EXAMPLE: The theme of the first session: 'Who and What?', is 'Getting to know each other and resilience training'.

Introduction: a short introduction for the trainer. Here, the theme of the training is explained further, along with an analysis of how working with the theme can strengthen the resilience of the participants.

Main goal(s): the main goal(s) of the training.

Overview: a summary of all the exercises involved.

Every training session has three phases: a start-up, a middle and a finisher.

Start-up:

- **Energizer:** an energizer is a short, active, and playful exercise that warms up the participants. It gives positive energy at the start of the training. In each session, we suggest what the energizer can be used for. The trainer may also decide to use another energizer. An energizer has no review, but can sometimes be linked to the theme of the training.
- **Start circle:** a start circle is a short moment where the trainer asks an accessible question, which all participants are given an opportunity to react to. A start circle has some rules:
 - The equivalence principle: all participants are equivalent, and so is each contribution to the start circle.
 - All participants are given an opportunity to speak, and are thanked for their contributions.
 - What is said is accepted by the other participants, without comment or question.
 - The start circle has no review.
- **Experiences**¹⁰: Participants can share what they remember from the previous training session(s), the personal experiences they have had in the meantime concerning resilience, or what they have used from the training in everyday situations.
- **Introduction for participants:** The trainer gives a short explanation of the training theme: what can be learned and how this can strengthen resilience. Participants share what they think or know about this theme and what they expect of it.

Middle: the exercises in the middle form the core of the training. These exercises are linked to the theme of the training and to the main goals.

Finisher: in the finisher, participants hold an active group discussion to end and evaluate the training session.

¹⁰ Because 'Experiences' is about the content of the previous training, it's only treated from the second training 'Group work'

Exercise structure

Each exercise consists of these items

NOTE: If an item is not relevant for an exercise, it is not mentioned in that part.

Title: a suitable name that refers to the content of the exercise.

Objectives: the goals participants can achieve through this exercise.

Materials: what is needed for the exercise? For some exercises, material will need to be made / prepared / printed / collected in advance. Different exercises make use of annexes. These annexes mostly require some extra preparation by the trainer (printing copies, cutting out, etc.). The annexes are listed at the end of this manual¹¹.

NOTE: Materials and preparation are not needed for all exercises.

Preparation: what the trainer must do before starting with the exercise. In some exercises, the trainer may ask participants for help with the preparation (for example, arranging chairs).

Instructions: these are guidelines for the trainer to instruct the participants. The instructions can be split up into 'Instructions 1', 'Instructions 2', and so on, if the exercise consists of different parts.

Review¹²⁻¹³: a review is vital for creating learning experience. In the review of the exercises, participants reflect on their experience. They make the link between the experience and their thoughts, feelings, findings and future actions, and the objectives of the exercise. This strengthens their awareness of an experience and stimulates reflection and interaction on the subject. The trainer asks questions, combining this with active reviewing techniques and other creative forms of review. The trainer can select what review actions and questions he¹⁴ will use. Where relevant, a subdivision is made between:

- Active review: the question asked can be answered in an active way.
EXAMPLE: 'How was your concentration during the exercise?' This question can be answered actively by letting participants raise one hand high or low to indicate their level of concentration.
- Questions: questions that invite participants to give verbal answers or explanations.
EXAMPLE: 'Were you able to use your talent or strength in the challenge?'
- Extended review: The trainer has the choice to do also the extended review or not. These can be alternative forms of reviewing, an extra message about the work form, a more cognitive or theoretical explanation linked to an exercise,... The choice depends on the group and the estimation of the trainer if the extended review is relevant or understandable for the participants.
EXAMPLE: An exercise is linked to a film fragment to illustrate a situation linked to the exercise.

The review can be split up into 'Review 1', 'Review 2', etc. if the exercise consists of different parts. In some exercises, we give a 'basic review' and an 'extended review'; the trainer will have a choice between using the basic review on its own, or adding the extended review. This depends on the group and the trainer's opinion of whether the extended review is relevant or can be understood by the participants.

NOTE: Instructions and review: The explanations do not have to be literally taken over by the trainer. Trainers must use their own words and style to present the trainings in an authentic way.

¹¹ All annexes can be downloaded on the project website www.bounce-resilience-tools.eu

¹² See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE equipment', paragraph 'BOUNCE^{young} training', subparagraph '(Active) reviewing'.

¹³ In the finisher of each training, instructions and review are combined to one item: instructions.

¹⁴ For easy legibility, we use the male form in the whole text.

🌀 **Tips for the trainer:** things to remember, things to be careful with, risks, possibilities, and so on.

🌀 **Variations:** possible variations on exercises that can meet the same aims.

🌀 **More information:** references or links to other themes, other exercises, or other relevant sources of information.

BOUNCE ^{young}
– training -

BOUNCE ^{young} training

Introduction

In this chapter, the ten training sessions are presented in chronological order. Before the start of the first session, some actions have already been carried out by the trainer, the co-trainer¹⁵, and other facilitators¹⁶ to inform and involve young people and their environment.

EXAMPLE: The young participants will have filled in BOUNCE ^{young} assessment form before training¹⁷.

Participants and their social contacts are informed about and involved in the training¹⁸. With this preparation and the involvement of the social environment, the participants and their contacts know what the training is about and how the sessions are built up.

Each training takes about 90 up to 120 minutes of time. The timing needed for each training depends on different factors¹⁹.

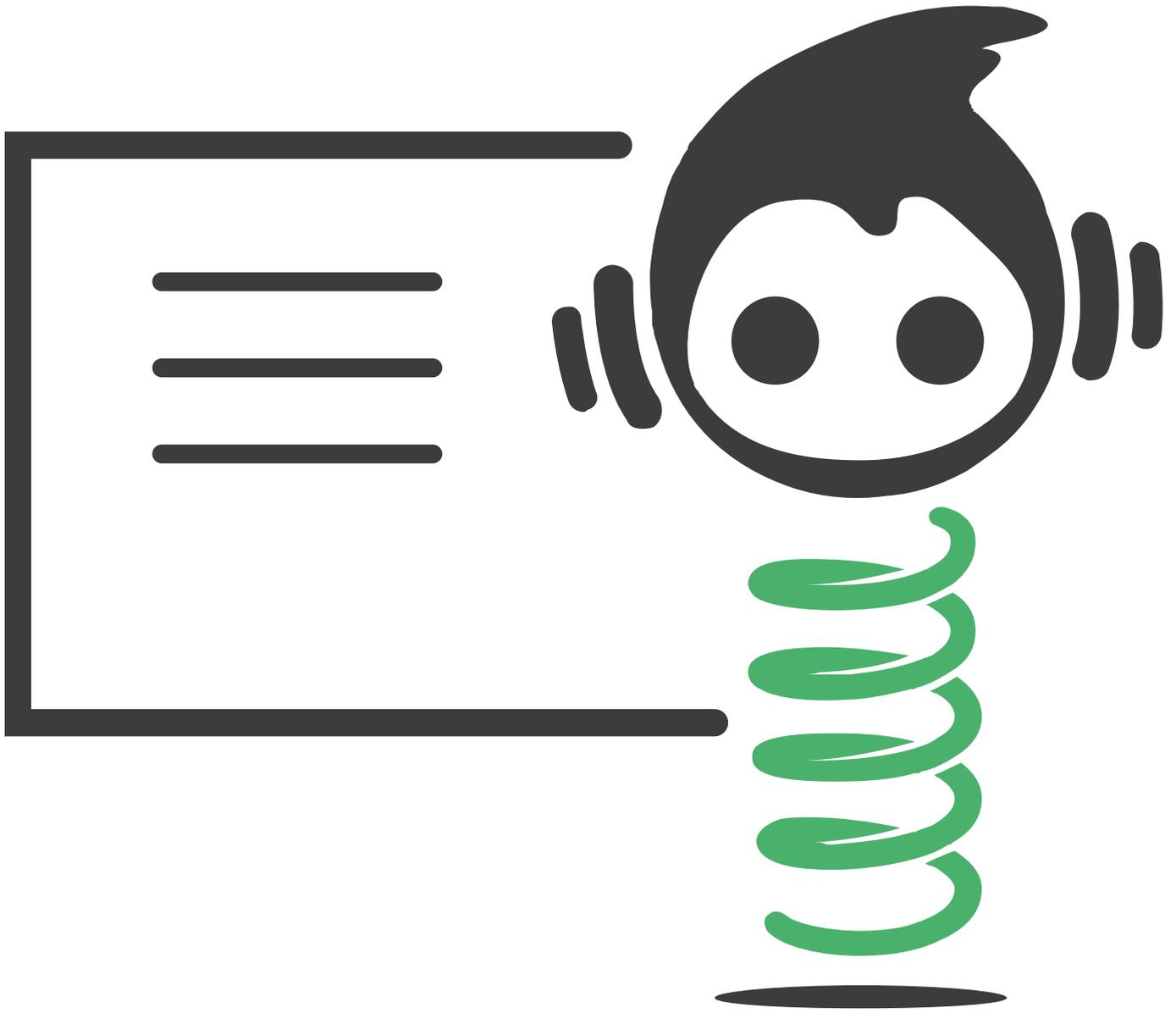
¹⁵ See also the BOUNCE ^{up} train-the-trainer manual, chapter 'BOUNCE handholds', paragraph 'Integrity and networking', subparagraph 'BOUNCE roles'.

¹⁶ By 'facilitator' we refer to persons who are directly involved in the BOUNCE initiatives. A facilitator can be the trainer, he can co-organize training sessions, can be a co-trainer, an observer, someone who does the individual follow-up of participants or refers participants to BOUNCE initiatives.

¹⁷ The assessment forms are an annex to the BOUNCE ^{up} train-the-trainer manual.

¹⁸ See also the BOUNCE ^{up} train-the-trainer manual, chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} set-up', subparagraph 'Involving parents and frontline workers'.

¹⁹ See also the BOUNCE ^{up} train-the-trainer manual, chapter 'BOUNCE ^{young} training', paragraph 'BOUNCE ^{young} set-up'.



Who and what

(1) Who and what

Theme

Getting to know each other and resilience training

Introduction

It's important to have an acquaintance session at the start of the BOUNCE ^{young} programme. In the case of a newly formed group, it's clear that getting to know each other will contribute to a positive group process during all the sessions. And, for groups where participants already know each other, strengthening their relationships can influence the group dynamics positively.

The extra value of this initial training is that, as well as getting to know each other better, participants also get to know some of the themes of the BOUNCE ^{young} programme. Experiencing exercises through which they will strengthen their resilience in the next stages means that their awareness of and interest in these themes can be raised.

Main goals

🌿 To strengthen the participants' awareness of what resilience training can be.

🌿 To work on the relationships between participants²⁰.

Overview

START-UP:

- Energizer: Name-ticker
- Start circle
- Introduction for participants

MIDDLE:

- Friend and enemy
- Questions for all
- One to ten
- Talent and strength quartet
- Freeze and push
- Drawing Emotions
- Focus on the story
- Think fast

FINISHER:

- Like Dislike Share

²⁰ This goal is most interesting for groups who do not yet know each other.

START-UP

Energizer: Name-ticker

Participant A²¹ stands in the middle of the circle. A random participant B in the circle says a name of another participant C. Now A must try to tick C before C says another name. If C is ticked before he can say another name, or he says the name of the person in the middle, he takes the place in the middle. A restarts the game by saying a name.

(If needed, do some quick name-rounds before starting the game and / or work with the participants wearing name tags.)

Variations:

- Combine first name and surname, or combine the first name with a favourite colour, etc.
- Use all kinds of short and active name-games instead of this energizer.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Introduction for participants

Ask participants what they already know about the resilience training²² programme. BOUNCE^{young}. Use brainstorming on the subjects of resilience and the link between resilience and the word 'BOUNCE': what does resilience mean for you?, what is the meaning of 'BOUNCE'?

Summarise this information:

The training programme contains ten stages, each dealing with an aspect of resilience. These stages will give participants an opportunity to strengthen their resilience. Resilience means being ready for challenging situations, being able to bounce back after experiencing challenging situations, and even becoming stronger after this (bouncing up). It means having the awareness and skills to prepare for and to deal with challenging situations in a positive, strong and (self-)respectful way. Resilient people can develop and consciously choose strategies to deal with all kinds of situations.

In the training we alternate active experiences with review moments. Each stage is built up as follows:

- Start-up: energizer, starting circle, sharing experiences²³, introduction for participants,
- The middle part is exercised round a central theme linked to resilience (here: getting to know each other and resilience training),
- Finisher: evaluating the training.

This first stage has two goals:

- give participants an idea of what BOUNCE^{young} is.
- getting to know each other better.

At this stage, we will do exercises that will introduce the themes of some of the other sessions. In every exercise, we will experience something and interact about the experience and the link with strengthening our resilience. In the meantime, we will get to know each other better.

²¹ In several exercises, we indicate participants with 'A', 'B', 'C',...

²² See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Introducing BOUNCE^{young}'.

²³ In this first training, there is no part 'Experiences' in the start-up.

MIDDLE

Friend and enemy

Objectives

- Participants experience the alternating approach of action and reflection.
- Participants experience the link between physical action and the meaning of resilience.
- Participants interact about resilience.

Preparation

Mark a zone where the exercise will take place.

Instructions

Participants walk around within a marked-out area, choosing their own way and using all the available space. On signals given by the trainer, they (while walking on):

- Choose one random 'friend' in the group, without showing who this friend is. They must be able to see this 'friend' at all times.
- Choose one random 'enemy' in the group, without showing who this enemy is.
- Try to take a position so their friend is always between them and their enemy.
- Try to take a position so they are always between their friend and their enemy.

Participants keep adjusting their positions for some time.

Review

Active review:

- How easy / hard is it to find your position?
- How easy / hard is it to keep adjusting?

Questions:

- Who did you choose as a friend / as an enemy?
- How easily do you adjust to changing situations in daily life?
- What do you have to do to be able to adjust quickly?

Extended review

Having to adjust to changing situations is linked with resilience: a resilient person reacts to what is happening around him in a flexible, creative way. This is not always easy. Being alert and aware of what happens around us is an important part of being resilient.

Variations

- A perfect triangle: pick two random persons in the group, and take a position so you always form a perfect triangle with them.
- A seesaw: pick two random persons in the group, and imagine the three of you are on a seesaw balancing on the centre point. Take a position so the seesaw is always balanced. (Also possible with the whole group.)

Questions for all

Objectives

- Participants and trainer(s) know each other's names.
- Participants get to know each other better.
- Participants speak within the group.

Instructions

The group is given some time for consultation and then chooses three questions together on 'Things you want to know about others when you meet them'. These three questions go around the group, letting all participants ask their neighbour the three questions.

Review

Active review:

- How (easy / hard) is it to come into contact with people you don't know? What is it like speaking in a group?
- Does everybody know everybody else's name? (As a test, let participants say the name of their neighbour.)

Questions:

- Have you got to know each other better from the answers on these questions?
- Do you have personal experience of coming into a new group as a stranger? How did it go? How do you learn to know others?
- Are there questions you don't want to answer? Can you say this in a group?

Tips for the trainer

Try to let participants choose creative questions, not only standard questions.

Some questions can be hard or threatening to answer. Therefore point out that participants can refuse to answer a question by just saying they do not want to answer.

Variations

Participants work in pairs, then in a group, and make a 'top three'. This means that nobody is left out.

The trainer and co-trainer can also choose three questions for participants.

One to ten

Objectives

- Participants work together.
- Participants experience success in a group.
- Participants have a view on the theme of 'Group work' training.

Instructions

Form a circle. As a group, we will count to ten, without first arranging how it's going to be done. One random person will start to count: 'one', then another random person will say 'two'. When two people speak at the same time, we restart the game. Try to get as close to ten as possible.

Review

Active review:

- Did we succeed? Did we partly succeed?
- Was the whole group involved?

Questions:

- Were there participants who did not speak?
- What was important to succeed?

Extended review

Resilience can be something we see in such group tasks: speaking or choosing not to speak, waiting or just going for it - these can be resilient choices, depending on the moment, the situation, your feelings,...

During the 'Group work' training, we will challenge you to work together, discover how you do it, and try to enhance your working together. This can be useful for your own resilience, and for the training process.

Tips for the trainer

Stress that quieter people have a part to play in the group, too, not just the extroverts.

Variations

- Do this walking around.
- Do this facing the outside of the circle so that participants can't make agreements by non-verbal communication.
- Count to 20, 30,...
- When retrying, people may not say the same number as they did before.
- Do the same thing with closed eyes.
- Use the alphabet instead of the numbers one to ten.
- Count in a foreign language.

Talent and strength quartet

Objectives

- Participants reflect on their talents and strengths.
- Participants interact about talents and strengths.
- Participants have a view on the theme of the 'I'm Talented' training.

Materials

Annex 1: Talent and strength cards

Preparation

Spread the talent cards around

Instructions

Form a circle. All participants take five random talent and strength cards. At a signal from the trainer, they simultaneously pass the talent card that suits them least to the person on their left. This way, the cards are passed round several times, the most suitable being kept and the least being passed on.

After passing the cards on several times, all participants can put away the one card out of the five that suits them least, keeping four cards that more or less suit them. This is the talent quartet.

Review

Active review:

- Each participant can show his talent quartet and say something about it.
- Does your talent quartet give a good impression of your talents, strengths, qualities?

Questions:

- Choose a talent card that suits you to show to the group. Can you give an example of how you use that talent?

Extended review

In the 'I'm talented' training, we will, among other things, explore in greater depth, talk about, use, and think about, our talents, strengths and qualities. Discovering, knowing, using, your talents, and so on, can strengthen your resilience. In everything you do, try to discover your own strengths and talents, and also those of other group members.

Variations

Participants choose one talent card which they would like to talk about because it suits them, and give one to someone else in the group and explain why.

Freeze and push

Objectives

- Participants experience standing strong.
- Participants experience physical resilience.
- Participants are aware of the link between physical, emotional, social and mental resilience.
- Participants feel the difference between a hard and a supple physical attitude.
- Participants have a view on the themes of the trainings 'Standing strong' training and 'Staying strong'.

Preparation

Mark a zone where the exercise will take place.

Instructions

Participants walk around in a marked zone, choosing their own way and using all the available space. When the trainer claps his hands, participants 'freeze'. They start again, and when the trainer claps his hands, the participants 'freeze' again, but try to take a strong position, where they won't lose their balance if they're given a push on either shoulder.

Test the strong positions, by gently pushing with the hand against the left or right shoulder and building up the force slowly. After a third 'freeze', participants test each other through shoulder-pushing.

Review

Active review:

- When standing strong: what is similar, what is different when you look at your position and positions of others? Adapt your position, using the example of others. What makes us stand strong: what tricks can we use?
- Participants sum up what they can do to enhance their strong position.

Some tips:

- Feet parallel at the width of the shoulders next to each other, leaving space between the legs.
- Leg muscles are not tense, but relaxed, ready to build tension when needed.
- Knees are loose, not stretched, flexible.
- The back is straight up.
- The belly has a slight tension.
- Try to breathe calmly, without stress.
- Look in front of you: not above others, not down.

Questions:

- When we test by pushing against your shoulder, is that ok for you?
- Did you use your strength?
- Is strength only physical? Are there other meanings of 'standing strong'?

Extended review

In the 'Standing strong' and 'Staying strong' training, we will further strengthen standing strong, using strength, and dealing with all kinds of challenging situations.

When standing like that, do you also feel strong? Do you look strong?

Tips for the trainer

When pushing against participants' shoulders, give positive feedback on how they stand strong.

Variations

Participants test in pairs by each pushing against the shoulder of the other, once on either side. Let them also give positive feedback on what makes the other participant strong.

Drawing emotions

Objectives

- Participants can recognize emotions.
- Participants interact about emotions.
- Participants are aware of the link between emotions and body language.
- Participants strengthen control over the expression of emotions.
- Participants have a view on the theme of the training 'Can you feel it?'.

Materials

- Annex 2: Emoticon cards
- Paper and pen

Instructions

Each participant picks a card showing emotions from the pile. They do not show the card to others or say which emotion they have picked. Each one takes a sheet of paper and a pen, and makes a simple drawing of a whole person (not only the face), going through this emotion. The group guesses which emotions have been drawn by looking at the drawings.

Review

Active review:

- Did you guess right or wrong? Who made a lot of correct guesses and who made a lot of wrong ones?
- Who needed more than one guess in some cases?
- Indicate where in the drawings and in the body we can recognize the emotions expressed.

Questions:

- How can we recognize emotions?
- Are we always right when guessing what emotions people are going through? How can we check if we are right?
- How can we make sure we know what emotion someone is going through?
- In what situations is it interesting to know what we express?

Extended review

Can you recognize the emotions of others in daily life? How do you react when others show their emotions?

One of the cards said 'no feeling'. Was this guessed? Often people are doing things without realizing their expression, or without intention. It's possible that others address all kinds of emotions to such a neutral expression. It's interesting to realize that we always send out messages, even without wanting to or realizing it.

In the 'Can you feel it' training, we will continue to work with our emotions, with the emotions of others, and with body language, and experience some emotions and reactions. When we are aware of our emotions and how we deal with them, we strengthen our resilience.

Tips for the trainer

Emphasize that the artistic quality of the drawings is not important.

Variations

- Form pairs so the participants can help each other in making the drawing.
- 'Emotion theatre' (a more physical expressive variation): form a half circle and let one participant at a time pick a card with an emotion on it. He will express this emotion by means of facial expression and body language only. The group will guess which emotion is being expressed. The person who guesses right goes next. If the same participant guesses right a second time, he can pass his turn to somebody else.



Focus on the story

Objectives

- Participants practice focusing.
- Participants are aware of how they process information.
- Participants are aware that they can miss information.
- Participants have a view on the theme of the 'Information and influence' training.

Materials

Annex 3: Focus on the story. One per group of three.

Instructions

Form groups of three participants. One stands in the middle, the two others stand close in front of him and each gets one of the stories. Both start reading their stories out loud at the same time. The person in the middle listens carefully and tries to remember both stories.

Review

Active review:

- How easy / hard is it to listen to two stories at the same time?
- What is it like reading a story out loud while someone else next to you is also speaking?

Questions:

- Did the listeners hear both stories? What can you tell us about these stories?
- Did you manage to listen? Did you get all the information? Did you hear weird sentences? Were you able to listen to both stories?
- Did the readers also hear the other story?
- Can you recognize this kind of situation in daily life? What are resilient reactions in this kind of situation?

Extended review

In the 'Information and influence' training, we will look further into how information comes to us, how we can give good information, how we sometimes miss information, or change information, and so on.

We will experience how information and people can influence us, and how we can strengthen resilience when dealing with information and influence.

Variations

'Tell and listen.' Participants form a circle, close to each other. The trainer indicates an event (for example: your last birthday). All participants start talking about this at the same time, each looking towards the participant on their left. At the same time, they must try to hear and listen to what the participant to their right is saying. Now they try to say what they have picked up from what they have heard.

Think fast

Objectives

- Participants experience fast word associations.
- Participants have a view on the theme of the 'Think about it' training.

Instructions

Form a circle. Participant A says a random word to neighbour B on his left. B says the first word that comes into his head when hearing that word. C continues and so on. The tempo is raised in each round.

Review

Active review:

- What is it like doing such fast associations?

Questions:

- Do you usually take time to think before you say things?
- Are there situations where it's good to react very quickly to what someone says?
- Are there situations where it's not good to react quickly?
- What makes you make these associations? Do the associations you make say something about you? Do these associations say something about how you think?

Extended review

We can link this to actions and reactions in all kinds of situation. Is your reaction caused by the action of someone else, or by how you think? In the 'Think about it' training, we work further with this theme. We will gain more insight into how we think, and search for successful thinking styles.

Variations

- After a few rounds, when a word is repeated, or if it takes too long, that participant sits down and is skipped.
- Form two rows of an equal number of participants, where the first two in row are facing each other and the others stand behind them. A says a word and goes to the back of his row, B says the first word that comes up, and goes to the back of his row, and so on. When a participant is too late, hesitates or repeats a word that has already been said, he must go to the back of the other row. The game can be played until one row has all the participants.

FINISHER

Like Dislike Share

Objectives

- Participants evaluate the training.
- Participants interact about their experiences in the training.
- Participants reflect on how they can use elements of the training in their daily lives.

Materials

- Overview of the exercises used in this training
- Annex 4: Evaluation symbols

Instructions

Appoint the main goals of the training to make clear what to evaluate:

- To strengthen the participants' awareness of what resilience training can be.
- To work on the relationships between participants.

Active review

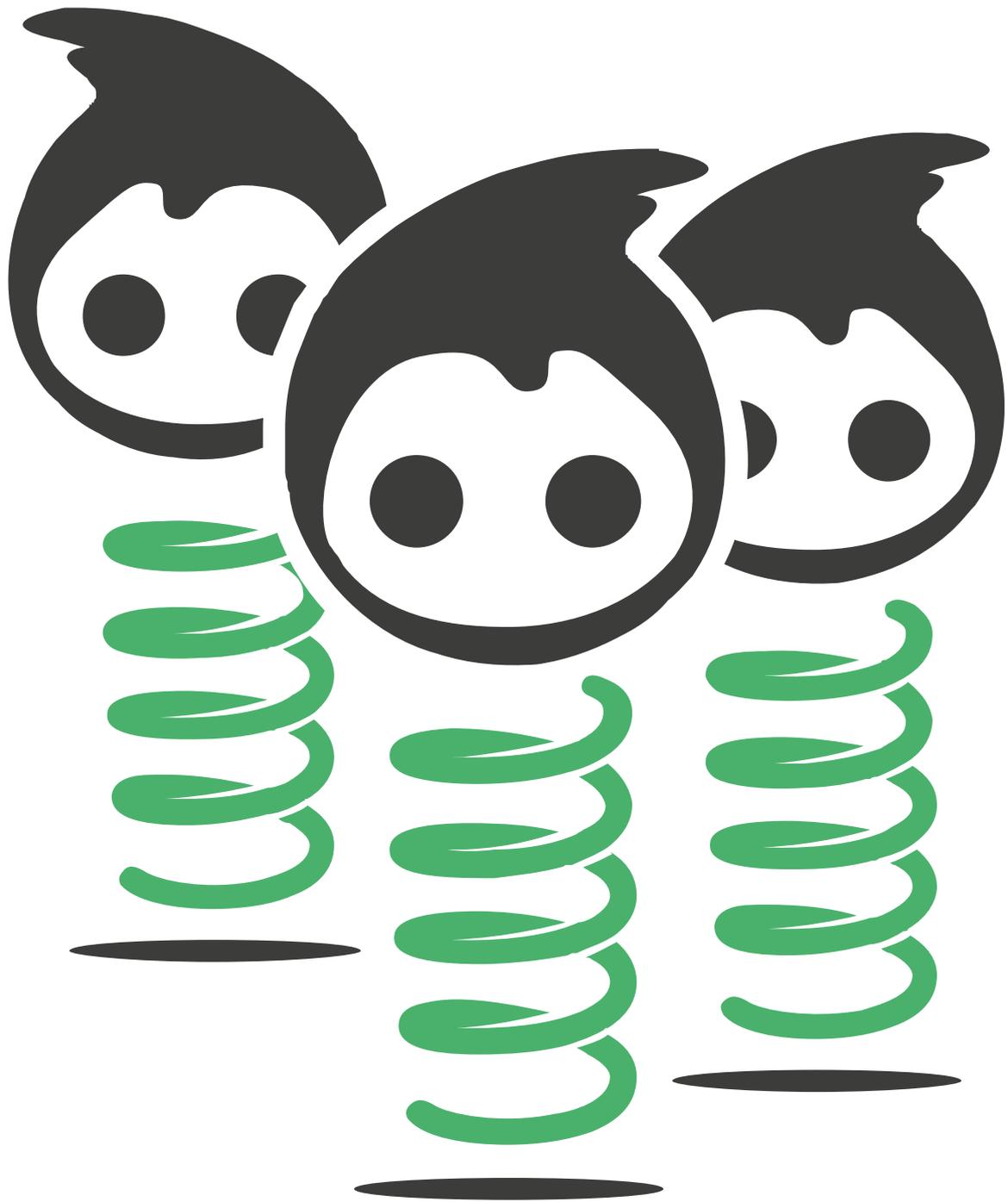
- To what extent do you know each other (the participants and the trainer) better?
- To what extent do you have a view on the content and the meaning of the resilience training?
- Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.
- Each participant gets three symbols: a thumb up, a thumb down and a share symbol. They can choose where to place these symbols on the overview of the training:
 - Thumb up:** showing which exercise they liked the most.
 - Thumb down:** showing which exercise they did not like.
 - Share symbol:** showing which experience they will retain: what they can use and share in their personal environment.Participants can give a short explanation on the placing of the symbols, without obligation.
- The trainer asks what the participants expect from the next training session. What must be the same? What must be different?

Extended review

If necessary, reflect on the rules and agreements that were made at the start of the training.

Tips for the trainer

The trainer can point out that the exercises were linked to a selection of themes of the training session, to give an impression of the whole training programme. The last two themes: 'Connected identity' and 'Future proof' are not dealt with here. The use of the other exercises should be sufficient to give a picture of the whole BOUNCE ^{young} programme.



Group work

(2) Group work²⁴

Introduction

Now the *young people* in the group know each other better, it's important to work on the resilience of the group as a whole. This group resilience is strengthened through active group work, by challenging the group members to work together, and by questioning their ways of interacting. For reaching the goals of the 'group work' training, the exercises try to create successful experiences and at the same time challenge the group enough, to make them 'stretch' themselves and each other. Strengthened group resilience will influence the individual resilience of *young people*, and on the further training sessions.

Theme

Working together in the group.

Main goals

- 🌀 To build a positive group atmosphere.
- 🌀 To strengthen the group cooperation.
- 🌀 To strengthen the participants' awareness of their influence on group dynamics.

Overview

START-UP:

- Energizer: Start - Stop
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- Giving you the wink
- Greetings
- Line-up
- Getting up
- Stick together
- The electric wall
- Undoing the knot

FINISHER:

- Knot in the rope

²⁴ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training,' paragraph 'BOUNCE^{young} equipment', subparagraph 'The group process'.

START-UP

Energizer: Start – Stop

Participants walk around in a marked zone, choosing their own way and using all the available space. Any participant may decide to stop at any time. At that moment, all others must follow suit and stop as well. The same participant, or another one, can start walking again at any time.

Variations: walking faster, walking more slowly, walking backwards, going to sit down, doing a certain movement while walking (waving arms, etc.), and so on.

Review: It's often not clear who stopped or who changed the way of walking, and the whole group can sometimes react very quickly to changes.

Start circle

The participants form a circle. The trainer asks an accessible question. Each participant gives a brief reaction to the question. The trainer thanks participants for their contribution.

Experiences

Ask participants to think about the previous training session(s) and let them share what they remember, what personal experiences they have had in the meantime that relate to the training themes, or what they have used in everyday situations from previous trainings.

This can only be used when the training sessions are organized as part of an extended programme²⁵, when sessions are spread over several weeks.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

Refer to the first 'Who and what?' training, with the exercise 'One to ten'.

In this session, we will deepen our experience of group work and so see how we work together, how we interact, how we work on common results and what works well when we want to reach goals together. Learning in a group can strengthen our resilience, because you can use the experiences of the group in all kinds of situations. If we know how we and others behave in this group, we can bear this in mind during all the other sessions.

²⁵ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Giving you the wink

Objectives

Participants experience working with and against others.

Material

Chairs

Preparation

You need an odd number of participants for this exercise. To achieve this, the trainer or co-trainer can choose whether or not to participate.

Instructions

Arrange the chairs in a circle. Divide the participants into two groups. One group should have one more person than the other. The smaller group sits on the chairs, leaving one chair empty. The participants in the second group stand behind each of the chairs (also behind the empty chair). The person behind the empty chair tries to 'call' one of the people sitting on a chair by winking at him. The person called must try to move to the empty chair without being touched (or held back) by the person who is standing behind him. If he is touched (or held back), then he must come back to his chair and the caller has to try to call someone else. If he does manage to leave without being touched (or held back), then the person standing behind the now empty chair becomes the next caller.

Review

Active review:

🌀 Did you like this exercise? Why, or why not?

Questions:

🌀 Did the participants cooperate with each other? In what way?

🌀 Did the participants work against each other? In what way?

🌀 How does it feel when someone tries to hold you back from doing something?

Tips for the trainer

Participants do this exercise quickly.

Variations

Do this without chairs, letting participants stand behind each other. When a participant in the front row gets a wink and tries to leave his place, the other tries to obstruct him. In this variation, pulling, holding back, and so on are allowed. If the participant can touch the one who winked, he can stay there, and the participant trying to hold him back goes back to his place.

Greetings

Objectives

- Participants interact with other group members.
- Participants experience the effect of different greetings and interactions with others.
- Participants reflect on their interactions with others.

Preparation

Mark an area where the exercise will take place.

Instructions

Participants walk around inside a marked-out area, choosing their own way and using all the available space. At first there will be no contact: try not to look at others. Then some instructions will be given when passing someone, each time alternating with walking around without making contact.

- Make short eye contact: one second, and then walk through.
- Stop and make short eye contact and smile briefly, and then walk through.
- Stop and make long eye contact and smile: three seconds, and walk on.
- Stop, make eye contact, say 'Hi', and walk on.
- Stop, make eye contact, say 'Hi', shake hands gently, and walk on.
- Stop, make eye contact, say 'Hi', shake hands very firmly, and walk on.

Review

Active review: (for example: re-enact the situation)

- Which greetings did you feel comfortable / uncomfortable with and why?
- What other greetings do you know? What other greetings do you use?

Questions:

- What greeting is comfortable in this group? Are there unwritten rules about interactions and greetings within this group?
- What greetings do you use in daily life? When? Do you greet strangers? Who do you greet in what way? What is the difference between the different greetings? What effect do the different greetings have on you?
- Do you think about how you will greet people / do you greet people in a spontaneous way?

Extended review

Link the expressions of greetings to different cultures. Are there cultural differences in how people greet each other? In what situations can you recognize the greetings that we did? Are there cultures where you see more intimate / more distant ways of greeting? Does it only depend on cultural background? Try not to go into stereotypes. E.g. 'All French people kiss on both cheeks'. Try to use the term 'cultures' in a broader way than ethnic origin - 'culture' can also refer to, for example the 'surf culture'.

Tips for the trainer

Some greetings can cause resistance, even to a point where participants detach and stop their participation. This is not a problem, because that's just one of the effects a greeting or a way of interacting can have on young people: showing a boundary.

Variations

If the group is not afraid of making contact, and the atmosphere is good, you can give some more 'intimate' variations:

- Give a short, loose hug
- Give a long, firm hug
- Give two kisses on alternate cheeks
- Give three kisses on alternate cheeks
- Rub noses

Participants can invent their own greeting, and use it during the training.

More information

More greetings linked to countries and cultures:

NOTE: Avoid creating or confirming stereotypes or narrowing the view on cultures and habits through using greetings linked to nationalities.

- 🌀 Australian: raise one arm and say “Hey”
- 🌀 Czech: shake right hands and ask: “Jak se vede?”
- 🌀 Texas: shake right hands and put the other hand on the shoulder of the other person saying: “Howdy partner”.
- 🌀 Russian: two hugs, so called “double Khrushchev”, saying “Zdravstvujite”.
- 🌀 Italian: a hug with indication of kisses on both sides, saying “Ciao”.
- 🌀 French: as relatives, three air kisses – on the right, left, right again, saying: “Salut”.
- 🌀 Chinese: put your palms together, raise your hands to the height of your chest and bow low.
- 🌀 Japanese: a long bow.
- 🌀 Native American: put your thumb, pointer finger and middle finger on your heart and slightly bow.
- 🌀 Eskimo: touching of noses from right to left.

More greetings for various sports:

- 🌀 Horse riders touch with their hats.
- 🌀 Volleyball players: pairs clap their hands when jumping high.
- 🌀 Football players: whatever you remember they do when they score a goal.
- 🌀 Judo players: on your knees, sit on the heels, put your hands on the ground in front and bow so that you touch the ground with your forehead.

Historical greetings:

- 🌀 A girl curtsies and a boy bows.
- 🌀 A gentleman takes off his hat and makes a circular flourish with it, and a lady dips very slightly.

Line-up

Objectives

- Participants get to know each other.
- Participants work together with the whole group.
- Participants get in physical contact during working together.
- Participants reflect on their interactions with others.
- Participants experience success in group.

Materials

Chairs

Preparation

Place chairs in a row.

Instructions

Participants take place standing on the chairs in random order. They have to work together to stand in different ways, without speaking.

- From the smallest up to the tallest.
- From the oldest up to the youngest.
- In alphabetical order by name.

After every line-up, the participants check whether they are standing in the right order.

Review

Active review:

- How well did the group work together?
- How well did you work together?
- How successful was the group in executing the exercise?
- How did you experience the limitations of the exercise (not speaking, having little space, and so on)?
- How did you experience the physical contact with others?

Questions:

- Did you learn to know other participants better?
- How did you interact with others? Were there differences in how participants interacted with each other? How did you deal with the difficulties? What were successful strategies? What can you use when doing a future exercise where you have to work together without speaking?

Tips for the trainer

The way participants hesitate or don't hesitate to have physical contact with each other can give a good indication for future exercises, where participants also have to work together in a physical way. Take account of the boundaries that participants may show in this exercise.

Variations

- To make it more difficult, put out slightly fewer chairs than there are participants, so that the space to move in is limited, and more physical interaction is needed.
- Participants do this with their eyes closed or blindfolded.
- Set a time limit for completing the task.
- Connecting game:** All participants sit in a circle on a chair. One person says something he likes to do or is interested in. When another person also likes to do this, he goes and sits on the lap of the first person. Several people can go and sit there. All the participants are given a turn to say something they like. The trainer can opt to let all the participants go back to their chairs after each time, or to let them keep moving. In this case, when someone moves, the ones sitting on this participant's lap will have to move on. In the review, the trainer can show the connections that are shown by this exercise. The review can also be adapted to this variation.

Getting up

Objectives

- Participants work together with the whole group.
- Participants experience success in group.
- Participants come into physical contact during working together.
- Participants reflect on their interaction with others.
- Participants think about their roles and positions in a group.

Instructions

Participants sit on the floor in a circle, close to each other, so that they can just reach the hands of others in front of them. Their feet are flat on the ground. All participants close their eyes and may not speak. They reach forward with their hands, clenching the hands of the people in front of them. They open their eyes and let their upper bodies lean backwards, then start pulling each other up slowly by the arms. They slowly move up, still leaning backwards, until they are all standing up straight.

Review

Active review:

- How well did this go?
- How well did the whole group work together?
- How successful was the group?

Questions:

- What is it like not being able to speak? Does this influence working together?
- What went well / badly and why?

Extended review

In this exercise, all participants have the same task and the same role and must do almost exactly the same thing to reach a result. Do you recognize this in other situations? How do you experience such situations, where all participants do the same thing to reach a common goal?

Tips for the trainer

This exercise is an example of a situation where participants normally do not take different roles. The best result is normally achieved when everyone acts the same way. In the next exercise, this will be different. Participants cannot have the same roles and tasks in all group tasks. The difference between these can be emphasized.

Variations

This exercise can be done using an obstacle, such as a table, a pole, or a bench, to make it more challenging.

Stick together

Objectives

- Participants work together (in small groups).
- Participants experience success (in small groups).
- Participants reflect on their interaction with others.

Materials

- Straws (or pencils / sticks)
- Obstacles (chairs, cones, a rope, a table, etc.)

Preparation

Mark out a simple course with some obstacles, or use an outdoor setting as a course.

Instructions

Form pairs. Each pair takes one straw, and the partners connect to each other using only the tip of the index finger to keep the straw from falling.

From the moment when a pair starts at the first obstacle, they may not speak until all obstacles are passed. If the straw falls, the couple returns to the previous obstacle before continuing.



Review

Active Review:

- How well did you work together as a pair?
- How successful were the groups in executing the exercise?
- Did you 'sense' each other? How much did you concentrate on yourself, and how much on the other person?
- Did you lead, did you follow, were you both equal, did this change?

Questions:

- What went well?
- How do you interact with others in daily life when working together? Are there situations where you have to 'sense' others? Is this different from interacting in this exercise? What is different or the same?
- Did you use your experience from the previous exercise (line-up) in this one?
- Would you change your way of doing this kind of exercise a next time?

Variations

- This exercise can also be done / repeated with groups of three, four, or more participants connected by the straws, or with the whole group. In that case, adapt the review: What is the difference in executing this with more than two?
- Use spaghetti sticks: these are very fragile, so sensing the pressure is extra point of attention.

The electric wall

Objectives

- Participants work together with the whole group.
- Participants experience success in group.
- Participants reflect on their interaction with others.
- Participants think about their roles and positions in a group.

Materials

A rope 4 to 6 metres long.

Preparation

Tie the rope between two poles, or trees, for example, at the average participant's waist height.

Instructions

All participants start on one side of the 'electric wall'. All participants must get over it, without touching the 'wall' or the poles. When a participant touches the electric wall, the whole group starts all over again. They have ten minutes to do this.

Review

Active review:

- How easy / difficult was this for you personally? How easy / difficult was this for the group?
- What role did you take in the group? Take a position on one side or the other of the electric wall. (Silent – loud, leading - following, team worker - working alone, action taking – waiting, deciding - negotiating, helping – criticising, competitive - withdrawn, asking – explaining, etc.)

Questions:

- What achieved success? What didn't?
- Did you interact as to how you would approach this challenge? Who was involved in the planning? Who was involved in the action?
- Do you see that role in other situations as well? Can you and / or the group benefit from taking a different role? What role would that be?

Extended review

A clip to watch about team work: <https://www.youtube.com/watch?v=GpeDH0IVyac>

Tips for the trainer

- Adapt the timing to the group size.
- Adapt the height to the estimated capacity of the group members.
- The trainer can intervene during the exercise, and start reviewing at that point. This will allow the participants to adapt their strategies while still at the stage of carrying out the exercise.

Variations

- Give participants some time to make a plan before they start.

Undoing the knot

Objectives

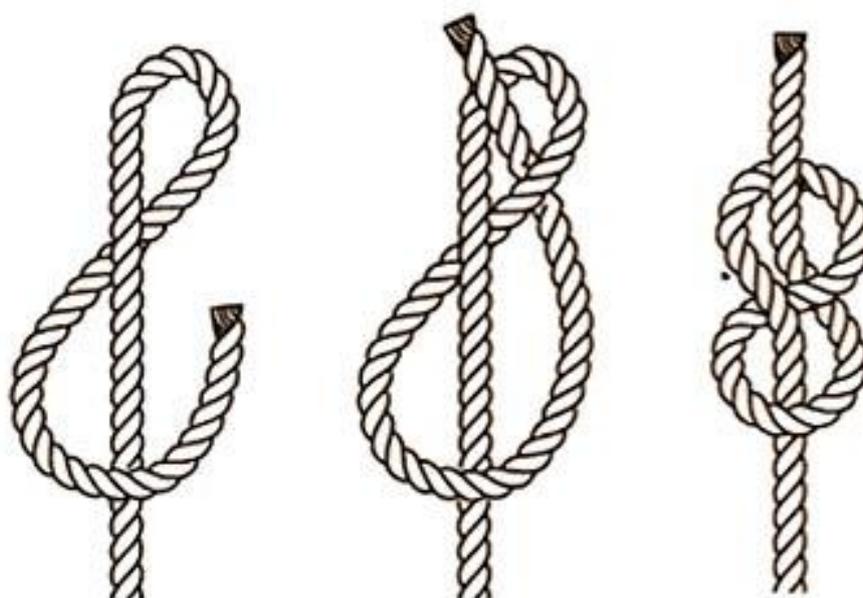
- Participants work together (with the whole group).
- Participants reflect on their interaction with others.
- Participants think about their roles and positions they take in a group.
- Participants experience success in group.
- Participants use the experience of the previous exercise.

Materials

- A rope 4 to 6 metres long.
- Annex 5: Review cards

Preparation

Make a loose overhand knot and / or a loose figure of eight knot (see picture) in the rope.



Instructions

Participants have five minutes for preparation and ten minutes for executing the task. After the first five minutes, they must take the rope in their hands together like this:

- Standing next to each other
- Holding the rope in front of them (hands not touching, no knot between the hands of one person).
- Leaving some space in between the other participants.

In the next ten minutes the task is to unknot the rope without letting go of the rope and without sliding it through the hands.

When the knots are untied, or after a total of 15 minutes, the trainer stops the group and starts the review.

Review

Active Review:

- The trainer shows the different review cards. The participants can choose a card that, in their opinion, best represents their role during the exercise. Participants explain their choice and can react to the cards others chose.

Questions:

- How well did this go?
- How well did the whole group work together?

- 🌀 How successful was the group in executing the exercise?
- 🌀 Name one thing that went well.
- 🌀 Name one thing that went wrong.
- 🌀 Do you have personal experiences where working together gave a good result?
- 🌀 Did you use the experience of the previous exercise (the Electric Wall) in this one?

Tips for the trainer

If the result is not achieved completely, the 'failure' can be seen as a chance to learn something, to see what part was achieved, to look for things that went well and helped the group. There are certainly things that were good. And if there were things that went wrong, we can learn from it. The trainer can intervene during the exercise, and start reviewing straight away. This will mean that the participants can adapt their strategy during the exercise.

Variations

- 🌀 Adapt the difficulty of the exercise to the group. Vary from one simple knot up to multiple figure of eight knots. Or adjust the time given to the participants.
- 🌀 A variation for the review: instead of referring to their own role, the participants can refer to the roles of others and explain this choice.

FINISHER

Knot in the rope

Objectives

- Participants evaluate the training.
- Participants interact about their experience in the training.
- Participants reflect on how they can use elements of the training in their daily lives.

Materials

- Overview of the exercises used in this training
- A rope 4 to 6 metres long.
- Short pieces of rope (+/- 20cm long)

Preparation

Lay the rope in a straight line. Indicate the different exercises on the rope (by placing the numbers on it).

Instructions

State the main goals of the training to make it clear what to evaluate:

- To build a positive group atmosphere.
- To strengthen the group cooperation.
- To strengthen the participants' awareness of their influence on group dynamics.

Active review:

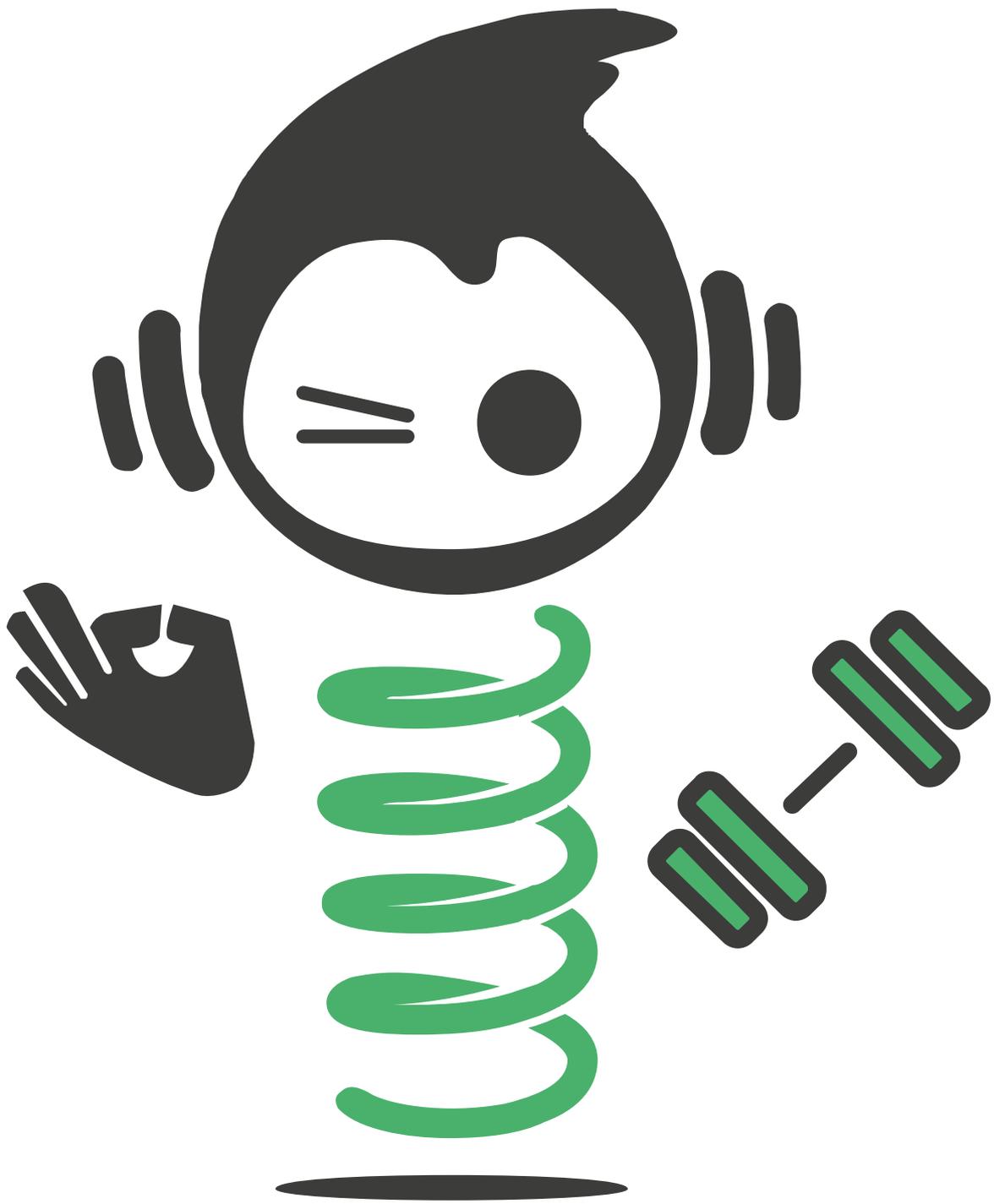
- Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.
- One end of the rope represents the start of the training, the other end represents this moment. Participants each get a short piece of rope and knot it round the rope at one of the places marked on the rope. A knot can represent:
 - A moment where they experienced a positive and safe group atmosphere.
 - A moment where the group worked together well.
 - A moment where they took a certain role in the group.After taking their places, the participants can explain themselves.

Questions:

- Did you experience things about yourself in group work here that you recognize in your daily life?
- Are there things about group work you can use further on in the training program? About yourself or about others?
- Did you experience things about yourself or others that you can use further on in group work in your daily life?

Variations

- Participants can also pick a place where they would make a knot, referring to:
 - Something they will remember.
 - Something they will use in their daily lives.
 - A moment where they had some difficulty.
- Standing at one side of the rope can refer to a good experience / feeling, standing at the other side can refer to a negative experience / feeling.



Talents and strengths

(3) Talents and strengths

Theme

Working with the talents and strengths in the group.

Introduction

From a positive viewpoint on *young people*, this training aims to raise participants' awareness of their own talents and strengths and those of others. Interacting about talents and strengths, being able to use them, discovering them, and so on has a positive effect on *young people* and on their resilience. It can increase their motivation to have positive interactions with others and with themselves. This can help produce self-confidence and confidence in others, which is needed for resilience in everyday situations.

Main goals

- 🌀 To strengthen the self-awareness of participants.
- 🌀 To strengthen the confidence of participants.
- 🌀 To strengthen the confidence of participants in others.

Overview

START-UP:

- Energizer: Clapping in a circle
- Start circle
- Experiences
- Introduction for participants
- Extra task for all

MIDDLE:

- Talent - tick
- Talent and strength-minefield
- My Friend can do that
- The human pyramid
- A positive goal

FINISHER:

- My talents and strengths

START-UP

Energizer: Clapping in a circle

Stand in a circle. Participant A claps his hands once and looks at B (left or right), B claps in the direction of C, and the tempo is raised.

Now bring in one variation at a time, and add combinations:

- 🌀 The clapping can change directions: turn towards the participant who clapped to you and clap back.
- 🌀 Clap forward to someone else in the group, and make a sliding clap pointing to someone.
- 🌀 Double clapping: the clapping skips one participant. Triple clapping: the clapping skips two participants.
- 🌀 Clapping can be received by clapping at the same moment (here, eye contact is important).
- 🌀 Use steps instead of claps (step left foot / right foot / pointing foot to someone else).
- 🌀 Combine steps with claps.
- 🌀 Taking claps like a football on the chest and kicking them towards someone else.
- 🌀 Flamenco: continuous clapping upward and everyone claps along; after reaching the highest point, 'normal' clapping resumes.
- 🌀 Where hesitation is too long, or when someone makes a mistake, participants may drop out, until only three 'winners' are left.
- 🌀 Other variations.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants give brief reactions to the question. The trainer thanks participants for their contributions.

EXAMPLE: A question linked to the training 'Talents and strengths' is: 'When was the last time you received / gave a compliment, and what was it?'



Experiences

Ask participants to think about the previous training session(s) and let them share what they remember, what personal experiences they have had in the meantime that relate to the training themes, or what they have used in everyday situations from previous trainings.

This can only be done when the sessions are organized in an extended programme, spread over several weeks²⁶.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

See the initial training, 'Who and what?', where the exercise 'Talent and strength quartet' was done first.

In this training we will discover and use talents of ourselves and of others. We will talk and think about your talents and strengths and those of others in the exercises. Knowing what you are good at, what you can count on, what your and other people's talents and strengths are, is useful in all kinds of situation. This helps you to work on your and each other's confidence. Confident people are resilient people. They can use their confidence in all kinds of (challenging) situations.

Extra task for all

Give each participant one random tag with the name of another participant in the group. They must not show this name tag to the others. They must observe the person on the name tag throughout the training. At the end of the training, during the finisher, they must describe the strengths, qualities and positive behaviour shown by this person during the training. The others guess who it's about.

²⁶ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Talent-tick

Objectives

- Participants know their own talents and strengths.
- Participants know the talents and strengths of others.
- Participants interact about talents and strengths.

Materials

Annex 1: Talent and strength cards
(Variation: post-its and pens)

Instructions

Participants walk around in a marked zone, choosing their own way and using all the available space. The trainer names neutral features and later on positive features, qualities and talents. At every new feature, participants can tick another participant who has this feature, and then walk on. If they think the features don't match anyone, or if they are in doubt, they can do nothing or take a guess by ticking someone. (For example: boy, girl, long hair, brown shoes, lives in..., is ... years old, sportive, creative, good listener, adventurous, helpful, smart, honest, good talker, group worker, musically talented, playful, curious, enthusiastic, spontaneous, etc.)

Review

Active review:

- Who did you give ticks to? Were these ticks right?

Questions:

- How does it feel to get a tick?
- How does it feel to hear something positive about yourself?
- Do you tend to talk positively about others in daily life? Can you give an example?

Tips for the trainer

Try to make sure all participants get at least one tick.

Variations

- Participants sum up positive features instead of the trainer.
- Present your neighbour on your left side or another, random, participant with a compliment. It can be a compliment about their appearance, a talent, something he said / has done / dares, and so on. Here, it's important that every participant gets a compliment. If anyone can't think of a compliment, the group can help, or you can give inspiration by using cards showing all kinds of talent.
- Use post-its to do the exercise in a less verbal way. Give everyone someone else's name card, let them think about it, write down a positive aspect of that person, and it on that person's back. When all participants have post-its on their backs, all participants walk around and can add other post-its to it. After that, all participants read their post-its out loud.

Talent and strength-minefield

Objectives

- Participants know their own talents and strengths.
- Participants know the talents and strengths of others.
- Participants interact about talents and strengths.

Materials

- Chalk / ropes / cones to mark a square divided into five rows and five columns to create 25 smaller squares.
- Annex 1: Talent and strength cards
- Annex 6: Talent and strength minefield

Preparation

Make a 'minefield' on the floor, measuring approximately four metres by four: one big square divided into five rows and five lines. In each line, there is only one free space, where there is no 'bomb'. The bombs are marked on a sheet which the trainer has with him (See an example of a mine field in annex 6).

Instructions

The group stands in front of a 'minefield': they have to cross this mine field, row by row. Every row has one square without a mine: a 'safe square'. These safe squares create the one safe route to cross the mine field. The challenge is to find the safe square in each row after finding all safe squares, cross the mine field with the whole group.

Participants can only cross the field using their talents. Participant A takes a talent card and checks if this talent applies to another participant or to himself. If the talent cannot be applied to anyone, A takes the next card. If the talent can be applied to another participant or to himself, this participant (B) gets the talent card. He or other group members can say why this talent suits him. B tries to find a safe square on the minefield and sets foot on it. The trainer checks if there is a mine in that square or not. If the chosen square was safe, participant B takes a talent card and checks if it can be applied to another person in the group (C), and so on. If the safe square was found in one row, the next try can be done in the next row. If the chosen square has a mine, they have to try again in that row.

The game continues until the whole route to the other side is cleared, and the whole group can follow this route without stepping on squares with mines.

Review

Active review:

- How easy or difficult is it to recognize the talents and strengths of others? How do you find examples of moments where these talents and strengths were used?

Questions:

- Do you know the talents of other group members?
- Do you pay attention to what others are good at in this training? In other situations?
- Were there talents that matched you, that others did not react to?

Extended review

One of the most important things in this session is that we know and believe that everybody has talents, everybody has things he / she is good at. We want to challenge you to show your talents to others and use them in a positive way.

Knowing your talents, knowing the talents of others, and using and developing these talents can also help you build confidence and resilience.

Tips for the trainer

Try to guide the process in such a way that all participants get at least one talent card during the exercise.

My friend can do that

Objectives

- Participants know their own talents and strengths.
- Participants know the talents and strengths of others.
- Participants interact about talents and strengths.
- Participants strengthen confidence.
- Participants have trust in others.

Materials

- Annex 7: Challenges
- Annex 8: Talents and strengths for challenges
- Annex 9: Calculation (for challenge 2)
- For challenge 3: A card game
- Annex 10: Images (for challenge 4)
- For challenge 6: two knives, two apples
- For challenge 7: a music player, a popular music song.
- For challenge 8: a table, two chairs
- For challenge 9: 1 ping pong ball, two cups, a table

Preparation

Put the required material in place for all the challenges.

Instructions

There will be several challenges. For each challenge, two participants are needed, who will use their talents and strengths. Each player will do at least one challenge.

Before starting the series of challenges, the talents or strengths needed for the challenges must be divided in the group.

The group discusses which two participants will do each challenge. In the consultation about who will do the challenges, participants avoid volunteering. 'My friend can do that', means the group discusses and indicates two people for every challenge. When this is decided, the challenge is explained and can start.

After each challenge, a short review can be done before starting the next challenge.

- Challenge one: focus, concentration
- Challenge two: mathematics
- Challenge three: fine motor skills
- Challenge four: attentive
- Challenge five: physical strength and fast reactions
- Challenge six: skills in the kitchen
- Challenge seven: musicality
- Challenge eight: force and persistence
- Challenge nine: physical control
- Challenge ten: speed

Review

Active review:

- How did the group discussion go?
- How difficult (or easy) was it not to volunteer to do a challenge?
- How difficult (or easy) was it for you to accept that others gave you a talent? How did you react to this?
- How confident did you feel when competing in the challenge?
- How satisfied are you with your own result in the challenge?

Questions:

- How correct do you feel the group was in giving you that specific talent? Which talent did you want and why?
- Were you able to use that talent or strength in that challenge?
- Are there other examples of where you could use that talent or strength?

- 🌀 Why do you think other participants matched that talent or strength to you?
- 🌀 What felt like the most important part of the game?
 - Discussing who would do the challenge?
 - Participating in the challenge?
 - Winning the challenge?

Extended review

Refer to the next exercise, 'The human pyramid', where using talents and strengths, and good communication about this will be important.

Tips for the trainer

Reduce the number of challenges according to group size and motivation.

In this exercise, winning challenges is detail. There is a competitive element in each challenge, but winning or losing is not the main issue of this exercise. The discussion about who the group appoints to use their talents and strengths is more important, and the experience of the participants who are given, and do, the challenges.

It's probable that participants will tend to volunteer for challenges where their talents and strengths are needed. Intervene by emphasizing that the group must take the decisions.

Variations

The trainer can adapt the challenges or use other challenges, adapted to the interests, talents and strengths of the participants.

The human pyramid

Objectives

- Participants know their own talents and strengths.
- Participants know the talents and strengths of others.
- Participants interact about talents and strengths.
- Participants strengthen confidence.
- Participants have trust in others.

Materials

Sport mats or other soft surface to work on.

Instructions (for a group of +/- 8 participants)

The trainer gives the group instructions about making a human pyramid, as follows:

- Make a human pyramid with three levels.
- The base level is formed by three persons.
- The middle level is formed by two persons.
- The top level is formed by one person.
- There are two 'spotters': persons who make sure the participants are safe. They keep their eyes on the participants, and their hands close to the ones who might lose balance.
- The group is given five minutes to discuss how they will do this, and to experiment.
- The participants try to work together and at the same time, observe how the others act during the exercise.

In the discussion about how they will execute the task, participants must try to use the individual talents and strengths of each group member in order to achieve a good result. (For example: strong participants can help to form the base level, or act as spotters.)

Review

Active review:

- How did the discussion go about who takes what role and position?
- Could you use your talents in this exercise?
- How good was your trust in your own role?
How good was your trust in others?

Questions:

- Were you given a role that matches your talents and strengths?
- What talents and strengths were needed?
- Who used what talent or strength?
- Do you have other experiences where you could use these talents and strengths?

Tips for the trainer

Adapt the instructions for 'The Human Pyramid' to the number of participants in group. In a larger (or smaller) group, the base, the middle and the top can be formed by more (or fewer) participants. the number of spotters can also be adapted.

A positive goal

Objectives

- Participants interact about talents and strengths
- Participants strengthen confidence.
- Participants formulate a positive goal for themselves.

Materials

- Annex 11: Pieces of wood
- Markers

Instructions

Form a circle where participants have enough space to be at ease. All participants get a piece of wood and a marker. Participants are given a few minutes to think about something positive they want to achieve, a goal they want to go for, a talent or strength they want to develop, and so on. Participants can use the experience of this training or other areas of life to think of a goal.

On the upper side of the wood, participants write / draw / symbolize this goal with a marker. On the bottom, they write their names, leaving enough space to write other things (in the finisher 'My talents and strengths', more will be written on the piece of wood).

Review

Active review:

- How easy or difficult is it to find such a positive goal?
- How badly do you want to reach this goal?
- How convinced are you that you will reach this goal?

Questions:

- Can you share with the group what your positive goal is?

Extended review

In the last training, 'Future proof', participants will get to break the piece of wood with their bare fists, using a strong downwards punch. In this session, we will work around that positive goal. More explanation about this will be given later in the session.

Tips for the trainer

If participants do not find anything to write on the piece of wood:

- The trainer can use his own experiences with this participant, or ask if the group can help to find a positive goal. Make sure this is still something the participant finds important and formulates himself.
- Participants can wait to formulate a goal, and for now only write their name on it. In the training 'Future proof', when they break the piece of wood, they can still think of a goal.
- They can find inspiration in the talents and strengths that were used in the previous exercises.

FINISHER

My talents and strengths

Objectives

- Participants evaluate the training.
- Participants interact about their experience in the training.
- Participants reflect on how they can use elements of the training in their daily lives

Materials

- Overview of the exercises used in this training.
- Pieces of wood used in 'A positive goal'.
- Markers

Instructions

Appoint the main goals of the training to make clear what to evaluate:

- To strengthen the self-awareness of participants.
- To strengthen the confidence of participants.
- To strengthen the confidence of participants in others.

Active review:

- Take a look at the overview of the exercises used in this training. Participants shortly sum up what each exercise was about.
- How useful was working around the theme 'strengths and talents' for you?
- In each of these exercises, talents and strengths were used, discussed, shared, and so on. Participants try to remember what talents and strengths about them were mentioned. They write the ones that suit them on the bottom side of their piece of wood:
 - Talent – touch: which features led others to tick you?
 - Talent and strength – minefield: What talent cards applied to you during this exercise?
 - My friend can do that: what talents and strengths did you use during in the challenges?
 - The human pyramid: what talent or strength could you apply here?
- Participants can give the group a short explanation about their piece of wood and the talents and strengths on it.

Questions:

- Did you learn / discover new things about yourself? About others?
- Do you have trust in your own talents and strengths?
- Do you have trust in the talents and strengths of others?
- Can you think of everyday situations where you have used / will use these talents and strengths?

Extended review

Participants describe the person they had to observe throughout the session without saying their name. They also try not to give away the identity of the person they're talking about by eye contact or other non-verbal signals. The participant who thinks it's about him takes a step forward.



Standing strong

(4) Standing strong²⁷

Theme

Learning to stand strong.

Introduction

This training makes use of psychophysical²⁸ exercises. These create a link between physical actions and psychological processes. Through active exercises, *young people* strengthen their physical, emotional, social and mental awareness and resilience. Psychophysical awareness is a condition for strengthening psychophysical resilience. By learning to stand strong physically, emotionally, socially and mentally, *young people* prepare themselves to deal with all kinds of challenging situations. In this training, the focus of awareness and resilience is put on an individual level. In the next training, 'Staying strong', the focus is put on using this awareness and resilience in socially challenging situations.

Extra physical awareness can be achieved by working barefoot. This should be explained clearly to the participants clearly, and the flooring must be suitable for the purpose).

Main goals

- 🌀 To strengthen psychophysical awareness (awareness of the connection of the mind and the body) and psychophysical resilience (using the connection of the mind and the body) of participants.
- 🌀 To strengthen the awareness and resilience of participants on these levels:
 - 🌀 Physical awareness and resilience
 - 🌀 Emotional awareness and resilience
 - 🌀 Social awareness and resilience
 - 🌀 Mental awareness and resilience

Overview

START-UP:

- Energizer: Samurai
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- Hanging and hauling
- Stay balanced
- Knee-tick
- Lifting up
- Karate kid
- Hand punching

FINISHER:

- The resilient person

²⁷ The exercises in this section are inspired from Rots en Water, Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.

²⁸ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE equipment', paragraph 'Trainer and facilitator skills', subparagraph 'Psychophysical approach'.

START-UP

Energizer: Samurai

Start in a circle. At every movement, the participant doing the action screams: 'HAA!'. A random participant A lifts an imaginary sword high up in the air and vertically it swings down towards participant B, shouting 'HAA!'. Participants C and D on the left and right side of B, now swing their imaginary swords sideways into B's stomach, shouting 'HAA!'. B now throws his sword forward to another participant E, shouting 'HAA!'. E catches the sword and continues as A did in the first place. This is done until all participants have had the imaginary sword at least once, or longer. Extension of the energizer: After some time, all participants take ten seconds to do a 'Hara Kiri'; this means shouting 'Hara Kiri!', and then plunging the imaginary sword into their own stomachs and falling on the floor, dying an awful death.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous session(s) and let them share what they remembered, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be used when the sessions are organized in an extended programme, spread over several weeks²⁹.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

Refer to the first training, 'Who and What', where the exercise 'Freeze and push' was done. Literally standing strong was what we needed there. Participants repeat 'standing strong' briefly:

- ☞ Feet parallel at the width of the shoulders next to each other, leaving space between the legs.
- ☞ Leg muscles are not tense, but relaxed, ready to build tension when needed.
- ☞ Knees are loose, not stretched, flexible.
- ☞ The back is straight.
- ☞ The belly has a slight tension.
- ☞ Try to breathe calmly, without stress.
- ☞ Look in front of you: not above others, not down.

We will further strengthen our resilience, by doing exercises in which we literally stand strong. Literally 'standing strong' is linked with the figurative and psychological meaning of being strong. Someone who stands strong can feel strong and confident, and even more, look strong and confident to others.

We will experience how we can be more aware of our bodies, and have more control of them. Knowing your physical reactions is the first step towards strengthening control over them. More control over your body means more ways to handle all kinds of situations in a strong, confident and respectful way. In this training we will strengthen awareness and control over our actions and choices:

- ☞ physically (awareness and control over our own bodies).
- ☞ emotionally (awareness and control over our emotions and the influence they have on our bodies).
- ☞ social (awareness and control over how we interact with others).
- ☞ mentally (awareness and control of our minds).

²⁹ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Hanging and hauling

Objectives

- Participants are aware of their balance.
- Participants are aware of the link between physical balance and mental balance.
- Participants are aware of the link between balance, physical control, and control over breathing.
- Participants experience physical independence.
- Participants interact about influence and independence.

Preparation

Mark two lines about six metres apart.

Instructions 1

Hanging: Form two lines, so that pairs are facing each other. Each participant puts his right foot forward and reaches forward with his right hand, taking the wrist of the person opposite, with the reaching arm stretched. They use 'standing strong', the only difference is the position of their feet: one foot forward. Now all participants lean their weight back and seek to find the extreme balance point with their partner: the maximum of force and weight is leaning backwards. The trainer will count to three, and on the count of three everybody lets go. Repeat this until all participants manage to stay balanced or quickly recover their balance when they are released.

Review 1

Active review:

- Who lost their balance easily? Who stayed balanced? Who recovered their balance quite quickly after losing it?
- Can we search for a better position, so that balance is not lost when we let go of each other? What are features of this position? Show these features.

Questions:

- What happens when we let go of the other? To you, and to your opposite number?
- Are there situations in daily life where you depend on others? Can this lead to losing balance?
EXAMPLE: Imagine that at school, you always spend time with your one best friend, you rely on each other and feel good together. If this friend is not at school, what happens to you? Does this change your balance? Do you still feel good? How can you restore your balance at such moments?

Extended review 1

In life, being aware of one's own balance can help us to be resilient. Being connected with others is a strength. Being able to rely and trust on others is a good thing. We sometimes depend on others, and need others to be balanced.

On the other hand it can be strong to seek for personal balance, not depending too much on the decisions of others. When the support of someone you depend on is gone, being resilient means you can adapt to the situation, and rely on your own balance, recover it, and find it again.

Instructions 2

Hauling: Same starting position. This time, combine a strong stance with controlled abdominal breathing throughout the exercise. Do not use your arm alone as the source of power, but use abdominal muscles, combined with strength from the legs. We call this being centred: use the centre of your body for strength and for breathing. At the starting signal, start pulling your opposite number towards you, trying to reach the line behind you. Do this being centred (using abdominal breathing and force from the belly), and balanced (trying to stay on both feet). Take small steps with the feet forward or backward, avoiding going over your balance point.

Review 2

Active review:

- 🌀 How was your balance during the exercise?
- 🌀 How was your breathing during the exercise?
- 🌀 How was your control during the exercise?
- 🌀 Who could win some terrain?

Questions:

- 🌀 Was the competition fair? This means: did both players respect their opposite numbers by not taking advantage of the other having a 'weak' moment, and controlling their actions?

Extended review

In these 'duels', it's more important to give each other chances to learn and to search for and find a good position, than to win. Try to take an attitude of coaching your partner, rather than fighting him.

Physical balance (control over actions, not losing balance, control over abdominal breathing and muscle tension) and mental balance (feeling you have control, feeling balanced) are connected. This can also apply in daily life: if you are at ease and 'in balance', it's easier to have control over the situation. Sometimes adapting small things can help to find more balance: strong stance, centring, breathing,...

In this exercise, the challenge is to be able to work together and at the same time maintain enough independence. At other moments it can just be necessary to trust others you depend on. In both cases it can be useful not to let your balance and choices depend too much on your opposite number.

Tips for the trainer

This exercise can create an atmosphere of competition between the participants. As a trainer, it's important not to focus on the competition (winning or losing games) too much, but rather to focus on the experience and the alternatives participants have in their actions.

Variations

- 🌀 Change partners.
- 🌀 Hang in balance with the whole group: make a circle, hold hands, hang together. This variation can be linked to the exercise 'Pull up' in the 'Group work' training.

Stay balanced

Objectives

- Participants experience and practice standing strong.
- Participants experience and practice physical resilience and emotional resilience.
- Participants experience and practice alternatives in their actions and choices.
- Participants experience and practice standing strong, staying in balance, using and controlling their strength, using their suppleness.
- Participants strengthen confidence in their actions and choices.
- Participants experiment the firm and flexible attitude.

Instructions

Form couples, stand in front of each other in the starting position. Use 'standing strong' from previous exercises, the feet standing parallel and leaving a distance of about one arm's length from the other participant. Put your open hands against your opposite number's and take some space back with the hands. After every action you return to this position.

From the starting signal, you try to stay in balance with both feet staying put, and unbalance the other participant: as soon as a participant has to move a foot or needs to touch the other participant to keep from falling, he loses his balance. The participant who keeps his balance wins that game. Follow these rules:

- Push with both hands at the same time.
- Push straight forward (no moves sideways).
- After each action, both players return to the starting position before starting a new action.
- Each player can choose to 'attack' at any time.

In the first set of games, both participants will use the firm attitude for attack and defence: pushing forward with short, fast actions, and with firm contacts. The other participant can choose to react by also pushing back hard and fast, or by blocking: staying put and trying to stop the movement of the other.

After a few games, participants are given an extra option in the way they play the game: use the supple, elastic reaction when the other participant attacks, consisting of quickly pulling the arms back when the opposite number attacks, or of being supple, i.e. letting the arms be pushed backwards gently by the other player, without giving much resistance, but still standing strong.

Now the task is to vary both actions in the games, and experience the benefits and disadvantages of both actions and reactions in the games.

Review (parts of the review can be done in between the different parts of the exercise)

Active review:

- Were you able to block the attacks by staying put, using the firm attitude?
- Were you able to catch the attacks by a supple reaction?
- Did you unbalance your partner by using one of these attitudes ?
- What action did you use most?
- Did you use both the firm and the flexible attitudes?
- Could you easily switch between the attitudes?
- Was it easy to stay calm and keep standing strong?
- Was it easy to choose an attitude?

Questions:

- What was the best way to achieve a result?
- What action do you prefer? Why?
- What action do you prefer in daily life? In what situations? Why?
- Is physical strength important here?
- Did you have control over your actions? Do you have control over your actions in daily life?
- Can we use these attitudes in daily life? In what situations are they applicable? Do we always have a choice when using these attitudes?

An important feature of choosing an attitude (strong or flexible) is timing. Which action delivers success depends on the timing, the reaction of others, and so on, and can be unpredictable. A good 'reading' of the situation, being self-aware and at the same time, aware of what others do, will enhance our chances of success.

Tips for the trainer

If necessary, repeat the instructions on 'standing strong' before starting the exercise:

- 🌀 Feet parallel at the width of the shoulders.
- 🌀 Leg muscles are not tense, but relaxed, ready to build tension when needed.
- 🌀 Knees are loose, not stretched, flexible.
- 🌀 The back is straight up.
- 🌀 The belly has a slight tension.
- 🌀 Try to breathe calmly, without stress.
- 🌀 Look in front of you: not above others, not down.

Regularly form new pairs, so that they can see how the others play the game, how other participants may have another strategy or way of playing, and how they can adapt their game play to other participants.

This exercise can create an atmosphere of competition between the participants. As a trainer, it's important not to focus on the competition (winning or losing games) too much, but rather to focus on the experience and the alternatives participants have in their actions.

Knee-tick

Objectives³⁰

- Participants experience and practice standing strong.
- Participants experience and practice physical resilience and emotional resilience.
- Participants experience and practice alternatives in their actions and choices.
- Participants experience and practice standing strong, staying in balance, using and controlling their strength, using their suppleness.
- Participants strengthen confidence in their actions and choices.
- Participants experiment with the physical firm and flexible attitude.

Instructions

Form pairs. Participants stand in front of each other, with feet apart, and standing strong. Each participant puts his left foot forward, holding his counterpart's left hand, keeping the index finger free. The goal is to touch one's opposing number's knee with one's index finger, or to push or pull the other out of balance. Touching the other person's knee or making him a foot scores a point. The different attitudes are also applicable and can be varied in this variation in the same way as in 'Stay balanced':

Review (parts of the review can be done in between the different parts of the exercise)

Active review:

- Were you able to block the attacks by staying put, using the firm attitude?
- Were you able to catch the attacks by a supple reaction, using the flexible attitude?
- Did you unbalance your partner by using the firm or flexible attitude?
- What action did you use most?
- Did you use both the firm and the flexible attitudes?
- Could you easily switch between the attitudes?
- Was it easy to stay calm and keep standing strong?
- Was it easy to choose an attitude?

Questions:

- What was the best way to achieve a result?
- What action do you prefer? Why?
- What action do you prefer in daily life? In what situations? Why?
- Is physical strength important here?
- Did you have control over your actions? Do you have control over your actions in daily life?
- Can we use these attitudes in daily life? In what situations are they applicable? Do we always have a choice when using these attitudes?

Variations

Both participants put their right foot forward and give their right hand.

³⁰ The objectives of this exercise are the same as in 'Stay balanced'. It's an extra exercise to strengthen the same competences in another way.

Lifting up

Objectives

- 🌀 Participants are aware of their breathing.
- 🌀 Participants strengthen control over their breathing.
- 🌀 Participants are aware of the influence of breathing on a physical, emotional and mental level.
- 🌀 Participants experience different ways of breathing.
- 🌀 Participants practice controlled abdominal breathing.

Instructions

Form pairs of people who have about the same weight or body figure. A and B look in the same direction, B stands behind A.

A stands normally, relaxed and breathes normally. B lifts him up by holding A's upper arms or lower ribs. Change roles.

The same is repeated; now A takes a deep breath and holds it high in the chest (chest breathing), with some tension in the body. Then B lifts A and puts him back down. Change roles.

The same is repeated; now A breathes out slowly through the mouth, relaxing muscle tension (abdominal breath, relaxed position). B lifts A and puts him back down.

Review

Active review:

- 🌀 What type of breathing makes it easy or hard to lift?

Questions:

- 🌀 Did you feel differences between the three breathing techniques? (chest breathing, controlled abdominal, normal)
- 🌀 Do you recognize these ways of breathing in real situations?
- 🌀 Is your breathing influenced by what happens around you? In what way?
- 🌀 Is it useful to control your breathing through attention for abdominal breathing? In what situations?
- 🌀 What type of breathing is used most in the following situations?
 - Being scared
 - Resting
 - Hurrying
 - Running a long distance
 - Watching television
 - Etc.

Extended review

Link breathing to experiencing emotions. Often breathing and heart rate are directly influenced by emotions, and this also influences our balance and our ability to stand strong and keep in control. Being aware of this is the first step towards gaining control over our reactions in emotional situations. In the 'Can you feel it?' training, we work further on the emotional resilience theme.

Tips for the trainer

Link this breathing exercise to the technique of standing strong. For this, refer to the centre of the body, the stomach, as an important body part to be aware of and to use: 'Look at your body when standing strong, as a triangle. The centre of that triangle is your stomach, your 'core'; a lot of things are directed from there: rest through controlled abdominal breathing, but also strength, through the tension of your abdominal muscles, which are linked to all other places in your body.'

Lifting others can be threatening, embarrassing, etc. for some young people, because of the physical contact.

For some participants, images can help in performing the 'high breath' and the 'low breath':

- 🌀 Low breath: imagine you are a tree, rooted in the ground.
- 🌀 High breath: imagine you are a balloon that goes up.

In all future active exercises that have an influence on the breathing (energizers, etc.), you can refer to this exercise. Participants take control over their breathing by practicing the abdominal breathing technique.

Variations

If participants in pairs have trouble or meet resistance when lifting each other, use these safer alternatives with the same objectives:

Work with groups of three participants. A, who will be lifted, stands in the middle. B and C stand on the left and right of A and lift him by grabbing his arm and shoulder.

Form pairs. A stands next to B, feet a shoulder-width apart, and at arm's-length distance. A uses his right hand to push gently and with rising force against the left shoulder of B. Push three times; the person being pushed, changes his breathing every time:

Normal breathing: no efforts.

High breathing: breathe in, fill the lungs and raise the chest, looking slightly upward, when breathing out keeping the air and the thoughts upwards.

Controlled abdominal breathing: breathe in, fill the lungs and send the air downwards to the stomach, and breathe out slowly.

Change positions and roles.

Change the way of pushing, very shortly and firmly: a quick push after A breathed in, also three times:

After normal breathing in.

After high breathing in.

After low breathing in.

'Shoulder-pushing': Two participants stand shoulder to shoulder, facing in the same direction, each trying to push the other away, stepping sideways to stay on both feet. While pushing, they try to keep their breathing low. This can also be done with a cushion between the participants.

Karate kid

Objectives

- Participants experience focusing.
- Participants are aware of the physical and mental aspects of focusing.
- Participants strengthen control over their focus.
- Participants interact about focusing in everyday situations.
- Participants are aware of the influence of focusing on a physical, emotional, social and mental level.

Instructions

Form a circle, leaving enough space between the participants, so that there will be no contact when stretching the arms sideways.

- Choose one foot to stand on
- Try to be balanced in the best possible position.
- Count up to ten, then return to both feet and open your eyes.

New instructions:

- Close your eyes
- Choose one foot to stand on
- Try to balance on the spot.
- After counting up to ten, return to both feet and open your eyes.

New instructions:

- Look at a fixed point right in front of you.
- Choose one foot to stand on
- Try to be balanced in the same place as much as possible.
- After counting up to ten, return to both feet and open your eyes.

Review

Active review:

- Which of the three times you had the best balance. (For example by showing 1, 2 or 3 fingers.)

Questions:

- Can focusing help you be balanced in everyday situations? In what situations is focusing useful? Do you have personal experience of situations where focusing helped you to be and stay 'strong'? (E.g. at school, home, in traffic,...).
- Can you practice focusing and get better at it?
- Can you focus without using your eyes? What is internal focus?

Extended review

For most people, looking at a fixed point gives the best balance: a strong external focus and awareness. It's also possible to find a good balance with the eyes closed: a strong internal focus and awareness. Everyone has their own preferences on this.

Focusing also means having one or more goals: choosing something you want to achieve, something to strive for. When you have set out goals for yourself, this strengthens resilience, because challenges will be overcome easier, when keeping the goals you want to reach in mind. Another aspect of choosing these goals is deciding which steps you have to take to reach them. Try to do this when deciding which goals you want to achieve as well.

More information

'Staying strong' training, 'Strong focus' exercise.

Hand punching

Objectives

- Participants strengthen their standing strong, balance, focus and abdominal breathing.
- Participants strengthen their physical control.
- Participants strengthen their confidence.

Instructions

Form pairs and stand facing each other, leaving one arm length's distance. A stands strong, one foot forward. B stands strong, feet parallel. A will punch, B will catch the punches. B stabilizes his open hand with his other hand by taking hold of his own wrist. A makes a fist, thumb on the outside of the fist, with the knuckles horizontal, and places the fist in the open hand of B. A builds pressure until both A and B feel force, but still are balanced: A and B use their feet, legs, abdominal muscles and controlled abdominal breathing to stay balanced.

Now A starts punching gently on the hand of B, slowly building up force, but using a slow tempo and, after punching, holding the pressure one second against B. B tries to catch the force using the strong stance and tension in the abdominal muscles. When punching, and also when catching punches, participants try to breathe out. First they must breathe out slowly with every action, and when using or catching more force, use a more explosive pushing breath.

After practicing for some time, they repeat the same exercise, but B, when catching the punch, may place an open hand quickly over A's fist and try to pull A towards him with a short pull. Both try to stay balanced and stand strong.

Change roles and repeat.

Review

Active review:

- How did your standing strong go?
- How was your physical balance?
- How was your abdominal breathing?
- How was your control over your abdominal muscles?
- How was your focus?
- How was your control over your punching force?
- How was your control over catching punches?

Questions:

- Did you manage to keep your breathing low, even when the punches got harder?
- Did you use your abdominal breathing? Did you use your abdominal muscles?
- Was breathing out at every action helpful?
- Could you feel what your counterpart did to keep his balance?

Tips for the trainer

- When punching, make a fist that does not hurt the recipient: touch the hand by forming a flat surface, avoiding use of the knuckles.
- Emphasize that the punching here has nothing to do with aggression or fighting, or being the strongest, but is a way of building up self-control and confidence. The punches are not given using the firm attitude, but the flexible attitude, with calmness, slow and gentle, not aggressive. Stimulate participants to set boundaries and react when the punches are given with the firm attitude.
- Reference to sports can be a useful aid to illustrating the power of breathing: tennis players who smash, weight lifters who breathe out, etc.

More information

The energizer of this training: 'Samurai', can be used to illustrate the force of breathing.

Finisher

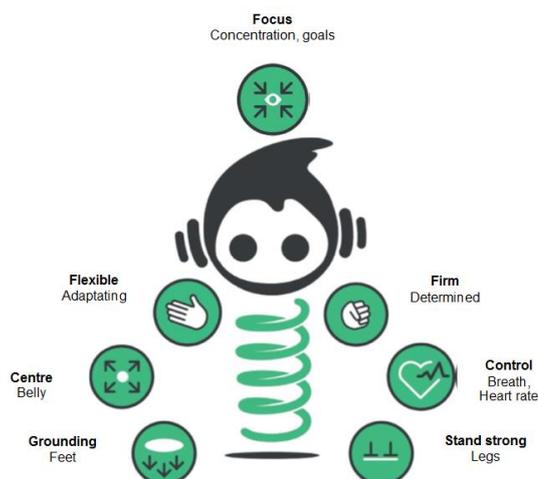
The resilient person

Objectives

- Participants evaluate the training.
- Participants interact about their experience in the training.
- Participants reflect on how they can use elements of the training in their daily lives

Materials

- Annex 12: The resilient person³¹
- Overview of the exercises used in this training.
- Big sheet of paper
- Markers
- Green and red Post its



The resilient person

Instructions

State the main goals of the training to make clear what to evaluate:

- To strengthen the psychophysical awareness (awareness of the connection of the mind and the body) and the psychophysical resilience (using the connection between mind and the body) of participants.
- To strengthen the awareness and resilience of participants on these levels:
 - Physical awareness and resilience
 - Emotional awareness and resilience
 - Social awareness and resilience
 - Mental awareness and resilience

Active review:

- Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.
- Participants draw their own versions of 'The resilient person'. They start by drawing a person who represents for them a resilient person. They write the concepts of this training on and around the drawn person. Questions that can give direction are:
 - Mark where 'standing strong' can be visible / perceptible. (legs loose, stomach slightly tensed, calm breath, back straight, focus forward).
 - Mark where 'balance' is visible / perceptible: whole body (physical) and the mind (mental).
 - Where the different attitudes are visible / perceptible, where the choice between these attitudes can be made.
 - Where 'breathing' is visible/ perceptible: chest breathing, controlled abdominal breathing, breathing force.
 - Where 'focusing' is visible / perceptible.
- Every participant takes a green and red post-it, writes his name or a personal symbol on it, and places it on 'The resilient person':
 - A place in the body or a concept you learned something about: your awareness, control, resilience on this item is stronger: a green post-it.
 - A place in the body or a concept that you would like to develop more in dealing with resilience when standing strong: a red post-it.

Questions:

- Can you tell the group something about the green and red post-its?
- Did you learn new things about yourself / others?
- Do you think awareness about the concepts of 'The resilient person' is useful for you?

³¹ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} equipment, subparagraph 'The resilient person'.

Can you think of daily situations where you can use the information written / drawn on 'The resilient person'?

Tips for the trainer

The main goals and concepts can be difficult for participants to understand. Adjust the difficulty of these main goals and concepts to the participants and their level.

Variations

Participants each draw the resilient person, with the concepts, and paste post-its on their drawings. After this, different drawings are looked at by the group.

Use the different versions of 'The resilient person' to variate the exercise.

Use the blank example of 'The resilient person' (See Annex 12), and participants complete the drawing with the concepts of the training.



Staying strong

(5) Staying strong³²

Theme

Using standing strong in socially challenging situations.

Introduction

In the previous training, awareness and resilience on the physical, emotional, social and mental level, was strengthened on an individual level. Participants experimented with alternatives and choices, working towards stronger individual awareness and resilience.

This training uses this experience and goes a step further: participants strengthen their resilience by practicing this, in 'near-real social situations', with training situations that can be linked to socially challenging situations.

Every exercise in this training, can be used to link the experiences to the psychophysical experience, and to the concepts of standing strong, balance, breathing, focus, and the firm and flexible attitudes.

Through the experiences in this training, young people strengthen their self-awareness and their confidence in different situations.

Extra physical awareness can be reached by working barefoot. This must be explained clearly to the participants and the flooring must be suitable.

Main goals

 To strengthen the psychophysical awareness and resilience of participants in social challenging situations on these levels:

- Physical awareness and resilience
- Emotional awareness and resilience
- Social awareness and resilience
- Mental awareness and resilience

Overview

START-UP:

Energizer: Stop-ticker
Start circle
Experiences
Introduction for participants

MIDDLE:

Contacts
Break in / break out
Strong focus
Boundaries
Mountain path
Defend an opinion
Confidence run

FINISHER:

The resilient person 2

³² The exercises in this section are inspired from Rots en Water, Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.

START-UP

Energizer: Stop-ticker

One participant is the ticker. From the start signal, others must move at all times in the marked zone. When a participant is ticked, he becomes the ticker. Participants can prevent being ticked by giving a loud and clear 'stop signal', just before the ticker can touch them: using standing strong, a strong voice, looking serious and by making a stop sign with the arm forward.

If a participant does these things, but not convincingly enough or too late, the ticker passes his turn to this participant and becomes a normal player. This goes on a few minutes.

Add a short review about the use of a clear and strong 'STOP' signal. What is a good signal, when do people tend to accept a 'STOP' signal? When do they tend to ignore a 'STOP' signal?

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous session(s) and to share what they remember, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be done when the sessions are organized in an extended programme spread over several weeks³³.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

Refer to the first 'Who and what?' training, where the 'Freeze and push' exercise, was done.

Refer to the training 'Standing strong', where all exercises strengthened awareness and resilience on standing strong, balance, breathing, focus, and the firm and flexible attitudes.

'Staying strong' is a session where we will be able to use elements from the previous session and work further with them. We will use 'standing strong' and practice the elements of this in socially challenging situations. In 'almost real situations', we will experience how we can deal with all kinds of challenging social situations. The exercises will let us discover how we and others act and react. We can try out new strategies, discuss them, etc. This can strengthen resilience in everyday situations that sometimes challenge us to 'stay strong'. Practicing this can have an influence on how you approach socially challenging situations in the future.

³³ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Contacts

Objectives

- 🌀 Participants are aware of their behaviour (attitude, emotion, reactions) in contacts with others.
- 🌀 Participants are aware of possibilities and choices in contacts with others.
- 🌀 Participants experience socially challenging situations.
- 🌀 Participants interact about alternatives for dealing with socially challenging situations
- 🌀 Participants strengthen confidence in socially challenging situations.

Preparation

Mark out an area where the exercise will take place.

Instructions

Participants walk around in a marked zone. At first there is no contact; all participants choose their own way. The trainer gives alternating instructions on what to do when crossing someone's path:

- 🌀 Make absolutely no eye contact, even try to ignore all others around you.
- 🌀 Make eye contact for about one second when crossing in front of someone.
- 🌀 Stop and make eye contact for five seconds.
- 🌀 Stop and make eye contact and look angry for five seconds.
- 🌀 Stop and make eye contact and look happy for five seconds.
- 🌀 Stop, look angry for five seconds and when walking away, bump your shoulder against the other person.
- 🌀 Stop, make eye contact and push the other person away from you with both hands.
- 🌀 When the group walks around, the trainer picks a random participant and silently asks him to follow another participant he indicates for a short time. This is done several times and then repeated with more than one participant following another.

Review

Active review:

- 🌀 What is it like to have these contacts (easy – hard)?

Questions:

- 🌀 What are the differences in how the contacts feel?
- 🌀 What is the effect of:
 - being ignored?
 - eye contact, short or long?
 - different expressions (angry, happy) when having eye contact?
 - physical contact after eye contact?
- 🌀 What is the effect of being followed? How did you react?
- 🌀 In what situations / with whom do you have this kind of contact? How do you / would you react in real situations like this? What can the effect of these reactions be?

Extended review

In all kinds of social situations there are different choices when making contact: ignoring, friendly, angry, etc. We make a lot of these 'choices' without thinking about them or realizing we are making them. Does this also apply to socially challenging situations? Or is it better to think about a good strategy to deal with the situation? It can sometimes be interesting to think a bit further and intentionally choose to act in a certain way. This can help you to get through the challenging situation in a way that suits you.

Break in / break out

Objectives

- Participants experience socially challenging situations.
- Participants practice different behaviour in socially challenging situations.
- Participants are aware of their behaviour (attitude, emotion, reactions) in socially challenging situations.
- Participants experiment with alternatives for dealing with socially challenging situations.
- Participants are aware of alternatives in socially challenging situations.
- Participants interact about alternatives for dealing with socially challenging situations.
- Participants link the alternatives they have for dealing with socially challenging situations, with the firm and flexible attitude.
- Participants strengthen their confidence in socially challenging situations.

Instructions

Two volunteers will have to work 'against' the group.

The group forms a circle, standing close together and closing the circle firmly. One of the volunteers is in the middle of the circle, and one is outside it.

At the start signal, the participant inside tries to get out of the circle, and the participant outside tries to get into the circle.

The action stops either when the inside and outside participants have achieved their goal or after two minutes.

Review

Active review:

- Who saw firm attitudes in the ones who had to break in or out? How? Who saw flexible attitudes? How did you see this?
- Were there participants who fell into the pitfalls of the firm attitude (aggression / losing control of their own force) or the flexible attitude (not being able to use force)?

Questions:

- What were good strategies from the players when trying to get in or out?
- Did anyone ask to get in or out? Was this worth a try?
- Are there any everyday situations where you are part of a group, but have the feeling being trapped in that group? How can you deal with this?
- Are there any everyday situations where you would like to be part of a group, but this is difficult or even impossible? How can you deal with this?

Tips for the trainer

Repeat the exercise a few times with different participants, and do short reviews in between, focusing on experimenting with different alternatives.

Variations

In a small group, have just one participant in the middle or outside the circle.

More information

'Standing strong' training: different exercises explain the firm and flexible attitudes and pitfalls.

Strong focus

Objectives

- Participants experience socially challenging situations.
- Participants practice different behaviour in socially challenging situations.
- Participants are aware of their behaviour (attitude, emotion, reactions) in socially challenging situations.
- Participants interact about alternatives in dealing with socially challenging situations.
- Participants are aware of alternatives in socially challenging situations.
- Participants practice focusing as a strategy for challenging social situations.
- Participants strengthen their confidence in socially challenging situations.

Instructions

All participants stand in a line, with some space between them. They stand strong, looking forwards and focusing on one spot. The goal of the exercise is trying not to react: (laughing, talking, turning away, etc.). The trainer tries to 'break' the focus at four 'levels', from a distance of about two meters:

- Level 1: passing by, trying to make eye contact.
- Level 2: passing by, making movements.
- Level 3: passing by, making movements and noises.
- Level 4: passing by, calling the name of the person, combined with movements and noises.

When the focus is broken and a participant reacts (laughing, talking, turning away, etc.), he takes a step back, tries to regain his self-control, and gets back in the line.

Review

Active review:

- How difficult or easy is focusing in this situation?
- Who saw someone who stayed very calm and did not react for a very long time?

Questions:

- What does focusing being difficult or easy depend on?
- What can you do in order not to react? (What alternatives are there to ignoring, not reacting, or not laughing? What mental strategies do you use? (Thinking about something else / about nothing, and so on). What physical strategies do you use (breathing, standing strong, muscle tension, relaxation, etc.)?
- Did you make progress in resisting the influence? What helped you strengthen your focus, and what didn't?
- Can you use this way of focusing to be resilient in daily situations?
- How is it for someone who wants to provoke reactions and he is ignored? (The trainer can give his experience as an answer.)
- Can ignoring / not reacting to influences be a strong reaction? In what cases?

Extended review

Sometimes focusing can be a very powerful quality to deploy in order to achieve objectives: standing back from what is happening around you. (It is also useful for bullying situations, for regaining concentration in class, coping with stress, etc.) Not reacting and so keeping control of the situation, is very strong, and this means that resilience is shown.

Variations

- Players stand in a circle, facing outward. This means that they will influence each other less.
- Participants form pairs, where one partner has to focus and the other has to try to break the focus in the four steps of the exercise.
- Extra review question: When you try to break the focus: how does it feel? Is it easy, is it hard, what does this depend on? How does it feel when you succeed? How does it feel when you do not succeed in breaking the focus?

More information

- 'Who and what?' training, 'Focus on the story' exercise.

Boundaries

Objectives

- Participants experience socially challenging situations.
- Participants practice different behaviour in socially challenging situations.
- Participants are aware of their behaviour (attitude, emotion, reactions) in socially challenging situations.
- Participants interact about alternatives in dealing with socially challenging situations.
- Participants are aware of alternatives in socially challenging situations.
- Participants are more aware of boundaries from themselves and others.
- Participants practice stating boundaries and reacting to boundaries.
- Participants are aware of their body language.
- Participants strengthen their confidence in socially challenging situations.

Preparation

Mark two lines at approximately 15 steps (8 to 10 metres) apart.

Instructions

Form pairs. Each participant A faces a participant B.

- First action: All participants A slowly step forwards towards participants B, not making eye contact. When B senses that the A opposite is coming too close, B gives a loud and clear 'Stop' message, using standing strong, a strong voice, looking serious, and making a stop sign with the arm forward towards A. At that stop signal, A stops immediately. Change roles.
- Second action: A steps forward, making eye contact and walking taller, faster and with bigger steps. Change roles.
- Third action: A steps forward in the same way, but ignore the stop signal from B. A comes very close, and stops very close to B. At that moment, B says stop again more forcefully and takes a step back. A stops. Change roles.

Review

(The review can be done after every new way of performing the exercise, alternating the review questions)

Questions:

- What are the similarities and differences in the positions after the stop signals? Is the place where the stop signal was given the same for all participants? Are everyone's boundaries the same? Were the stop signals all the same?
- What do you feel when being approached? Why did you stop the person coming at you? (Uncomfortable feeling, threatening, laughing, etc.). Was there a signal that made you decide to stop A? Can you indicate how and where you felt that signal?
- How does it feel to be stopped? Was the message clear? Why (not)? What is the role of body language when showing a boundary?
- Can you sense when you come too close to others? How can they react in a strong, resilient way?
- Can you sense when others come too close to you? How can you react in a strong, resilient way?
- What are the differences in the ways of approaching? How does it feel to give a stop-signal in this situation?
- What are the differences in the way of giving a stop signal? What is the effect of the stop signal?
- What are strong, resilient reactions? Why? Can showing your boundary give you confidence?
- Are there everyday situations where you can use this stop signal to show your boundaries?
- Are there everyday situations where you have experienced a threatening approach? How did you react? What are strong, resilient reactions?

🌀 What are boundaries?³⁴

Extended review

It's a good thing when we sense what happens; our body gives us signals, and picking them up is something we can learn. If we pick up signals of our personal boundaries in time, we can also react in time.

We all have our boundaries, and can show them in a calm, respectful way. In threatening situations, a strong 'Stop' message can be useful.

When showing our boundaries, we can make use of the 'confrontation rules':

- 🌀 Making eye contact
- 🌀 Standing strong, not showing aggression.
- 🌀 Breathing calm, using controlled abdominal breathing
- 🌀 Saying out loud what you do not like and what you want.

Again, in everyday situations, stop-signals that are not clearly given, or are incoherent with the body language, can be misinterpreted or ignored. Make sure when giving a signal that the message is clear to the recipient by ensuring coherence between the verbal and the non-verbal message.

Being approached by others is only one way of experiencing your boundaries. Boundaries can also be reached in other ways: physically, emotionally, mentally, etc. Can you give examples of other situations where boundaries can be given? How can you react in those situations?

More information

Energizer of this training: 'Stop-ticker'. In this energizer, the way a stop signal was given might or might not be convincing.

³⁴ In the BOUNCE tools, a boundary can be a law, a rule, an agreement made, a personal limit, physical integrity, a mental boundary, etc.

Mountain path

Objectives

- Participants experience socially challenging situations.
- Participants are aware of their behaviour (attitude, emotion, reactions) in socially challenging situations.
- Participants practice different behaviour in socially challenging situations.
- Participants are aware of alternatives in socially challenging situations.
- Participants interact about alternatives in dealing with socially challenging situations.
- Participants experiment with the firm attitude and the flexible attitude as strategies for dealing with socially challenging situations.
- Participants are aware of successful strategies for achieving goals.
- Participants interact about the advantages and disadvantages of strategies to reach a goal.
- Participants strengthen confidence in socially challenging situations.

Materials

Materials to make a small path approximately 6 to 8 metres long (ropes, chalk, small mats, etc.)

Preparation

Make a small path approximately 6 metres long and no more than 50 cm wide.

Instructions

Two participants stand on one side of the small imagined mountain path. On one side we imagine a vertical wall, and on the other side a ravine. Both participants must try to cross the mountain path, each starting from an opposite side.

Before starting, participants imagine a goal, something they want to reach at the other side of the mountain path (a friend, something to eat, school bus, picking up something, and so on).

Before starting, participants also think about a good way for them to reach the goal at the other side of the mountain path. They choose their strategy by questioning: How will I act? In a hard way or in a supple way - using the firm or the flexible attitude?

- The firm attitude: focused on the goal, not changing a plan, direct movements, short, hard communication with others, use of physical strength.
- The flexible attitude: less focus on the goal, ready to change the plan, supple movements, listening to the plan of the other, trying to find a solution together.

Do a short review after each attempt by two participants to reach the other side.

Review

Questions:

- What goal did you choose?
- What strategy did you choose to reach your goal? What strategy did the other participants see?
- What worked well? What was successful? What was less successful? What advantages and disadvantages of the different attitudes were there?
- Did you follow your strategy as planned? Did you change it? Was there influence of the other participant to your strategy?
- What strategy or attitude do you usually use when trying to reach your goal? What is a good strategy for you? Why? Can choosing your strategy help you be resilient and confident in socially challenging situations?
- Are there elements of 'standing strong' you could use in this situation? (Standing strong, balance, breathing, focus.)
- Are there everyday situations where you used one of these strategies to reach a goal? In what situation did you use the firm attitude? In what situations did you use the flexible attitude? What was the effect? What was the result?

Tips for the trainer

Alternate the instructions:

- Participants only use words to reach the other side.
- Participants combine words with physical actions to reach the other side.

Variations

Use an outside setting for this exercise.

Convincing: Participants form couples who stand in front of each other, at arm's length. They choose a situation where participant A has his territory, and B is 'out' (for example: two brothers, one in his room, the other outside). Or use situations where one has something the other wants (For example: use a phone, needing something from the other person, etc.).

The goal is to persuade the other participant to let one in, using only words and body language, without physical contact. The other does not want this. Participants experiment with the flexible attitude, and with the firm attitude. Change roles.

More information

All exercises in the 'Standing strong' training.

Defending an opinion

Objectives

- Participants experience socially challenging situations.
- Participants are aware of their behaviour (attitude, emotion, reactions) in socially challenging situations.
- Participants experiment with the firm attitude and the flexible attitude as strategies for dealing with socially challenging situations (defending an opinion).
- Participants strengthen their confidence in socially challenging situations.
- Participants realize there are different opinions on subjects.
- Participants can find arguments to defend an opinion.
- Participants can use arguments to defend an opinion.
- Participants can use body language to defend an opinion.
- Participants can listen to the opinions of others.
- Participants are aware that opinions can be influenced by others.

Materials

- Annex 13: Opinion topics
- Large sheets and markers (1 per group)
- Material to mark two lines.

Preparation

Mark out two lines about two metres apart.

Instructions 1

Divide the groups into two or four equally-numbered sets. Each set is given a role, for or against. Each set looks for arguments together (at least one argument per participant) which confirm the set's opinion on video gaming. They prepare this on a large sheet of paper.

Each set prepares who will be going to use what argument(s) in the confrontation in part 2. Each set prepares the way in which its participants will present each argument in the confrontation (posture, way of speaking, expressions, firm/flexible attitudes, etc.).

Review 1

Active review:

- How easy or difficult is it to find arguments that match the position of your group?
- How close (or different) is the opinion that you had to defend to your actual opinion on that subject?
- How easy (or difficult) is it to do that?

Questions:

- Have you prepared the way in which you will stand up for your arguments?

Instructions 2

The 'fors' stand facing the 'againsts', forming two rows approximately 2 metres apart. Start a confrontation: one participant steps forward, gives one argument. When finished, he steps back and a participant from the other set may react, or use another argument.

These rules must be followed during the confrontation:

- Only one participant speaks at a time, stepping forward before talking.
- Reacting to an argument may consist of one person stepping forward and waiting until the other participant has stepped back.
- When a participant has finished his argument or reaction, he steps back.

Review 2

Active review:

- Who used the firm attitude, and who used the flexible attitude when giving arguments? When reacting to others? In which of these styles do you prefer giving arguments?
- How do you usually defend an opinion in other situations?

- 🌀 What attitude is successful in defending an opinion, or in convincing someone else? What was persuading or convincing?
- 🌀 How easy / hard is it to listen to the arguments of others? How hard is it to let others talk before you can react?
- 🌀 How easy / hard is it to defend an argument in front of a group?

Questions:

- 🌀 What was a good argument by the other group? And why? Is this due to the content, i.e. what was said, or to good arguments, i.e. the way it was presented? Or both? How important is the way an argument is presented to be convincing?
- 🌀 You had to wait to say what you wanted. How did you experience this? Do you have other experiences where you have had to wait to say what you want?
- 🌀 Did a strong argument or strong presentation of an argument influence you? Do you have everyday situations where you are influenced in your opinion towards a subject? What can be a strong influence? Why can an influence be strong?
- 🌀 Is this a realistic way of having a discussion? Do you recognize this in real situations? (For example, this kind of structure is also used in court.) How does this usually happen between individuals or groups in your experience? Do you have personal experiences of debating and using arguments in a discussion? What is a good way to have a discussion about an opinion?

Tips for the trainer

- 🌀 In the confrontation, it's possible that two participants will have a discussion that will go on for some time. The trainer can intervene and pass the turn to other participants. All participants are given a chance to speak.
- 🌀 When preparing the confrontation, encourage participants to feel they really are in the position of a person who has this opinion. This can be done by saying something about a real or fictitious situation involving young people and the chosen topic.
- 🌀 Use historic and contemporary examples of confrontations / presentations that are given in a convincing way (arguments or / and body language, use of voice, etc.): Video or audio fragments of debates that go well or badly.

Variations

- 🌀 For groups who find it difficult to find arguments: When preparing the confrontation, the trainer can help finding arguments, by giving some examples. These are summed up in annex 13.
- 🌀 For groups where enacting this confrontation is too threatening, let volunteers from the group enact the confrontation, instead of all the participants, or the trainer can give the example.
- 🌀 If the group is too small to form four sub-groups, choose to split it into two sets: Young people for, Parents against, or vice versa.

More information

'Mountain path' exercise in this session.

'Staying strong' training, 'Boundaries' exercise: confrontation rules:

- 🌀 Making eye contact
- 🌀 Standing strong, not showing aggression.
- 🌀 Breathing calmly, using controlled abdominal breathing
- 🌀 Saying out loud what you do not like and what you want.

Confidence run

Objectives

- Participants experience a positive challenge.
- Participants build mutual trust.
- Participants are aware of their behaviour (attitude, emotion, reactions) in socially challenging situations.
- Participants interact about focusing and determination in reaching goals.
- Participants strengthen their confidence in socially challenging situations.

Instructions

Form two rows of participants facing each other with a gap of two arm lengths between the rows so that two participants facing each other can just touch each other's fingers when their arms are stretched forward. One participant at a time does a run-up and sprints through the rows. They keep focusing forward and try to run as fast as possible. Participants in the rows look at the sprinting participant and pull up their hands just before the runner passes through.

Review

Active review:

- How challenging was this?
- How was your trust in the participants?

Questions:

- Did you manage to keep focusing forward?
- Were you influenced by what was on your way? How?
- Could you see the determination of participants running through? Could you see whether the runners trusted the others? How could you see this?
- Are there everyday situations where you have great trust and a determination to reach a goal, despite obstacles on the way to the goal?

Extended review

We did different exercises where the goal was to have good alternatives to deal with / cope with socially challenging situations. It's also important - or even more important - to have trust in others and approach them with a positive attitude. If you manage to do this yourself, you often do not even need these 'coping strategies'.

Variations

Participants shout their names while running through the rows. Let the participants in the rows shout out the names of the participants passing through as well.

Participants form a row, stepping in the same direction, and at the same speed. A chooses the direction, the rest follow. A makes a move, the rest imitate, then B does a move, the rest imitate, and so on. This can also be done to music, each participant choosing a dance movement.

FINISHER

The resilient person 2

Objectives

- Participants evaluate the training.
- Participants interact about their experiences in the training.
- Participants reflect on how they can use elements of the training in their daily lives.

Materials

- Overview of the exercises used in this training.
- Annex 12: The resilient person³⁵
- Sheet with The resilient person, made by the group in the previous training.
- Green and red post-its
- Markers

Instructions

Appoint the main goals of the training to make clear what to evaluate:

To strengthen the psychophysical awareness and resilience of participants in socially challenging situations on these levels:

- Physical awareness and resilience
- Emotional awareness and resilience
- Social awareness and resilience
- Mental awareness and resilience

Active review:

- Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.
- Look at the sheet with 'The resilient person', made in the previous training by the participants. Complete the image together with new elements that were treated during this session. Mark items that were strengthened by this training, and that are useful in daily (challenging) social situations.
- Use the overview of the exercises in this session to complete the drawing.
- All participants are given green and red post-its and place them on 'The resilient person':
 - Items, places in the body, concepts of the training, exercises, etc. which are useful in social (challenging) situations and where your resilience is strengthened: green post-its.
 - Items, places in the body, concepts from the session, exercises, etc. which are hard to use, or which you would like to develop more for further strengthening your resilience: red post-its.

Questions:

- Can you tell the group something about the green and red post-its?
- Did you learn new things about yourself / others?
- Do you think resilience from 'The resilient person' is useful for you?
- Can you think of daily, socially challenging situations where you can use the elements written / drawn on 'The resilient person'?

Tips for the trainer

The main goals and the concepts can be difficult to understand for participants. Adapt the difficulty of these main goals and concepts to the participants and their level.

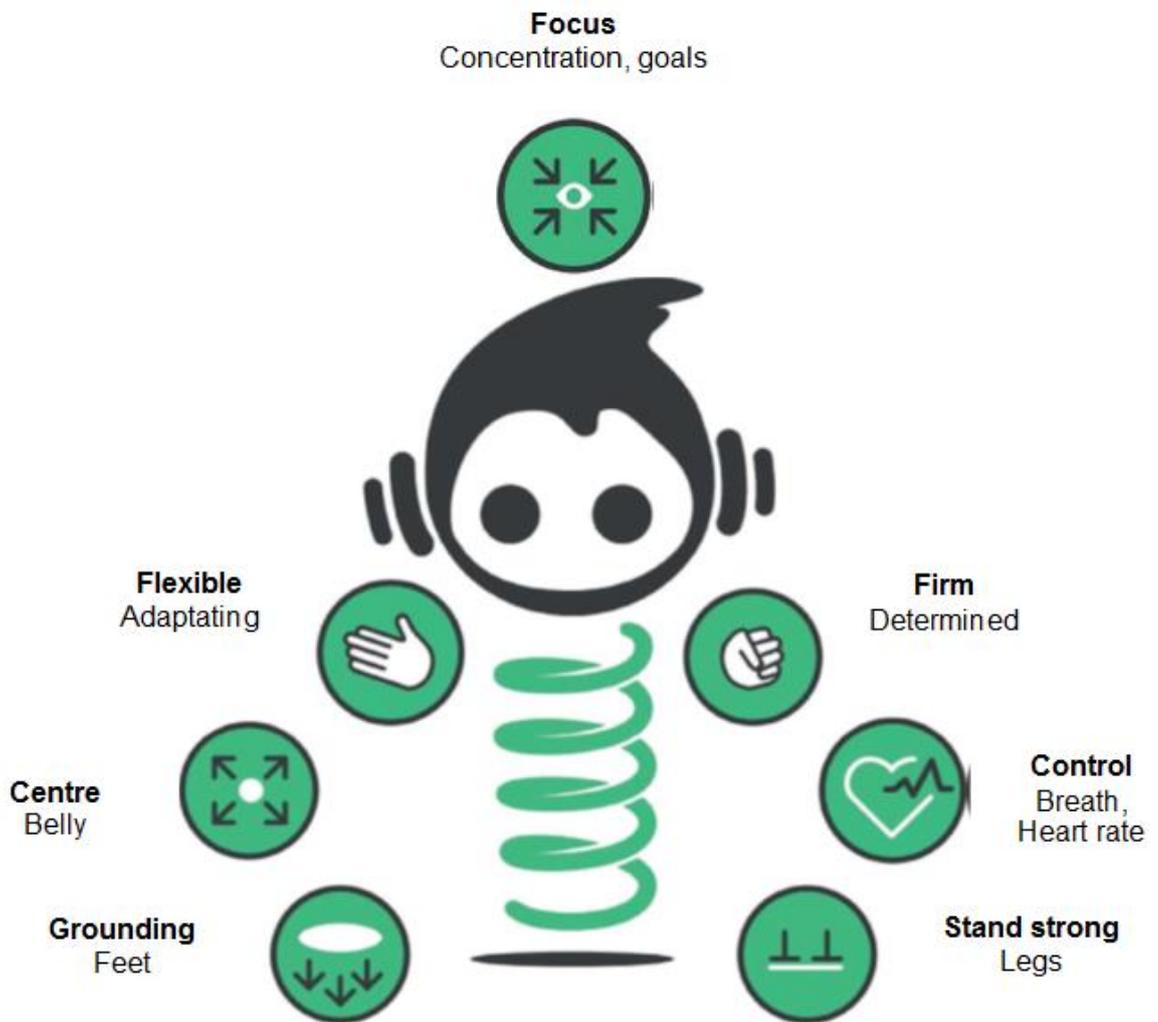
Variations

Participants, working individually or in pairs draw their versions of the resilient person, with the concepts, and paste post-its on their drawings. The drawings are then looked at by the group.

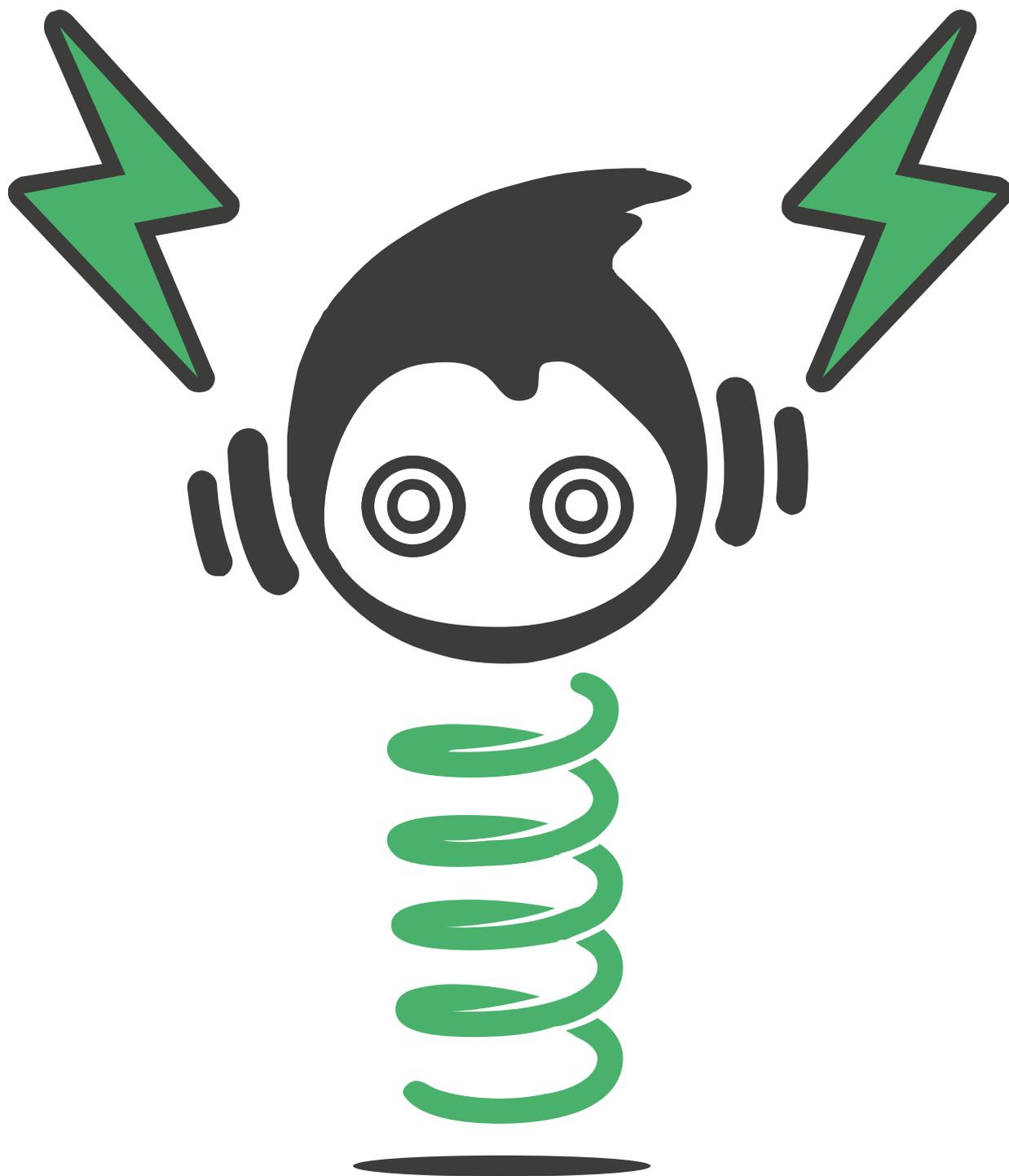
³⁵ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} equipment, subparagraph 'The resilient person'.

Use the different versions of 'The resilient person' to variate the exercise.

EXAMPLE: Using the image of 'The resilient person' participants complete the drawing with the concepts of the training.



The resilient person



Can you feel it?

(6) Can you feel it?

Theme

Working with feelings and emotions³⁶.

Introduction

This training deals with emotional resilience, an important aspect of resilience. In the earlier sessions, feelings and emotions were regularly handled, mostly in reviews of exercises, by stimulating interaction about the feelings and emotions triggered by the exercises. In this training, we specifically treat feelings and emotions as a theme. Letting participants connect with their own feelings and emotions stimulates awareness and interaction, and raises the participants' awareness and their control over how their feelings and emotions are expressed. This strengthens their emotional resilience.

NOTE: Emotional control does not mean that young people must learn to ignore or suppress their feelings and emotions. The control is in the way they try to adapt their expression of emotions to the situation. A first step towards this is awareness of emotions.

At the start of the session, half the participants have their hands marked with a marker. The other half are not marked. No further explanation is given on this. (Why they get this mark will become clear in the exercise 'Treat you right'.)

Main goals

- 🌀 To strengthen the emotional resilience of participants
- 🌀 Emotional awareness.
- 🌀 Emotional control.

Overview

START-UP:

- Energizer: Woosh!
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- Match the emoticons
- Body language
- Treat you right
- Breathe after tension
- Fast feeling

FINISHER:

- Feeling zones

³⁶ For easy reading, we often take 'feelings and emotions' as one, and use the word 'emotions'. When we want to stress the difference: by emotions we mean expressions of feelings. Feelings can be more internal, less easy to see and to recognize, and can stay unexpressed.

START-UP

Energizer: Woosh!

Stand in a circle. Participant A has the 'Woosh': a virtual object that can be held in both hands. A passes the Woosh to his neighbour B, moving both arms horizontally towards B. Now B has the Woosh and passes it on in the same way and so on. After some time, other actions are added, one at a time:

- 🌀 Woosh in the other direction: the 'Woosh' movement changes direction.
- 🌀 Zap: point with two hands forward towards another participant in the circle.
- 🌀 Groovelicious: Say this word and at the same time go down moving hips left to right. All participants move and say it along.
- 🌀 Freak out!: Shout this out loud. All participants run wildly around in the circle yelling, and then take a new place.

All these variations can be done at any time by any participant who feels like doing this.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous session(s) and let them share what they remember, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be used when the sessions are organized in an extended programme, spread over several weeks³⁷.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

Refer to the first training, where the exercise 'Drawing Emotions' was done. We tried to recognize the emotions drawn by others, and talked about whether and how you can recognize emotions. This training builds further on the theme of that exercise.

Strengthening emotional resilience is the goal. Emotional resilience means two things:

- 🌀 Emotional awareness: being able to sense and recognize your own emotions, knowing and understanding what you go through, and also sensing this in others.
- 🌀 Emotional control means being able to deal with one's own emotions and those of others, and reacting to this in a resilient way. It's having control over expressing emotions. Resilient people are able to bounce back (recovering their balance) or even bounce up (being stronger than before) after experiencing emotions.

³⁷ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Match the emoticons

Objectives

- Participants can recognize emotions.
- Participants interact about emotions.
- Participants interact about the interpretation of emotions.
- Participants are aware of the link between emotions and body language.

Materials

Annex 14: Emoticons: 1 to 3 copies of the Emoticons and the meanings, one copy of 'Emoticons solution'.

Preparation

Decide how many emoticons and meanings the participants will work with, taking the group size into account.

Prepare the emoticon cards and meaning cards, mix them and make a set for each player with an equal number of emoticons and meanings.

Instructions

All participants are given an equal number of emoticon cards and the same number of meaning cards. The emoticon cards they have do not match the meaning cards. Participants try to find the matching codes for their emoticon cards by exchanging meaning cards with other participant. This means they have to approach others and exchange the meanings with other participants. The emoticon cards are not exchanged. When a match is made, participants keep the matching cards. They exchange cards until they think they have matched all emoticon cards with the meaning cards correctly. The exercise is complete when all participants have matched the emoticons.

Review

Active review:

- Show each of the matches, check if everything is right.
- How sure are you of your result?
- How hard / easy was it to match emoticons with the meanings?

Questions:

- What emotions were easy to match, which ones were hard to match?
- When someone expresses an emotion, is it easy to see the meaning of the emotion? What emotions do you show to others? Are there emotions you don't show?
- How do you react when people show their emotions? What are good reactions? Do you have personal experiences where you reacted well to an emotion of someone else? Do you have personal experiences where others reacted well to your emotions? How do you want others to react to your emotions?

Extended review

The emoticon is a drawing of what we can see: an expression of an emotion.

The meaning is what we ascribe to the emotion we saw, and this will influence how we will react. It's good to know that the meaning you give to the expression of someone else can be right or wrong.

We use our internal codebook (in our brain) for recognizing the emotions of others. Some are quite easy and recognizable for everyone, others may be more difficult to recognize.

Several researches point out that there are expressions of some emotions that were recognized by people of different cultures all over the world. This is called 'cross-cultural recognition'. This indicates that there are some basic, universal emotions. In these researches, six emotions were recognized by participants from different cultures: anger, disgust, fear, joy, sadness, surprise. Other expressions of emotions do not always have the same meanings for people from different cultures. So some expressions of emotions are universal, other expressions have to be learned. This may be a reason why we sometimes mistakes the meaning of people's expressions.



Variations

Add to the package with cards for each participant, the same number of cards with codes (See annex 14). Participants match the emoticons with the right meanings and with the matching codes. In the review, add this:

The code is what is processed in our brain: there is information about how we can interpret what we saw. This 'code' can differ from person to person.

Sitting in a circle, participants place the emoticons in front of them, and all simultaneously pass an unmatching code or explanation. This is repeated on signal. When a matching code or explanation can be added to an emoticon, another one is passed on. If someone has made all matches, the cards are passed through by this participant.

Variations to make it easier:

 Use fewer emoticons: one per participant, or two.

 Use fewer emoticons: only use the upper ones in annex 14: the ones lower down on the list are more complex emotions, have more complex codes, and can be harder to match.

More information

Research article by PNAS (Proceedings on the National Academy of Sciences of the United States of America) on cross-cultural recognition:

<http://www.pnas.org/content/early/2010/01/11/0908239106.full.pdf+html>

Body language

Objectives

- Participants are aware of the link between emotions and body language.
- Participants are aware of their body language in social situations.
- Participants strengthen control over their body language.
- Participants practice different behaviour in social situations.
- Participants interact about solutions for socially challenging situations.
- Participants are more aware of alternatives in body language in socially challenging situations.
- Participants strengthen their confidence in socially challenging situations.

Preparation

Mark out an area where the exercise will take place.

Instructions

Participants walk around in a marked-out zone, choosing their own way and using all the available space. The trainer gives instructions on how to adapt their way of walking:

- First series of adaptations: take smaller steps, let your shoulders hang and come a bit forward, let your head hang a bit and look down.
- Second series of adaptations: take larger steps, broaden your shoulders, enlarge your chest, hollow your back a bit, hold your arms wide, look a bit above the other participants.
- Third series of adaptations: look in the direction you are going in, look at the height of the other participants' eyes, let your arms hang loose, pull your shoulders a bit backwards, take normal but sure steps.

Vary the first, second and third postures.

Review

(The review can be done after every completion of a different posture and way of walking).

Active review:

- Keep standing in that posture while we review this part.

Questions:

- Do these changes in your body have any influence on how you feel? In what way?
- Do these changes in your body have any influence on the contact with others? In what way?
- What characteristics /emotions / state of mind would you address to someone you see taking that posture?
- Does this posture show confidence? What posture shows the most confidence?
- What are the advantages and disadvantages of these postures?
- In what situations is each of the three postures useful or not useful? Which of these postures do you use in everyday situations? Are you aware of the use of these postures?
- What posture is useful in socially challenging situations (for example introducing yourself, speaking in front of a group, etc.). or more threatening social situations (passing a threatening group, etc.). Can being aware of our posture, and changing it, be helpful? What are the advantages and disadvantages of changing your posture?

Extended review

We can look for names that describe the postures. Participants can choose these names. We suggest:

- First posture: closed posture: imagine you are walking somewhere, where you can't stand upright, and where there is no contact with others.
- Second posture: 'macho' posture: imagine you stand above others, you look down at others, you feel very strong and want to show off your strength.
- Third posture: the 'walk in the park' posture: aware of yourself, not being afraid of making contact with others, showing yourself to others, in a relaxed way.

What posture can you link to the firm attitude (the 'macho' posture, but the risk is the pitfall of the firm attitude: showing too much confidence or a false image of confidence.) What posture can you link to the flexible attitude? (The closed posture, but the risk is the pitfall of the flexible attitude : showing no confidence.)

Conclusion: the 'walk in the park' posture combines the positive elements of both attitudes: flexibility because this posture takes other people into account and shows a friendly, connecting attitude. Firmness, because the chosen direction is clear, the tempo is firm, there is a strong focus, there is strong confidence.

Tips for the trainer

When interacting about postures, it's important not to make judgements. Some young people tend to have these postures (aware or unaware), and the instructions or review can be confrontational. Therefore it's important that the summed-up advantages, disadvantages, consequences, etc. are mentioned by the participants in the first place. As a trainer, you can suggest what in your opinion works best, but participants may choose how they behave and what posture they want to use. Also it's important to make it clear that interpretation of how someone walks and moves does not necessarily match their intention: the fact that someone finds a posture 'sends out fear', doesn't mean that this person is also afraid.

Variations

- 🌀 Explain three situations and ask participants to empathize with what they hear, and let them take a posture that matches these situations.
 - For example: a difficult day, rainy, not having much energy, etc. → closed posture
 - a boxing champion who wants to defend his title and walks to the ring, etc. → macho posture
 - a charity worker who wants to find new donors on the streets, etc. → the 'walk in the park' posture.
- 🌀 Look for the participant who does the 'tunnel', the 'macho', the 'walk in the park'. One participant goes outside, the group points out one person who does one of the three postures. All the others do their 'normal' walk. The participant comes back in and tries to point out the three postures.
- 🌀 Make simple drawings of the three postures. Ask participants to say what the differences are in facts and in interpretation or signals and emotions are sent by these drawn postures.
- 🌀 Participants practice the three types of walking in a zone and change their posture on the commands.

Treat you right³⁸

Objectives

- Participants experience emotions.
- Participants are aware of their own emotions.
- Participants interact on the physical sensation of emotions.
- Participants are aware of the physical sensation of emotions.
- Participants interact about controlling their expression of emotions.
- Participants interact about feelings of exclusion, discrimination, and unjust treatment.
- Participants interact about polarisation between groups.

Materials

- Treats: small rewards (for example: sweets).
- Annex 15: Sudoku easy: an A3 print-out for the unmarked group
- Annex 16: Sudoku hard: an A5 print-out for the marked group.
- One table and chairs for half the group.

Preparation

Put a table and chairs out in the middle of the room for half the group.

Instructions

Form a circle. Every participant with no mark on his hand is given a treat, the others don't. If a participant asks why he hasn't been given a treat or why the others have, or he they question other differences in treatment between the two groups, then the answer will be 'because you have no mark', or 'because they have a mark'.

Each group will solve a Sudoku:

- The 'Unmarked' group can take places round the table and are given Annex 15 in A3 format with the easy Sudoku and the explanation of how to solve the Sudoku. They are given a treat and can start solving the Sudoku immediately.
- Some time later, the marked group gets Annex 16, the more difficult Sudoku in A5 format, without further explanation. They are given no treats, and may find places on the floor at the side of the room and start.

The first group that solves the Sudoku and hands the solution to the trainer gets another treat.

Review

Active review:

- Was this a positive experience or a negative experience?
- Did you experience positive emotions or negative emotions?
- Was the emotion present, perceptible in the body? Indicate where emotions caused tension or other changes.

Questions:

- What emotions did you go through? Can you name them?
- How did you show these emotions? Did you have control over these emotions?
- How could you see the emotions of others?
- What was the trigger for the emotion?
- What made this exercise feel like a positive / negative experience? What physical sensations are linked to the emotion? How did you react?
- Did the emotion trigger your reactions? How? What actions followed your emotions?
- How do you react in daily situations to negative emotions (such as frustration, exclusion, discrimination)?
- How did the two groups act towards each other? Was there some polarisation? Do you have experiences of polarisation between groups?
- How were the interactions inside your group?
- What are successful and resilient strategies to deal with such situations? Can you give an example?

³⁸ At the start of the training, half of the group got a mark on their hand. In this exercise, the meaning of this becomes clear.

Extended review

The goal of this exercise was to let participants experience unequal treatment for no good reason (“because you have a mark or no mark on your hand”), and to try to arouse emotions amongst the participants, i.e. negative emotions (frustration, anger, etc.) amongst the participants who were disadvantaged, and positive emotions amongst the group that was advantaged.

Participants can share experiences about discrimination, stigmatisation, racism, and unfair treatment, and their emotions and reactions in such situations.

Tips for the trainer

- 🌀 The differences in the treatment of the groups are visible, but not explained. The trainer acts as if these differences are normal. If participants ask questions about the different treatment, the only answer given is: ‘Because one part of the group have a mark on their hands and the others don’t.’
- 🌀 The acting out and reviewing of this exercise can be confrontational for participants. Make sure you create a safe space for dialogue, and appreciate input by all participants. React to disrespectful or violent expressions or situations by referring to the ground rules and at the same time showing understanding for their strong reactions / emotions.
- 🌀 After the review, the unequal treatment of the two groups is rectified by giving the unmarked group two treats each and thanking them for undergoing this small-scale discrimination experiment. Emphasise that the division between marked and unmarked participants was totally random.

Variations

- 🌀 Use an alternative instead of a Sudoku: a word seeker, for example or a more active exercise (For example: build a structure with some material, and limit the amount and quality of materials for one group.)
- 🌀 The trainer can make the unequal treatment of both groups even stronger. *EXAMPLE: The trainer can answer questions from participants in the unmarked group, help them, give positive feedback, and ignore questions from the other group.*

More information

- 🌀 The ‘Blue eyed, brown eyed’- exercise by Jane Elliott http://en.wikipedia.org/wiki/Jane_Elliott
- 🌀 ‘Think about it’ training, ‘The bus’ exercise.

Breathe after tension

Objectives

- Participants are aware of the effect physical tension has on a physical, mental, and emotional level.
- Participants are aware of the link between physical tension, mental rest and emotions.
- Participants experience and practice controlled abdominal breathing.
- Participants experience the effects of controlled abdominal breathing on a physical, mental and emotional level.
- Participants strengthen control over abdominal breathing, physical tension, mental rest and emotions.

Materials

Make use of a comfortable floor to lie on, or use mats.

Preparation

Mark out an area where the exercise will take place.

Instructions 1: Toe-ticking

At the start signal of the trainer, all participants try to tap the toes of all other participants gently with their feet. At the same time, they try not to be tapped by the other participants. After approximately one minute of active play, stop the game and gather in a circle.

Instructions 2: Relaxation

Participants lie on the floor. First they check their heart rate with the hand or fingers (feeling in the neck, at the wrist or on the chest). Now they place one hand on their stomachs, and take control of their breathing: Slow down the breathing, slowly breathing in through the nose, slowly breathing out through the mouth. At each breath they slow down their breathing and relax their muscle tension. Focus on the stomach, where the hand is resting, each time you breathe in, and feel your hand rising a bit up with your stomach. Each time you breathe out, feel your hand going down a bit. This is repeated five or more times, each breath being slower than the one before.

Review

Active review:

- How actively did you play? What style did you choose to play (firm, flexible or a combination of both)?
- How agitated were you during the active game?
- How strong was the effect of the action on your breathing?
- How strong was the effect of the action on your level of physical and mental tension?
- How good was your control over abdominal breathing after the breathing exercise?

Questions:

- Did you build up physical tension (muscle tension) and agitation during the exercise? If so, where in the body did you build this?
- How was your breathing during the toe-ticking? (Fast, slow, quiet, loud). Did your breathing change?
- What is the effect of controlled abdominal breathing after the action? (On heart rate, on mental rest, on emotional state?) Can you keep this control over your abdominal breathing while being in action (like in the toe-ticking)?
- Can this form of controlled abdominal breathing be useful in other everyday situations? (For example sports, in arguments, and so on.)
- Can taking control over your breathing calm you down?
- Are there everyday experiences where something causes a change on your heart rate and / or on physical tension and / or on the way you breathe? (For example, when startled, breath and heart rate rise and may stop for a moment.)

Extended review

Feeling and recognizing these changes in our breathing and heart rate, can be a step towards doing something with it and releasing this tension by taking control over our breathing. This and

other breathing exercises can help to do this. The heart rate goes down, the mental rest comes back, and maybe you have more alternatives for reactions.

Tips for the trainer

- ☺ There may be resistance against lying on the floor. The breathing exercise can also be done standing up or sitting down. This makes controlled abdominal breathing less easy, but also works.
- ☺ Make the link with the 'Treat you right' exercise. The goal there was to cause some emotional reactions in the group. Unequal treatment of two groups was the trigger. In situations where negative emotions occur, this can have an influence on breathing and heart rate. Taking control over breathing can be useful in such situations.

Variations

Lie on your back on the floor. Build up tension in the body by tensing one body part at a time, each time doing ten seconds of strong tension, followed by relaxation of the muscles and slow controlled abdominal breathing. After that, do the relaxation by breathing lying down, as described above.

More information

'Standing strong' training, 'Lifting up' exercise.

Fast feeling

Objectives

- Participants are aware of own emotions.
- Participants are aware of how emotions initiate physical change.
- Participants are aware of the emotions of others.

Materials

- Annex 17: List of situations
- Annex 18: Colours
- Annex 19: Pictures of people
- 3 to 5 music fragments

Preparation

Mark three zones side by side where participants can go to stand.
Prepare playing the music pieces.

Instructions (In this exercise, the actions of participants alternate with the reviews.)

Each of the three zones has a meaning: positive feeling (left side) – neutral feeling (middle) – negative feeling (right side).

Show or read to the participants, or let them hear short items that can initiate a feeling.

- Situations
- Colours
- Pictures of people
- Music fragments

The participants see or hear an item, and immediately pick a place to stand, showing what influence this has on their feeling. After every new item, they can pick a new place.

Review

Active review: taking place in one of the three zones after each piece is heard or seen.

Questions:

- Why do you stand there? What feeling did the piece give you? Can you explain why you have that feeling?
- Can you indicate where in the body that feeling is initiated? Where do you sense that feeling? How can you feel that signal? Is there tension or other change (head, hands, stomach, feet, head, heart rate, movement, breath, change of focus, etc.).

Extended review

- This is 'fast feeling'. When we see, hear, or experience things, a signal from inside often occurs very quickly, some physical change which gives us a certain feeling. Sensing this can help us understand our feelings, and raises our self-awareness and self-control.
- When sensing such a 'fast feeling', counting to ten and taking some time to breathe and relax, can be a good way to cope with emotions and gain control. During this time, your body can let the emotional tension go, and you get more alternatives than a quick impulsive reaction.

Tips for the trainer

Approach all positions taken by participants, as equal.
For the music pieces, participants can play songs they have on their own music players.

Variations

Use photos, artistic images of all kind, ask what emotion these drawings evoke.

FINISHER

Feeling zones

Objectives

- Participants evaluate the training.
- Participants interact about their experiences in the training.
- Participants reflect on how they can use elements of the training in their daily lives.

Materials

- Overview of the exercises used in this training.
- A rope 4 to 6 metres long.
- Annex 14: Emoticons

Preparation

Re-use the three zones (positive – neutral – negative) with the rope from the previous exercise 'Fast feel'.

Instructions

Appoint the main goals of the training to make clear what to evaluate:

- To strengthen the emotional resilience of participants:
 - Emotional awareness.
 - Emotional control.

Review

Active review:

- Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.
- Each participant picks one or more emoticon cards from the first exercise, 'Match the emoticons', and links this emoticon to their experiences in the training.
- Alternate review questions, letting participants take positions in one of the three zones. (positive / yes – neutral / no opinion – negative / no)
 - What is your feeling about the training as a whole?
 - Are you more aware of your own emotions?
 - Are you more aware of the emotions of others?
 - Are you more aware of how feelings are expressed through the body (breathing and posture)?
 - Do you think being more aware about emotions can help you strengthen your resilience?

Questions:

- Why do you take that position? Can you give some more explanation?



Information and influence

(7) Information and influence

Theme

Dealing with information and influence in a healthy critical way.

Introduction

Young people have access to multiple information channels: contacts with family, friends, teachers, media, through the internet, and so on. A wide range of views, opinions, influences, etc. is available. In the training sessions, we will raise young people's awareness of information and influence and strengthen their resilience when dealing with the challenges concerning information and influence. Through experimenting with alternatives to deal with information and influence, young people strengthen their critical attitude towards themselves, towards others and towards information, and increase their alternatives for dealing with information and influence.

Growing up in a digital era, in which massive amounts of information are available online, challenges young people in understanding, selecting, or interpreting, this digital information. Raising the awareness of young people and strengthening their critical attitude towards online information and online influences is an important challenge. The critical attitude we need online is not so different from that of everyday situations or 'traditional' media. In this training, we do not specifically treat 'digital resilience'. BOUNCE^{young} builds the ability of young people to deal with information and influence on a more general level. We believe this will help young people to use this awareness and resilience in various situations, including on line.

Main goals

- 🌀 To strengthen the resilience of participants in dealing with information.
- 🌀 To strengthen the resilience of participants in dealing with influences.
- 🌀 To strengthen the critical attitude of participants.

Overview

START-UP:

- Energizer: 1-2-3 change
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- What did you see?
- Copy paste
- Walking strong
- Under pressure
- Headline
- Mind games

FINISHER:

- Building bricks

START-UP

Energizer: 1-2-3 change

Participants form pairs and stand close to and facing each other. A says '1', B says '2', A says '3', B says 1, A says '2', B says '3', and so on. Gradually the '1' is replaced by clapping hands once, some time later '2' is replaced by tapping one foot once, and some time later '3' is replaced by clapping both hands against the thighs.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous session(s) and let them share what they remember, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be used when the sessions are organized in an extended programme, spread over several weeks³⁹.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

Refer to the 'Who and what?' training, where the exercise 'Focus on the story' was done.

In this training, we will experience how information comes to us and how we give information to others. What do we see and remember, what not, where do we make mistakes in processing and sharing information? What are successful ways of doing this? We will discover how we are influenced by information and by others, and interact about how we can deal with these influences.

Being aware of information and influence and also discovering how we can deal with information and influence in a resilient way, strengthens a healthy critical sense, which is a part of strong resilience.

³⁹ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

What did you see?

Objectives

- Participants know the difference between information and interpretation.
- Participants are aware of their tendency to focus on information and / or to make interpretations.
- Participants are aware that interpretations are not always correct.

Materials

- Sheet / Whiteboard
- Markers
- Pens and papers (for the variation)

Instructions

Form a circle. When the group is in place, the trainer does some actions without speaking: looking at his phone / watch, looking to the door, making short eye contact with some of the participants, looking serious, groaning, moving a few steps from left to right, tapping his toes, looking at his phone / watch again, going outside, closing the door, and after a few seconds, walking back in, and so on. After this, the trainer goes back to the circle, stands in a relaxed position, and starts the review.

Ask participants: 'What did you see?' Write the answers in two columns (without naming the columns). Possible answers from the group are:

- Facts / information: literally what they saw: looking at phone / watch, making movements, making eye contact, etc.
- Interpretations: nervous, waiting for someone, looking angry, looking mad, slamming the door, etc.

Review

Active review:

- How sure are you that your answers are correct?

Questions:

- Ask why there are two columns, what is the difference between what is written in both columns:
 - Facts / What I see / Information
 - Thoughts / Interpretation / What I make of the information
- What type of answer did you have most of? In what columns are most of your descriptions? What answers are certainly right answers? What answers may be right, but not definitely?
- In everyday situations, when looking at persons, events, and so on, and describing them, how do you tend to describe them?
- Do you have personal experiences where your interpretations of someone's behaviour were right? Do you have personal experiences where your interpretations were wrong?
- What are the advantages and disadvantages of focusing on facts? What are the advantages and disadvantages of focusing on interpretations?
- Is it wrong to have interpretations?

Extended review

When interpreting what we see, we cannot really know if we are correct. Some tips to avoid wrong interpretations:

- Describe what you see instead of what you think you see.
- When you make interpretations: ask questions about your interpretations: check if what you think you see is right.

Tips for the trainer

- 🌀 Before starting: do not inform participants that you are going to start something: just start. During the 'play', the trainer doesn't react to questions of the participants.
- 🌀 In the review: Judge describing facts and interpretations as equal. The objective is to raise the participants' awareness of both, not to give more value to one or the other.

Variations

- 🌀 Participants individually write down what they saw and all participants say what they wrote down.
- 🌀 Participants, as a group, write down on a large sheet what they saw. Then they look for the distinction between two kinds of answer.
- 🌀 A shorter version of the exercise to illustrate the difference between facts and interpretation: make a fist, raise it, and go towards a participant. Facts: raising the fist, stepping to a participant. Interpretations will be something like 'You were going to hit him.'
- 🌀 Use a picture, or a painting, for example. Show it to the participants, and ask them to say what they see.
- 🌀 Take a newspaper article. Participants must look for facts and interpretations by the writer.

Copy paste

Objectives

- Participants are aware of how they pass information through.
- Participants are aware of how they receive information.
- Participants experience that information can get lost or be changed.

Materials

- A box that can be closed
- Toy building bricks
- Timer

Preparation

Make a simple construction with building bricks. Make sure this construction hides a brick: one or two bricks are invisible from the outside. Do not tell anyone this.

Instructions

In a closed box there is a simple construction with toy building bricks. On a table a bit further along is another, but with more building bricks. The task for the group is to make an exact copy of the construction in the box.

Before starting:

- Two 'builders' will make the copy. They are the only ones that may touch the building bricks. They stay in their place and cannot see the original construction.
- The group is given a total of five minutes to build the copy.
- During the five minutes, the box will be opened three times so that the participants (but not the builders) can inspect the construction: once for ten seconds, once for twenty seconds and once for thirty seconds.
- Before starting, the group has three minutes to choose two 'builders' and to decide when they will let the trainer open the box and in what sequence they use the available inspection time (ten, twenty and thirty seconds).

At the start, the box is opened for the first time for the number of seconds the group has decided to use for the first inspection. During the available time, the box is opened twice more, when asked, for the chosen inspection times.

Review

Active review:

- How good is the result of the copy built?
- How good was the information passed on?
- For who passed the information on: How did you experience giving clear, correct information?
- For the builders: how did you experience understanding the information?

Questions:

- What went well? What didn't go well? What made this go well / not so well?

For the builders:

- Did you receive all the information that was needed?
- Did you miss information? What did you do with missing information?
- Did you understand the information you received?

For those who saw the construction:

- How did you inspect the original? Did you discover the hidden brick? How can you make sure you have all information about the original?
- How did you pass on the information?
- What would you adapt for passing the information in a better way / for receiving the information in a better way a next time?

- Have experienced everyday situations where information was passed through in a good way / in a bad way?

Tips for the trainer

Pay attention to how you instruct the young people about 'inspecting' the original construction, so that they have the option of deconstructing it.

Variations

- Use a drawing to start from. One participant can memorize it for a few minutes and then describe how the drawing looks to the second, and so on. The last one tries to draw a copy. The drawing is compared with the original.
- In large groups, let two groups each make a copy and compare the results at the end. In this case, you can compare the way the groups dealt with information and how they passed it through.

Walking strong⁴⁰

Objectives

- Participants are aware of physical influence.
- Participants experience physical influence.
- Participants experiment with alternatives in reaction to physical influence.

Instructions

- Form two rows approximately two metres apart facing each other. Participant A will walk between the rows to the opposite side and back. When walking through, every other player may give one push against the shoulder of A, trying to influence the direction of A.
- A can choose how he walks through the rows and how he reacts to the pushes: experimenting with walking strong, focusing, using eye contact, using body language, using words, for example, using the firm attitude or the flexible attitude, in reaction to the physical influence of others.
- After A has walked through the rows for the first time, the group discusses what they found resilient in the way he walked and reacted, and what can be strengthened. Then the participant can adapt his strategy and walking back through the rows again using the feedback from the group.
- Change roles.

Review

Active review:

- What posture is useful and resilient for reacting to the pushes: show what physical elements strengthen a resilient way of walking and dealing with the pushes.

Questions:

- What can you use to deal with this physical influence in a resilient way?
- What is useful in the firm attitude? What is useful in the flexible attitude?
- What posture gives the most chance for influence? What posture gives the least chance for influencing others (closed posture, 'macho' posture or the 'walk in the park' posture)?
- Do you have personal experiences where you were confronted with physical influence? How did you react?
Do you have personal experiences where you use physical influence to others? How did the other react?

Tips for the trainer

Walking through the lines and being given a push by other participants may be threatening for some participants. It's not obligatory for everyone to do this. Make sure each participant follows the important rule of giving only one push, which is not aggressive.

If participants find it hard to choose a resilient way of walking through the rows, give these tips. All these tips can be linked to exercises in previous sessions:

- Walking strong.
- Focusing and ignoring: looking at a fixed point in front, trying not to pay attention to what the others do.
- Breathing calmly, use controlled abdominal breathing
- Making short eye contact, but not reacting verbally.
- Reacting physically: using some more muscle tension and walking stronger.
- Reacting verbally in a calm, controlled way: 'Stop it.', 'Leave me alone', etc.
- Combinations of these tips.

Variations

Passing a threatening group. This variation is useful when participants feel safe and are strong enough to do this in a respectful way. One volunteer participant A must walk in front of the rest of the group. The group stands close together behind a line, make a lot of noise, make comments, provoke the one passing, and so on. A can use different ways of passing by the threatening group.

⁴⁰ This exercise is inspired from Rots en Water, Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.

Every chosen way of doing this is reviewed by asking what effects these choices have on both A and the group.

More information

- ▮▮▮ 'Who and what?' training, 'Focus on the story' exercise.
- ▮▮▮ 'Standing strong' training, all exercises.
- ▮▮▮ 'Staying strong', training, 'Boundaries' and 'Strong focus' exercises.
- ▮▮▮ 'Can you feel it?' training, 'Body language' and 'Breathe after tension' exercises.

Under pressure

Objectives

- Participants are aware of peer pressure and influence.
- Participants are aware of positive and negative peer pressure and influence.
- Participants experience peer pressure and influence.
- Participants experiment with alternatives in reaction to peer pressure and influence.

Materials

- Ball
- Material for making two lines

Preparation

Mark two lines about two metres apart.

Instructions

Participant A stands behind one of the lines, facing the rest of the group, who stand behind the other line. Between them, within reach of A, there is a ball. The group will try to influence A to kick the ball away. They build up the pressure by using words, searching for arguments, trying to convince A. A is told by the trainer not to kick the ball away and not to give in to the pressure. He will try to react in a resilient way to their influence.

Repeat the exercise with another participant B, C, and so on, in front of the group.

Review

Active review:

- How strong was the pressure or influence on you?
- How easy or difficult was it for the others to put pressure on you or influence you?

Questions:

- How did you react to the pressure and the attempts to influence you? What were resilient and less resilient reactions? What reactions are useable in such situations? What are alternative resilient reactions?
- How do you usually react when others put pressure on you or try to influence you?
- Who influences you? How do you react to pressure or influence of others?
- What reasons are there for admitting to pressure from others? What reasons are there not to?
- Are pressure and influence always negative? Can pressure and influence be positive? What pressure and influences do you appreciate, what pressure and influences do you not appreciate? Who decides if a situation where there is pressure is positive or negative?
- Do you have personal experiences where you were put under pressure / influenced by others?
- Was that positive or negative pressure? How did you react?
- Do you have personal experiences where you put pressure on others / tried to influence others? How? With what result? Was this pressure positive or negative?
- What is the difference between verbal and physical attempts at pressure and influence?
- Is being put under pressure an excuse for your actions? Can you be held less responsible for your actions because you were under pressure?
- Do you have personal experiences where there was pressure to do things or change your behaviour to fit in with a group?

Tips for the trainer

Suggest some options for reacting to peer pressure:

- Standing strong.
- Focusing and ignoring: looking at a fixed point in front of one, and so not reacting to the pressure, trying not to pay attention to what the others say or do.
- Making eye contact, but not reacting verbally.
- Reacting physically: Turning away / walking away / taking more distance.
- Reacting verbally:

- 'No I'm not going to do that.'
 - 'You can try as much as you want.'
 - 'Not now, I don't want it.'
 - 'Just leave me alone.'
 - 'Stop it.'
- 🌀 Reacting using body language and words in the flexible attitude (calm, reacting to what is said by the group, using arguments, and so on)
 - 🌀 Reacting using body language and words in the firm attitude (firm, short messages, harder and louder way of speaking, etc.)
 - 🌀 Stating boundaries, using the 'confrontation rules': (See 'Staying strong' training, 'Boundaries' exercise)
 - Making eye contact
 - Standing strong, not showing aggression.
 - Breathing calmly, use controlled abdominal breathing
 - Saying out loud what you do not like and what you want.
 - 🌀 Combinations of these tips.

If the pressure that is built up in the exercise is too much, the participant focusing can stop the exercise by saying 'Stop'.

Variations

- 🌀 Form smaller groups to make the situation safer and more manageable.
- 🌀 The trainer can go away for some time while the participants raise the pressure, and come back in after some time to do the review.
- 🌀 After some time, at the signal from the trainer, the group may cross their line and come closer to A to raise the pressure. They even can use physical pressure: a pull on the arm, a slight push against the shoulder, and so on. (In the review, the experience of this physical aspect can be asked about.)
- 🌀 Use other pressure situations instead of kicking away a ball (for example offering a cigarette, persuasion to steal a wallet from a table, etc.).

More information

- 🌀 'Who and what?' training, 'Focus on the story' exercise.
- 🌀 'Standing strong' training, all exercises.
- 🌀 'Staying strong' training, 'Boundaries' and 'Strong focus' exercises.
- 🌀 'Can you feel it?' training, 'Body language' and 'Breathe after tension' exercises.

Headline

Objectives

- Participants know there are different types of media.
- Participants know different media can have different views / opinions / according to their backgrounds.
- Participants know the difference between information and interpretation.
- Participants experience that facts can be interpreted in different ways.

Materials

- Annex 20: Facts and media types
- Sheets
- Markers

Preparation

Make copies for each pair of the fact sheet in annex 20.
Spread out the cards with the media types, so that the print is not visible.

Instructions

- Form pairs. Each pair picks a random media card and is given the fact sheet, a brief and objective information sheet about an event of violence that happened. One of the participants reads these facts out loud.
- Each pair takes a pen and a sheet and is given some time to think of and write down a title that could be used for an article about the facts, that will be circulated via the medium on their card.
- The different titles of each pair are presented to the whole group.

Review

Active review:

- What title is closest to what you personally would report about the facts?
- What title is furthest away from your personal opinion about the facts?

Questions:

- The titles you thought of are different; would the articles also be different? What would be different? What facts would be highlighted and what interpretations would be made?
- Can a medium, a title, and a way of reporting, influence your opinion about a theme?
- Are all media neutral when they report on topics? Should all media be neutral? Do you have examples of real events that are treated differently by different media or sources? (For example: often, after a demonstration, the police report less participants than the organizers.)
- How can we be resilient towards information and the influence of different media in our own lives?

Extended review

- It's good to know that the way of presenting information can influence people to take the information as truth. When there is a goal behind information (like convincing people), it's likely that other information will be withheld or, worse, information will be changed. Often, when something is presented and seems 'too good to be true', a critical approach is advised. Advertisements, media articles, etc. can be approached with some healthy critical sense.
- Link the exercise to extremist propaganda, where information is used to influence others. Often, the choice of the image presented, the titles, and the way the explanations are given, can be very convincing, but not certainly right.

Variations

- Use another theme that appeals to the participants, and give them other facts.
- Participants think about / try to find an image they can match with their titles. When working with images, also link the influence of images in the review.
- Each couple picks two media cards, and thinks of two alternative titles for their media type.

Mind games

Objectives

- Participants experience their visual perception
- Participants are aware of their visual perception.
- Participants are aware of different perspectives on information.
- Participants are aware of pressure to conform.

Materials

- Annex 21: Mind games
- Annex 22: Video clip: conformity
- Annex 23: Video clip: selective attention

Preparation

Prepare the images and video clips.

Instructions

Participants look at the images (See annex 21) and the video clip, and say what they see or answer the questions that match the images or video clip.

There are five categories, after each category, the review for that category is done:

- Optical illusions
- Recognition of patterns
- Ambiguous figures
- Conformity
- Selective attention

Review

Optical illusions

- A: Which one of the central rounds is the biggest? (The first round seems bigger, but has the same size.)
- B: What do you see in the grid? (Grey dots, but there are no grey dots.)
- C: Are the lines straight or bent? Are the lines and squares still or moving? (The lines are straight, the squares are not moving.)

What's around the things we see changes our perception of it. Are there everyday situations where you recognize this: seeing things differently because the circumstances?

Recognition of patterns

- A and B: What did you see first, how did you name what you saw?
We tend to fill in the missing parts, to form a pattern we can recognize or expect, even though the pattern is not there. If we fill in what's missing ourselves, we may make mistakes about what we think we see.
- C and D: What do you see?
Completing a pattern, distinguishing what we know and seeing details, is influenced by what we know. We can recognize what we know. Machines don't have this ability. Filling in the missing parts can help us understand things.
Are there everyday experiences where you fill in what's missing, conform to a pattern, or conform to what you expected?

Ambiguous figures

A, B, C, D, E, F: Say what you see.

The image we look at can change. We can have different interpretations of the same image. What determines what we see first, more easily?

Do you have everyday situations where you did see something different than someone else? Sometimes there is more to see than we expect. How can we see these things?

Conformity

What line in the second image has the same length as the one in the first image? This

experiment proves that a lot of people tend to conform to what the majority says or does, instead of following their own perceptions. A minority doesn't, but they may also often feel a tendency to conform.

Do you have everyday experiences where you or someone else conformed to what others did? What are the benefits of conforming, what are the disadvantages?

mmm Selective attention

How is it possible so many people tend to miss information? How does this feel? Do we always think we are right? How does it feel to admit you did not see everything? Do you have personal experiences where you missed things when observing? Can we be attentive for everything? What are the advantages and disadvantages of focusing?

Do these experiences influence the way you look at how you process information? What can you learn from this?

Extended review

Discussing the images and video clips in the different categories can strengthen our awareness of our perception and how we process information; sometimes it is good to trust our perception and how we process information, and sometimes we cannot trust on our perception so well. We can and sometimes tend to make mistakes in analyzing information, influenced by all kinds of circumstances. Being aware that our perception or interpretation of information might be wrong can be a good attitude.

About conformity: in a lot of cases, peer pressure makes people conform. That's not the case with everybody. In situations of pressure, there are always people who don't conform and still make their own decisions, or who are resistant, and that's a good and necessary thing in a lot of situations.

Link the exercise to extremist propaganda, where information is used to influence others. Often, these forms of propaganda only point out a narrow, incomplete, twisted version of reality. The information presented, and the pressure used in this propaganda, tries to influence people to take the messages as truth.

Variations

Many more optical illusions and examples of psychological experiments are suited for this exercise.

More information

mmm 'Standing strong' training, 'Karate kid' exercise. (Linked to the 'Selective attention' part.)

mmm 'Staying strong' training, 'Strong focus' exercise. (Linked to the 'Selective attention' part.)

FINISHER

Building bricks

Objectives

- Participants evaluate the training.
- Participants interact about their experiences in the training.
- Participants reflect on how they can use elements of this training in their daily lives.

Materials

- Overview of the exercises used in this training.
- Building bricks (the same ones used in the exercise 'Copy paste').

Instructions

Appoint the main goals of the training to make clear what to evaluate:

- To strengthen the resilience of participants in dealing with information.
- To strengthen the resilience of participants in dealing with influences.
- To strengthen the critical attitude of participants.

Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.

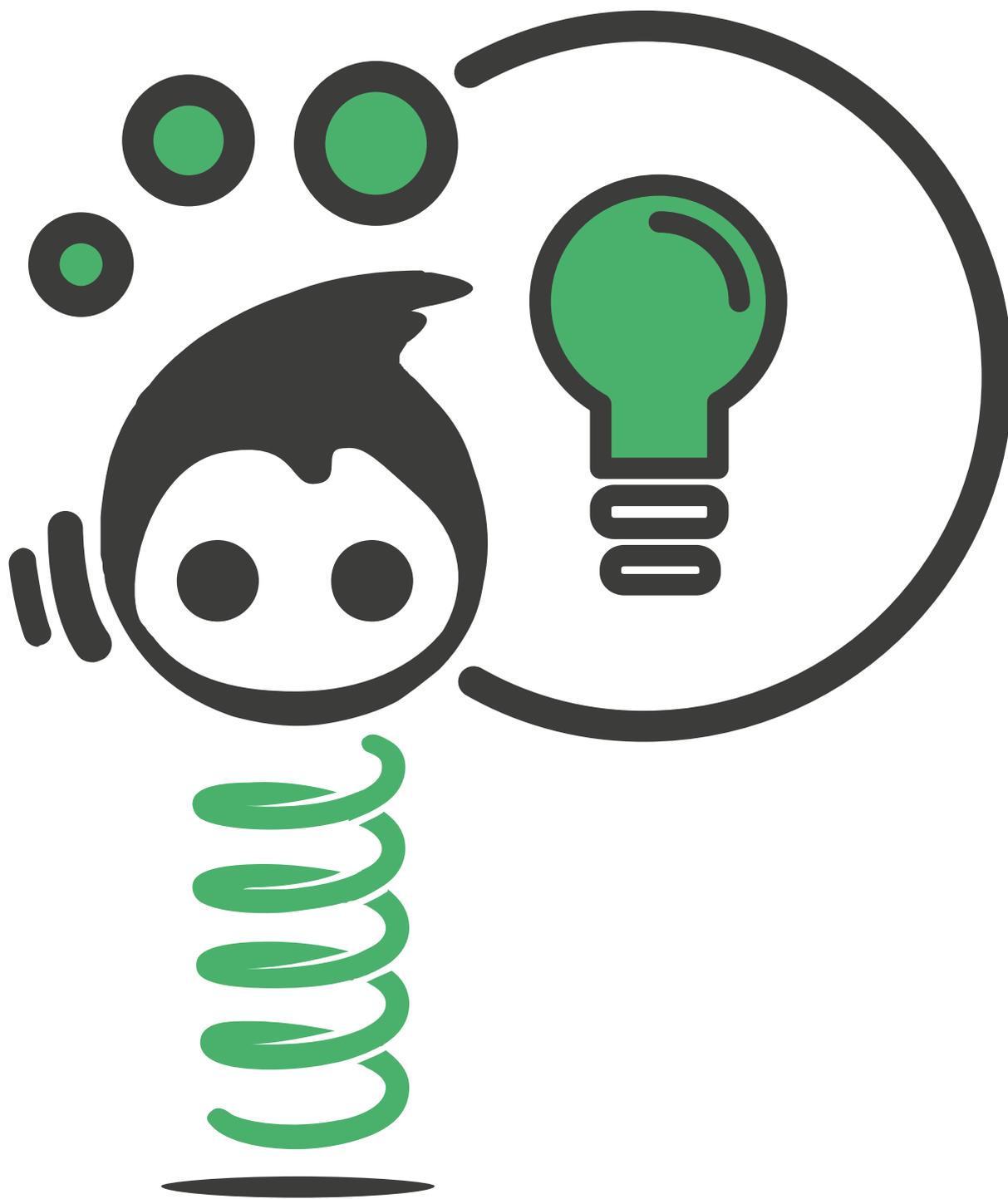
Each participant gets some building bricks. At each question, participants use these building bricks to give an image of their answer to the question asked. The number of bricks they use may refer to the number of the exercise, or the intensity the experience had for them. If they want, they can add some explanation.

Questions:

- Which exercise of this training did you find the most interesting? (Indicate by the number of bricks used.)
- Which exercise did you find the least interesting?
- What score would you give yourself (using more or fewer bricks) when looking at:
 - Your own resilience as shown in the exercises about pressure?
 - Your own level of critical sense (resilience in dealing with information and influence)?
- Were these exercises good 'building bricks' to raise awareness and strengthen resilience in how you can deal with information and influence?

Variations

- Work in pairs and let participants interact with each other while evaluating.
- Work with the whole group and build structures that give an average image.
- Work with the colours of the building bricks (green means positive, orange means neutral / doubt, red means negative.)



Think about it

(8) Think about it

Theme

Being aware of how we and others think and strengthening critical thinking styles.

Introduction

This training works on promoting and strengthening successful thinking. The exercises stimulate critical and successful thinking styles, and confront young people with thinking mistakes they and others tend to make. The training lets young people experience, interact about, and understand human psychological thought mechanisms:

- 🌀 Dichotomizing thinking⁴¹
- 🌀 First impressions
- 🌀 Prejudices
- 🌀 Social categorization, generalizations, stereotypes and stigmatization
- 🌀 Exclusion
- 🌀 Causal thinking

Participants are stimulated to think critically, integrate different viewpoints in their thinking, towards an open attitude for people and opinions. Experiencing the fact that in a lot of cases, there is no 'black or white' answer, but mostly ambivalence and a lot of 'grey', stimulates the critical sense of young people and motivates them to look for successful thinking styles.

Through questioning how we and others think, and by stimulating an open dialogue, it becomes possible to accept that not all people think alike, and even to see and experience the benefits of differences in how people think (for example a different view on a subject).

Main goals

- 🌀 To strengthen the awareness of participants of successful thinking.
- 🌀 To strengthen the awareness of participants of thinking mistakes.
- 🌀 To strengthen the awareness of participants of dichotomizing thinking, on first impressions, prejudices, social categorization, generalizations, stereotypes and stigmatization, exclusion and wrong causal thinking.
- 🌀 To strengthen the critical attitude of participants.

Overview

START-UP:

- Energizer: Chair switch
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- Two tasks
- The first time I saw you
- Picture person
- All... are...
- The bus
- Whose success, whose fault?

FINISHER:

- The resilient person 3

⁴¹ Dichotomising thinking is duality – thinking / us versus them – thinking / thinking there are only two opposite possibilities.

START-UP

Energizer: Chair switch

Place the same number of chairs as there are participants, randomly in an area leaving some space between them. All participants except A sit on chairs, with one chair left free. A walks towards the free chair and tries to go and sit on it. At the moment A approaches the empty chair, a random other participant, B, can prevent A from taking a seat there by leaving his chair and going to sit on the chair that was first empty. Now A walks towards the newly empty chair, another participant can prevent this again, and so on. If A can sit on an empty chair before another participant does, the other participant has to try to go sit on the free chair, while others try to prevent it.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous training session(s) and let them share what they remember, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be used when the sessions are organized in an extended programme spread over several weeks⁴².

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

Refer to the first training, 'Who and what?', where the exercise 'Think fast' was done.

In this training we will discover and experience how we think. Our thinking can be very successful, but we may also tend to make some 'thinking mistakes'. You can discover how you think, and how others in this group think, or how people in general may tend to think. We will challenge you think a bit differently, think a bit further, and discover successes in your thinking and some thinking mistakes.

If we are aware of what thinking styles are successful and what thinking mistakes we can make, we strengthen our awareness and our resilience in dealing with all kinds of situations where we need successful thinking and healthy critical sense.

⁴² See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Two tasks

Objectives

- Participants are aware of their thinking styles.
- Participants experience what dichotomising thinking⁴³ is.
- Participants interact about dichotomising thinking.

Materials

- 10 stacking chairs.
- 2 pieces of paper, each with one task for one group written on it:
 - Task of group 1: 'Stack up all the chairs.'
 - Task of group 2: 'Place all the chairs against the wall.'

Preparation

Place ten chairs in the middle of the room.

Instructions

Form two equal groups. Each group goes to one side of the room and is given its task on a piece of paper. Without interacting with the other group, each group reads their task. Once the information is clear for both groups, the trainer gives a start signal. Let the participants execute the task without intervention. Different outcomes are possible:

- All chairs end up stacked against the wall: both groups completed their tasks.
- All chairs are stacked or all chairs are against the wall: one group completed its task.
- Some chairs are against the wall, some are not. Some chairs are stacked, some are not: none of the groups completed their tasks.
- A different result.

Review

The review is started when the participants complete their tasks, stop trying to complete the task, or after a few minutes.

Active review:

- Who thought from the start that they had to work 'against' the other group? Who did not think this?

Questions:

- How did it go? Which group managed to complete the task? How?
- What was the task of group one? Of group two? Did you discover what the task of the others was? How?
- Was there competition between the groups?
- Was there communication between the groups?
- Was there cooperation between the groups?
- If you worked against each other, why was that? Was 'working against the other group' part of the task? If that's the case, confront the participants with the 'us versus them thinking' that may be the cause of this way of doing the task.
- If the two groups worked well together, why was that? What made you work together? This is a successful way of thinking: not seeking conflict, but seeking how everyone can achieve a result.
- Do you have personal experiences where you were part of a group that opposes itself to another group? Positive experiences? Negative experiences? Why does this happen? What are the advantages and disadvantages of this opposition of groups?

Extended review

Conclusion: It is perfectly possible to complete both tasks successfully by when forgetting about the 'us versus them' concept, and working together. There was no competition in the task. But there is

⁴³ Dichotomising thinking is duality – thinking / us versus them – thinking / thinking there are only two opposite possibilities.

a possibility that we start from the supposition that it's 'us against them'. If this was not the case, this group or some participants did not start with the supposition that it's 'us versus them'.

EXAMPLE: In a football match, of course the two groups must work against each other. A spirit of competition and a form of positive aggression towards another group can be perfectly acceptable here. And after a match, both players and fan clubs can often meet peacefully.

In some cases, opposing another group and an aggressive approach may be irrelevant and unacceptable. For example, two football fan clubs who engage in violence after a football match. The 'us versus them thinking' takes a negative turn.

Tips for the trainer

- 🌀 When giving instructions, do not suggest to participants that it is a competitive exercise. Just tell each group what they have to achieve.
- 🌀 When the participants execute the tasks, the trainer observes the participants. Competitive behaviour and cooperative behaviour can be referred to in the review.
- 🌀 In the review, focus on both the advantages and the disadvantages of the 'us versus them' concept.

Variations

- 🌀 Use blocks, clothes or other objects instead of chairs.
- 🌀 Collect claps: form pairs. All participants are given the same task – to collect as many claps as possible in one minute. Collecting a clap is done when your hand is clapped by the other player. The result can be:
 - Some work against each other, and try to prevent the others from collecting claps, but at the same time collect a few claps themselves.
 - Some cooperate and clap a lot, each collecting a lot of claps.
- 🌀 Two groups are formed. Each group gets the same task, without knowing that they have the same task: 'Try to let the participants of the other group come to your side of the line'. The groups stand facing each other. The solution is simply to change places, but most groups start arguing with or pulling at the others. (In the description there is nothing said about participants having to stay on their own side.)

The first time I saw you

Objectives

- Participants interact about first impressions.
- Participants are aware of first impressions they have.
- Participants are aware that first impressions are open to doubt.
- Participants are aware that first impressions can be positive or negative.

Instructions

Form a circle. Participants try to remember the first time they saw the participant on their left-hand side. Now they share with the group what their first impressions were about the other. They can fill in the sentence 'The first time I saw you...'

Review

Active review:

- How easy / difficult is it to share the first impression you had of your neighbour?
- How easy / difficult is it to hear from someone what the first impression you made was?
- How much truth is there in the first impression your neighbour gave you?

Questions:

- On what can first impressions be based?
- Is it easy to let go of a first impression about somebody?
- Can we trust on our first impressions?
- Who is responsible for a first impression? The person who gives the impression or the person who makes the impression? Or both?
- Can a first impression easily change? How?
- Do you have personal experiences where you thought about the first impression you want to make? (For example: at school, towards friends, on family, etc.) What do you change for making a first impression?
- What can we learn about ourselves from hearing what first impression we make?

Extended review

'You never get a second chance to make a first impression', is an often-used quote. This quote implies that it's you that's responsible for the first impression you give others. We can also look at it another way: the person who has the impression can also be responsible for his first impression.

Tips for the trainer

- In this exercise, a safe space for dialogue is crucial. If the trainer considers that the group climate is not safe enough, we suggest doing a variation, or linking first impressions to the next exercise, 'Picture person'.
- Let participants search for both positive and negative first impressions.

Variations

Participants write down their first impressions before sharing them.

For more safe space:

- Form pairs, where participants only share their first impressions with each other.
- Only interact about the positive first impressions.
- Let participants think about someone who made a special first impression on them (someone who is not in the group). In this case, make sure the atmosphere stays respectful towards the subjects.

More information

The description we use here for a first impression, is 'what a person thinks of you when first meeting you'. It is the mixture of feelings and thoughts at this first meeting. This can be the result of a glance or a conversation, or even from a distance.

Picture person

Objectives

- Participants interact about prejudices.
- Participants are aware of their prejudices.
- Participants are aware that prejudices are open to doubt.
- Participants are aware that prejudices can be positive or negative.

Materials

- Annex 24: Picture person
- Annex 25: Features and characteristics

Preparation

Mark out two zones where the exercise will take place: the 'Yes side' and the 'No side'.

Instructions 1

Show pictures of different people and groups (See annex 24) and each time ask: 'Would you take this person or group along with you on a holiday?'. After taking a short look at each picture, participants go to one of the zones - the 'Yes' side, or the 'No' side.

Review 1

Questions:

- What makes you decide to stand on the 'Yes' or the 'No' side?

Instructions 2

Show each picture again. Participants describe what type of person or group they think this is, what their qualities and their shortcomings are, or what character they think these people or groups have.

Review 2

Questions:

- What makes you attribute these features to this person or group? Are you sure of your opinion about these features? Why 'yes' or 'no'?
- Are the features you attribute to the people or groups in the pictures positive, negative or both?

Instructions 3

- Show the list of features that match the pictures. Participants guess which two features match each picture. Compare the participants' results with the actual features and characteristics.
- Show the pictures of the same person twice with a different look each time and say this is the same person twice.

Review 3

Active review:

- How good were the matches made?
- How surprised are you about the real features of these people?

Questions:

- Can you attribute certain features to people or groups by seeing a picture?
- Would you have taken another position (to the question 'Would you take this person along with you on a holiday?') if you had known the right features and characteristics?

Extended review

Prejudices are the subject of this exercise. The definition we use here for the term 'prejudice' is: 'An opinion or judgement made beforehand, without knowledge or examination of the facts.'

All people have prejudices, and the goal is here to be aware of them. Prejudices are the consequence of our experiences (contacts, education, influences, and so on). Attributing a type,

qualities, shortcomings and characteristics to people or groups, without knowing them is a form of prejudice. New information about people and groups, getting to know them, etc., can change your judgement and make prejudices disappear. Do you have personal experiences where your prejudices about an individual or a group changed?

Are prejudices always negative? Can they be positive?

Tips for the trainer

- 🌀 If the exercise 'The first time I saw you' was skipped in this session, because of doubt about safe space for dialogue, this exercise 'Picture person' can also be linked to first impressions. In this case, participants can give first impressions of the people in the pictures as if they were seeing them for the first time in daily life. Take review questions over from that exercise.
- 🌀 Ask participants to make their own decisions by moving into one of the zones, without taking into account which zones others go to (being resilient towards possible peer pressure).
- 🌀 Don't give the impression that it's always wrong or forbidden to have prejudices. It's more important for participants to realize that they have prejudices, and that these might be wrong.
- 🌀 Define the difference between a first impression and a prejudice. A prejudice is something that can exist about a person or group even before any real impression is formed. Prejudices can be more imaginary, or formed without any real facts or experiences. A first impression is based on an experience.

Variations

- 🌀 Instructions 1: Other questions when showing the pictures:
 - Would you like to get to know this person?
 - Do you think this is a smart person?
 - Do you think this is a rich person?
- 🌀 Instructions 2: Spread the pictures around and let participants write the features and characteristics they attribute to the people and groups in them.
- 🌀 Re-use the talent and strength cards from the 'Who and what?', 'Talent and strength quartet' exercise and from the 'Talents and strengths' 'Talent touch' exercise. These can inspire participants to attribute positive features or characteristics to the people in the pictures.

All... are...

Objectives

- Participants interact about social categorization, generalizations, stereotypes, and stigmatization.
- Participants are aware of social categorization, of their generalizations and stereotype images.
- Participants are aware of their tendency to stigmatize.
- Participants are aware that generalizations, stereotype images and stigmatizations are thinking mistakes.

Materials

- Annex 26: All... are...
- Sheets / whiteboard
- Markers

Instructions

Form sentences starting from Annex 26. Participants fill in the missing social categories and features in the sentences. The outcomes are written down.

Review

Active review:

- Who thinks there are true things on the sheets? Indicate something you take as true.
- Who thinks there are false things on the sheets? Indicate something you do not take as true.

Questions:

- Do you have personal experiences where this kind of thing is said? Do you believe these images are true? Do we realize they are not true? Where do these images come from? How come these images exist?
- Do you have personal experiences where you were confronted with such statements? About yourself? About others? Do you react? How?
- What are possible consequences of such statements?

Extended review

People tend to classify others in groups based on similar characteristics, such as nationality, age, or occupation. For example when meeting someone, we can classify this person as a woman, a teacher, an Asian, an old person and so on. This classifying is natural and part of the perception. It allows us to categorize a person based on features this person has in common with others. It's important to realize that the categories we place people in, are not always correct.

These statements are generalizations - making one general statement about everyone who has something in common. These generalizations are the source of stereotype images of people and groups. The definition we use here for the term 'stereotype' is 'an exaggerated image or judgement of a group of people that often doesn't match the reality'. Often it's a prejudice or a negative image. Racial, sexual, and gender comments are the biggest stereotypes.

As a consequence of stereotype thinking, people may tend to stigmatize individuals or whole groups: because of one feature, the whole person or group is treated in a negative way, and all features are linked to that one aspect of the person.

Realize that people sometimes tend to use generalizations, stereotypes and stigmatization to influence the image of persons and groups. This can be used to put people into a negative perspective, and as a source for hate speech. Being aware of this, and questioning this way of thinking, is showing resilience.

Tips for the trainer

In this exercise, participants are allowed to say or write down generalizations and stereotypes. The goal is to do this with some sense of relativity and even some humour. The risk is that participants

may have a tendency to cross boundaries and make discriminative, racist, xenophobic, or other statements. The exercise may not become a forum for these expressions. If needed, the trainer must show the boundaries not to be crossed in this exercise.

Variations

- 🌀 Form pairs to fill in the gaps.
- 🌀 Let participants fill the gaps using only positive stereotypes, e.g.: 'All men are good at sports', or 'All girls are beautiful'.
- 🌀 Make filling in the gaps easier by filling in the first one. (For example: 'All girls are...' instead of 'All... are... .')

More information

- 🌀 Link about stereotype thinking: (advertisement Carlsberg)
<https://www.youtube.com/watch?v=RS3iB47nQ6E>
- 🌀 Anti Defamation League (ADL) Campaign: I am not a stereotype, 2013:
<http://www.youtube.com/watch?v=D-C2R9wME4o>

The bus

Objectives

- Participants experience excluding others.
- Participants experience exclusion.
- Participants interact about exclusion and integration.

Materials

Chairs

Preparation

Place the chairs in rows, as if they are the seats of a bus.

Instructions

The half of the group (A's) sit on the chairs, which are lined up as if they are bus seats, while the other half of the group (B's) stay at a distance or go outside and wait until the A's are ready. The A's choose and agree on three behaviour rules that they find important in this situation when getting onto the bus and sitting down. Some examples:

- We always get onto the bus through the front entrance.
- We always ask the driver if we can sit on the bus.
- We always greet everyone on the bus, starting with the driver, by nodding.
- We always cross our legs when sitting on the bus.

The A's must make sure at all times that everybody who wants to get onto the bus, follows the three chosen rules. They find these rules self-evident, so they do not tend to tell these rules to the B's. If the B's, do not do this by the rules, then the A's must react. Possible reactions:

- Saying that this way of getting onto the bus is inappropriate.
- Asking the person to start again from the beginning.
- Asking them to leave the bus.

The only thing the B's know is that there is a bus and that they will have to sit on it. One of the B's tries to enter the bus. The rest of the B's observe. After a B has tried unsuccessfully, he goes back to the other B's, and pools his experience with their observations. Then a new B can try to get on the bus. Any B who follows all the rules successfully can stay on the bus. Then a new B can try.

Review

Active review:

- Which of the A's was very strict with members of group B? Who was more easy-going?
- How open (including) or closed (excluding) were the A's towards the B's?

Questions:

- How did it feel to be part of group A, or group B?
- Who managed to enter the bus? How did that feel? Did you help other B's after you found out what the rules were, or not? Did you feel you 'fitted in' with the A's?
- How can you discover the internal, unwritten rules of a group? What are the rules of this group?
- Do you have personal experiences where you (or someone else) tried to be part of a group? How did you approach this challenge? How easy or difficult was this? What helped? Who helped? Were you excluded, or discriminated against because of a certain feature?
What are the written or unwritten rules of this group, and of other groups you belong to?
- Are there other examples of situations where there are internal 'group codes' outsiders do not know?

Extended review

We all belong to groups. In these groups, there are norms, values and habits. These become visible through our behaviour in these groups. Sometimes there are written (law and other rules) and mostly there are unwritten rules. That is the 'reference framework' of that group. This reference framework can be different in different groups and situations. This exercise is designed to

strengthen the awareness that this reference framework is very clear, obvious and normal for members of the group, but maybe not for others who are not part of the group. This awareness can give more alternatives for our behaviour towards people outside our group.

The people already on the bus represent a dominant culture, and want the 'new ones' to adapt, to copy their behaviour, to assimilate. Is that something you can expect from new people in a group? Is it something you can expect from foreigners who come to a new country, for example? Are you thinking about this subject? Are there possibilities other than assimilating and adapting to the dominant culture? What are the benefits and disadvantages of adapting and also conforming to the dominant group?

The themes 'diversity' and 'integration' can be further discussed, by using the five models of dealing with diversity, see Annex 27: Dealing with diversity.

Tips for the trainer

Give examples of rules and habits in cultures, without generalizing or giving a value to these rules or habits. The trainer can refer to the 'Greetings' exercise in the 'Group work' session, which handled different greetings in different groups or cultures.

Variations

- 🌀 Give each participant B a maximum of two minutes to try to enter the bus.
- 🌀 Repeat the exercise with new roles and rules.
- 🌀 Let the B's not interact about how they try to get on the bus.
- 🌀 Choose a different situation from a bus.
- 🌀 In a large group, two observers can be pointed out, one observing the behaviour of participants A, and one observing the participants B. The observers know the rules. They can be a source of information during the review.

More information

- 🌀 'Staying strong' session, 'Break in / break out' exercise.
- 🌀 'Can you feel it' session, 'Treat you right' exercise.
- 🌀 The 'Connected identity' session also handles the topic of diversity.

Whose success, whose fault?

Objectives

- Participants interact about perspectives of causes of events.
- Participants are aware of their perspectives of causes of events.

Materials

Annex 12: The resilient person⁴⁴

Instructions

Participants share examples of personal experiences of success, or experiences of success of groups they are part of or connected to (for example: good grades, winning a sports game, success in one of the exercises in these training sessions, achieving a goal, etc.).

Participants give examples of personal unsuccessful experiences, or unsuccessful experiences of groups they are part of or connected to (for example: bad grades, losing a sports game, failure in one of the training exercises of the trainings, missing a train, etc.).

Review

Active review:

- How positively or negatively did you experience this successful / unsuccessful event?

Questions:

- What did you do that made this experience successful / unsuccessful?
- What did others do that made this experience successful / unsuccessful?
- What circumstances helped to make this experience successful / made this experience unsuccessful?

Write the participants' answers on a sheet with 'The resilient person' on it: personal causes are written on 'The resilient person', circumstantial causes around the 'The resilient person'.

- What causes are named most when it comes to success?
- What causes are named most when it comes to failure?
- Is there a difference between how we look at the causes of successes or failure? What are the differences? Is the image complete when looking at the named causes?
- How you look at and think about events is a choice we can make. Focusing on positive causes, negative causes, personal or circumstantial: all are choices we can make.

Extended review

- When naming causes of events, people often tend to ascribe:
 - Personal success to personal factors. ('It's my success.')
 - Personal failure to circumstances. ('It's not my fault.')
 - Success of others to external circumstances: ('It's not his success.')
 - Failure of others to personal factors. ('It's his own fault.')

Is this what happened in the examples of this group?

- However, people may see only personal factors as the cause of failure. This can also be an incomplete image and can damage confidence.
- Being aware of these psychological mechanisms can be interesting, for challenging ourselves to look further than we would initially. A good analysis of both personal factors and circumstances can help us to obtain a more complete image, and look at situations in a resilient way.

Tips for the trainer

Help participants to find successes or unsuccessful experiences by referring to what happened in the previous training sessions, or from knowledge of the background of the participants.

⁴⁴ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} equipment, subparagraph 'The resilient person'.

Variations

- Use generally known events as a reference instead of using the personal experiences of the participants. (For example: 'Why did that football team win / lose that game or tournament?')
- Share some successes and unsuccessful experiences. Divide the groups into two. One group is given an (imaginary) pair of dark sunglasses, and the other group an imaginary rose-tinted pair of sunglasses. The dark-glassed group names all the negative aspects of an event. The pink-glassed group names all the positive aspects of an event. In the review, focus on the choice people can make how to look at events.

FINISHER

The resilient person 3

Objectives

- Participants evaluate the training.
- Participants interact about their experiences in the training.
- Participants reflect on how they can use elements of this training in their daily lives.

Materials

- Overview of the exercises used in this training.
- Annex 12: The resilient person⁴⁵, printed / drawn on a large sheet.
- Marker

Instructions

State the main goals of the training to make clear what to evaluate:

- To strengthen the participants' awareness of successful thinking.
- To strengthen the participants' awareness of thinking mistakes.
- To strengthen the participants' awareness of dichotomizing thinking, first impressions, prejudices, social categorization, generalizations, stereotypes and stigmatization, exclusion, and wrong causal thinking.
- To strengthen the critical attitude of participants.

Review

Active review:

Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.

Ask questions and note the answers of participants in and around different matching places of 'The resilient person'. Participants can interact about the things they link to the places in 'The resilient person'.

Head:

- What successful way of thinking do you take along in the future?
- What thinking mistake(s) did you make during one or more exercises?

Heart:

- What exercise caused an emotion to occur (positive feeling, negative feeling, feeling of discrimination, etc.)
- What do you believe is needed in the hearts of resilient people to avoid thinking mistakes?

Feet:

- For what value would you stand strong or stand up in the future, taking the experiences of this training into account?

Hands:

- What choice in reacting would you make when being confronted as a person with these situations: dichotomizing thinking, first impressions, prejudices, social categorization, generalizations, stereotypes and stigmatization, exclusion and wrong causal thinking?

Variations

Each participant gets one sheet of 'The resilient person' to make his evaluation.

Use the different versions of 'The resilient person' to variate the exercise.

⁴⁵ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} equipment, subparagraph 'The resilient person'.



Connected identity

(9) Connected identity

Theme

Being aware of our personal identity and connections.

Introduction

During puberty and adolescence, identity is being formed, and young people may have questions, doubts, or concerns about their own identity. They are looking for their identity. During this period, they are faced with important choices about aspects of who they are and who they want to be. The search for a personal identity is linked with the connections young people have, choose, maintain and form. This identity search and identity formation can also bring along some vulnerability about their identity and their connections. Parts of the identity change, connections and contacts can change. Raising the awareness of young people of about who they are and what they are connected to, and how they interact about this with others, can be a strengthening factor for their resilience.

Main goals

- 🌿 To strengthen the participants' awareness of their own identity.
- 🌿 To strengthen the participants' awareness of the identity of others.
- 🌿 To strengthen the participants' awareness of their connections with things, people, places, nature and spirituality.
- 🌿 To strengthen the participants' awareness of the link between identity and connections.

Overview

START-UP:

- Energizer: Row race
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- Who's behind me?
- Where am I who?
- Identity change
- Examples and resources
- Connections

FINISHER:

- Personal object

START-UP

Energizer: Row race

Participants go stand on one line as quickly as possible, in alphabetical order (for example the group gets 30 seconds for this). When participants think they stand in the right spot, they sit down. When everyone is sitting down, the group will check this is correct. Give new tasks (for example: size, age, house number, birth day and month). With each new task, reduce the time the group is given.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous training session(s) and let them share what they remember, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be done when the sessions are organized in an extended programme spread over several weeks⁴⁶.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

This next-to-last session is about our personal identity and the identity of others. Aspects of our identity have already been dealt with in all the previous sessions: our behaviour in a group, our talents and strengths, how we can deal resiliently with all kinds of challenging situations, how we recognize, deal with and control emotions, how we process and share information, how we deal in a resilient way with influence and how we can think successfully. All these are parts of our identity.

Parts of our identity say something about our connections with people, places, things, nature and spirituality. (For example, the aspect of 'Being a European citizen' may mean I have some form of a connection with other Europeans.)

In this training, we strengthen our awareness of our identity and identity of others, of what forms our identity. We also work on our awareness of what and who we are connected to through our identity. A resilient person is aware of who he is, and how he is similar to and different from others. He can deal with and combine the diversity of identities and is aware of the diversity of connections he has.

⁴⁶ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

Who's behind me?

Objectives

- Participants interact about identity.
- Participants are aware of expression of identity.

Materials

Material to mark two lines to stand behind.

Preparation

Mark two lines approximately 4 metres apart.

Instructions

Form two groups. Each group stands behind a line. The groups look away from each other. One participant A and B from each group take place in the middle, standing back to back, without knowing who's behind them. Now all participants except A and B turn around and try to express to their player A or B who stands behind him. They do this without using words or noise, only facial expression and movements. When A or B guesses right, his group wins. Change roles.

Review

Active review:

- How easy or difficult is it to express someone's identity without words, only using expression?
- How clear were the indications?

Questions:

- What made you match the expressions of the group with the player behind you?
- Was it outer signs or also elements about the character / habits / etc. of that person?
- Are the expressions used important parts of the identity of that player?

Tips for the trainer

Make sure the situation is safe, and there is no use of too confrontational, insulting or ridiculing expressions.

Where am I who?

Objectives

- Participants are aware that identity and roles are different in different places and times.
- Participants are aware that identity can change.
- Participants are aware of the multiplicity of identity.

Materials

- Annex 28: Where am I who – World map: one copy per pair.
- Annex 29: Where am I who – Europe map: one copy per pair.
- A map of the country where the training takes place: one copy per pair.
- A map of the city where the training takes place: one copy per pair.
- Markers

Instructions

Form pairs. Each pair gets prints of the four maps and some markers. The question they treat is 'Where am I who?'

- 'Where': Participants indicate places where they have been, where they have a connection with, places that have meaning, that they know, places where they come,... now, in the past and in the future. It can also be places they dream of, or places they have plans about, or places significant others have a link with.
- 'Who': Participants indicate the role(s) they have in those places (one or more aspects of their identity). These may be roles they have, dream of, will have or have had in those places. (For example: in Morocco I was a tourist, in Brussels I am a student, in the skate park I am a skater, and so on.)

The partners in the pairs interact about the meanings of the places and the role(s) they take there. Afterward, participants briefly present (some of) the places and roles of their partner to the group.

Review

Active review:

- Who discovered places and / or roles you were not yet aware of?
- Who found different roles at one place?

Questions:

- What places did you mark? What roles did you write down?
- Are there places where you have more than one role? Are there places where only one role is important? Are there roles that you have in all places?
- Are there roles you had in the past, but haven't got any more? Are there roles you will have in the future?
- What aspects of your identity change in these different places, when taking up these different roles? (For example: visible aspects of identity: looks, behaviour, etc. and invisible aspects: how you think or feel, etc.)

Extended review

It can be interesting to look at what roles you have, and to what places these roles are connected. Different aspects of your identity can be more or less visible, important, useful in different places and situations. We call this 'multiple identity'.

We can use the image of an onion, which has different layers. The skin of the onion is visible, and can tell us things about our identity. This outside of the onion, can also change through time and in place, but under that skin there are more layers. These are not visible at first sight, and maybe not even always known to ourselves. Through these exercises we can learn about these different layers. In the centre of that onion, there is a core, a part of the identity that is very strong, and has our core values, what we believe in, what we strive for, parts of the identity that are very strong and might never even change.

Identity change

Objectives

- Participants are aware of visible aspects and expression of identity.
- Participants interact about visible aspects and expression of identity.

Materials

Material to mark two lines to stand behind.

Preparation

Mark two lines approximately 4 metres apart.

Instructions

Form two groups, A and B. The members of each group stand side-by-side in a line. The groups face each other and take a good look at each other for about one minute. Both groups turn round or one group goes to another place. All participants change one or more visible aspects of themselves. (For example: change hair style, switch watch to the other arm, or switch things with others: jewellery, shoes, watch, clothes, etc.) After about two minutes, both groups will take their places in front of each other. Each group tries to identify the changes.

Review

Active review:

- How obvious are the changes that were made?
- How important are visible aspects of your identity (appearance, clothing, symbols, etc.) for you?

Questions:

- What visible aspects say something about identity? What visible aspects say something about the inner person? What visible aspects say something about a your identity or about a group / subculture / culture / religion,... you are part of?
- What visible aspects are easy to change? What visible aspects are difficult or impossible to change? How does it feel to change visible aspects of your identity? In what everyday situations do you change visible aspects of your identity? What visible aspects of your identity have already changed through your life?
- What do visible aspects mean for your identity? What can they mean to others?

Tips for the trainer

It's important to treat as equal all ways of making identity visible, or choosing not to do this. Parts of the identity of people are visible, other parts are not visible. Some people choose to make a lot of their identity visible for others, some do not. Some visible aspects are superficial, some have profound meaning. Some people are very aware of their expression of identity, others are less aware of it.

All these choices and behaviour are treated equally.

Examples and resources

Objectives

- Participants are aware of who are examples for them.
- Participants interact about their examples.
- Participants are aware of the influences examples have on their identity.
- Participants are aware of the resources they use in challenging situations.
- Participants interact about the resources they use in challenging situations.
- Participants are aware of their connections with examples and resources.

Materials

Annex 30: 'Life domains: A4 print of each life domain.

Preparation

Mark ten spots in the room, each spot representing one of the items (See Annex 30, Life Domains).

Instructions 1

Participants take positions randomly spread over the spots, with a minimum of two participants on one spot (Some spots may be left empty). Ask some of the questions about examples and resources. Participants can answer the questions referring to the item of the spot they are on at that moment. Then participants move on one spot. Some questions are asked again or some new questions are asked. This is repeated up to the number of spots used. After moving on several times, participants can choose where they go to stand.

Questions about examples:

- Who do you look up to?
- Who do you mirror yourself to?
- Who do you want to resemble?
- Who is an example / a role model for you?
- Who is an important example / role model to others?
- Who do you believe in?

Instructions 2

Participants choose to take their places in one of the spots at each question about resources.

Questions about resources:

Who or what is a good resource for support / help / advice / comfort / rest when...

- You have bad grades.
- You are bullied.
- Your best friend told you a secret that you can't keep to yourself.
- Your parents had a big argument.
- You did something stupid.
- You are in love.
- You have to make an important choice (for example: choosing what to study).
- ...

Review 1 and 2

The review can be done each time participants have taken their places on a new spot, after changing places several times or at the end.

Questions:

- Do you have a personal experience that you want to share about this example or resource? What did you learn from this example or resource? What did you take over from this example or resource and is now part of your identity?
- Are you an example or a resource for others?

Tips for the trainer

- Not all participants have to answer every question. Taking position and thinking about the questions can be enough for some participants.

- Make a selection of the items you want to use with the group, in line with their competence and interests.

Variations

- Participants write the answers they give at each spot on a large sheet. The group or individual that comes next, works further on the same sheet.
- With small groups, let all participants move together from spot to spot.

NOTE: All questions can also be asked with other people in mind than the young person himself. (For example: can you think of someone who mirrors himself on a sports figure?)

Connections

Objectives

- Participants are aware of their similarities and connections with others.
- Participants interact about their similarities and connections with others.
- Participants interact about uniqueness.

Materials

Chairs: one less than the number of participants

Preparation

Place the chairs in a circle

Instructions

Participants sit on chairs in a circle. Participant A stands in the middle and says something about himself: a characteristic, hobby, talent, a membership, something he likes, etc. All other participants who can also say this about themselves, stand up, and try to take another place on a chair in the circle. Also participant A tries to find a new place. The one who has no chair, stands in the middle and continues by saying something about himself.

Review

Active review:

- Did you have many or few similarities with others?
- How much influence has this got on how you feel about this exercise?
- Who finds it important to have a lot of similarities?

Questions:

- What similarities or connections did you discover with others of this group?
- Were there unique aspects in this group, when nobody stood up? Were there items where all the participants had to stand up?
- Do you have personal experiences where you discovered similarities or connections with others? Do you tend to focus on similarities and connections, or on differences when addressing other people?
- What similarities or connections are superficial? What similarities or connections are linked to your values or important things?
- How would life be if everybody were very similar to each other? How would it be if nobody were similar to anyone else?

Extended review

- Some aspects make you unique, other aspects make you part of a group. In some aspects you choose to be part of this group, in others you can't choose and they are always part of your identity.
- In a lot of cases, we have more similarities with other people than we would expect.
- In resolving conflicts, it can be helpful to look for similarities between the parties instead of focusing on the conflict or the differences in opinion. Finding a similarity or a common interest, can often be the start of resolving a conflict. Being aware of connections with others can change the way you interact with them. (For example: when having a conflict about different opinions, it may be a connection that both parties have a strong opinion.)

Tips for the trainer

- Treat having a lot of connections or few connections as equal.
- Don't let participants take a free chair next to their place.
- If participants have trouble finding things to say, the trainer can let them fill in these sentences:
 - I am a boy / girl.
 - My hair colour is...
 - I am a member of...
 - I support the ... sports club.
 - I'm good at...

- I love to...
- I am a
- I own a...
- I like to eat...
- I once had...
- I like to listen / watch to...
- I know a lot about...
- I often go to...
- My age is...
- I have... brothers and sisters.
- I have a... as a pet.
- I am used to sleeping... hours.
- I never drop rubbish in the street.
- I feel best when I'm on my own / when I'm in group.
- I choose not to smoke.
- I eat vegetarian.
- I pray regularly.
- I love to spend time in nature.
- ... is one of my talents / strengths
- ...

☞ Vary the types of item, from superficial to value-related aspects, from individual to group aspects, etc.

Variations

☞ Each time participants change places, the trainer can indicate the connections on a sheet with the names, in different colours. This can lead to the production of a drawing of a web where all participants are connected.

☞ Participants form small groups. In these groups, they are given two minutes to write down as many similarities and connections as possible. They can also find more specific things. (For example: Find a meal that everyone likes.)

☞ Use (one of) the two variations already presented in the training 'Group work', exercise 'Line up':

- Connecting game: All participants sit in a circle on a chair. One person says something he likes to do or is interested in. When another person also likes to do this, he goes and sits on the lap of the first person. Several people can go and sit there. All the participants are given a turn to say something they like. The trainer can opt to let all the participants go back to their chairs after each time, or to let them keep moving. In this case, when someone moves, the ones sitting on this participant's lap will have to move on. In the review, the trainer can show the connections that are shown by this exercise. The review can also be adapted to this variation.
- Variation on the connecting game (with less physical interaction): One participant stands in the middle of a circle, other participants sit on chairs. The participant says 'I like to...', 'I'm good at...' or offers another personal detail (for example: 'I'm 15 years old.'). Everyone who has this in common stands up, goes to another chair (not a chair next to them) and tries to find a new place. One person will have no place and will be the next one in the middle.

More information

'Talents and strengths' training, all exercises.

FINISHER

Personal object

Objectives

- Participants evaluate the training.
- Participants interact about their experiences in the training.
- Participants reflect on how they can use elements of this training in their daily lives.

Materials

- Overview of the exercises used in this training.
- Chalk or a large sheet and a marker.

Preparation

Mark out five concentric circles.

Instructions

Define the main goals of the training to make clear what to evaluate:

- To strengthen the participants' awareness of their own identity.
- To strengthen the participants' awareness of the identity of others.
- To strengthen the participants' awareness of their connections with things, people, places, nature and spirituality.
- To strengthen the participants' awareness of the link between identity and connections.

Review

Active review:

- Take a look at the overview of exercises used in this training. Participants sum up briefly what each exercise was about.
- Participants look for a small personal object which is meaningful for their identity and / or their connections. (This can be a coin, a key, something they have in their pocket or in their wallet, and so on.)
- Form a circle round the marked circles. At each question, participants can place their personal objects in one of the zones between the circles and explain their choices. The more an object is put in the middle, the stronger an experience was. The first time an object is put in the middle, participants can interact about the object they chose, and what that tells about them, their identity and their connections.
 - Are you more aware of your identity and what forms this identity now than before the training?
 - Did you discover new things about your own identity?
 - Did you discover new things about the identity of others?
 - Did you easily interact with others about your identity?
 - Are you more aware of connections you have or can create with things, people, nature and places?



Future proof

(10) Future proof

Theme

Looking confident and resiliently at the future.

Introduction

This last session of the training programme is designed to challenge participants to look at their future in a resilient way. Participants are given the challenge of breaking the piece of wood used in the 'Talents and strengths', 'A positive goal' exercise. Here they can use elements from all the other training sessions and integrate them for the 'Break it and make it' exercise.

At the end of the training, the evaluation in the finisher covers the whole training programme. This evaluation is a preview for the individual evaluations that can be done afterward, using the assessment forms 'BOUNCE ^{young} – after training'⁴⁷ for young people.

Main goals

- 🌀 To strengthen the participants' awareness of their future.
- 🌀 To strengthen the confidence of participants towards reaching their future goals.
- 🌀 To integrate the content of all the training sessions.

Overview

START-UP:

- Energizer: Take a seat
- Start circle
- Experiences
- Introduction for participants

MIDDLE:

- How do you do it?
- A positive goal (part 2)
- Build strength
- Imagine it
- Break it and make it

FINISHER:

- The resilient person 4

⁴⁷ The assessment forms are an annex to the BOUNCE ^{UP} train-the-trainer manual.

START-UP

Energizer: Take a seat

Divide the group into two. Participants A walk around freely, choosing their own direction, participants B walk around holding chairs. Participants A can go and sit down whenever they want. Participants B must make sure a chair is put down for A to sit down on in time. When A has sat down, he gets back up and changes roles with B: now A has a chair and B doesn't.

Start circle

Participants form a circle. The trainer asks an accessible question. Participants each react briefly to the question. The trainer thanks participants for their contributions.

Experiences

Ask participants to think about the previous training session(s) and let them share what they remember, what personal experiences they have had in the meantime concerning the training themes, or what they have used in everyday situations from previous trainings.

This can only be done when the sessions are organized in an extended programme spread over several weeks⁴⁸.

Introduction for participants

Participants share what they think or know about this theme and what they expect of it.

In this last training, we will work around the future we have in front of us. In our future, we can choose to use the experiences and the resilience we strengthened during all the training sessions.

In this training, we will further work towards reaching our personal goals in the future by working on the goal(s) we chose and the piece of wood we prepared in the 'Talents and strengths', 'A positive goal' exercise. We will decide on our personal way towards the goal(s). Breaking the piece of wood will be a symbolic moment of deciding that we are going to try to achieve our positive goals. To do all this, we will need the combination of all themes of the previous training sessions:

- 🌀 Group work and support of each other.
- 🌀 Knowing our talents and strengths and trusting our own capacities.
- 🌀 Having some control over our emotions.
- 🌀 Knowing how to use our physical, emotional, social and mental resilience to stand and stay strong in this challenge.
- 🌀 Information about the technique we have to use to break the wood.
- 🌀 The positive influence of this group
- 🌀 Positive and successful thinking
- 🌀 Awareness of our connections and the identity we want to have in the future to reach our goal(s).

⁴⁸ See also the BOUNCE^{UP} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} set-up', subparagraph 'Planning the sessions'.

MIDDLE

How do you do it?

Objectives

- Participants are aware of the choices they have in various situations.
- Participants interact about the choices they have in various situations.

Materials

A sheet of paper for every participant.

Instructions

All participants get a piece of paper. They tear it in two pieces.

Review

Active review:

- Take a look at the pieces of paper of all the participants.

Questions:

- What are the similarities and differences in how different group members did this task?
- How many ways are there to tear a piece of paper in two?
- How many ways are there to reach your future goals?
- Do you have personal experiences where you saw multiple solutions or options to deal with something? Do you have personal experiences where you saw only one solution or option?

Extended review

This short exercise is designed to emphasize that there is only one person who can really make decisions about how to stand in life, how to achieve goals, how to look at the future: yourself. All situations we find ourselves in, contain choices.

Through all of the trainings sessions, personal choices were important. When it comes to simple future tasks or difficult ones, you can bear in mind that often or maybe even always, there are multiple options and choices you can make. This awareness of your choice is part of strong resilience.

All previous training sessions, exercises and reviews were designed as positive influences to make these choices in an aware and resilient way, self-respectful and respectful towards others.

More information

- We can link this exercise to all other training sessions of BOUNCE ^{young}.
- How many ways are there to meet others and get acquainted? This refers to the 'Who and what?' training.
- How many ways are there to interact with others in a resilient way? 'Group work'.
- How many ways are there to look at yourself? 'Talents and strengths'.
How many ways are there to be strong and to deal resilient with socially challenging situations? 'Standing strong' and 'Staying strong'.
- To deal resilient with emotions? 'Can you feel it?'.
- To deal resilient with information and influence?
- To think about things in a resilient way? 'Think about it'.
- To be aware of identity and connections? 'Connected identity'.
- How can we look at future solutions for things we need to do? Is there only one way to do it, or are there always or often multiple choices? 'Future proof'.

A positive goal (part 2)

Objectives

- Participants (re)formulate a positive goal for themselves.
- Participants interact about their positive goal.
- Participants reflect on how to reach their positive goal.
- Participants interact about how to reach their positive goal.
- Participants strengthen confidence.

Materials

- The pieces of wood that were prepared in the training 'Talents and strengths', exercise 'A positive goal'. (See Annex 11: Pieces of wood.)
- Markers

Instructions

Participants take their personal pieces of wood, where the personal positive goal they chose in the 'Talents and strengths' training, is marked / written / drawn. On their piece of wood, they can add answers to these questions:

- What do I want? Where do I dream of? In most cases, this is already filled in: the positive goal.
- How can I make this goal realistic? Is it tangible or can I change it to a tangible goal?
- What must I do to achieve this?, What steps do I have to take before I can reach that goal?, What is the plan towards achieving the goal?
- What can I come across that will challenge me to persist or to change my plan?
- What image helps me? Is there an image of achieving this goal that can help?

Review

Active review:

- How strongly do you believe you can reach the goal you chose?
- How easy or difficult is it to think of a personal goal to reach?

Questions:

- What goal did you choose?
- What steps towards achieving this goal do you see? What do you need to feel confident about this?
- What image helps you? Do you have an image of yourself reaching that goal in the future? Describe that image.
- Is the future perspective you created (the plans, the achievements, the experiences, expectations, relations, etc.) achievable, realistic? What will you need if (parts of) this future must become reality? What can you do towards this future perspective?
- What can help you in achieving (parts of) this future perspective? Are there elements of the trainings that can help you in your future?
- What will you have to overcome if you want to achieve this future perspective?

Tips for the trainer

Participants may want to choose a different goal from the one they chose during the 'Talents and strengths' training. They can choose to add a new goal to their piece of wood or replace it.

Variations

The answers to the extra questions about the future goal can be written on a piece of paper / the arm / the hand / instead of on the piece of wood.

More information

- 'Talents and strengths' training, 'A positive goal' exercise.

Build strength

Objectives

- Participants build physical strength and control.
- Participants practice controlled abdominal breathing.
- Participants practice the firm attitude.
- Participants build confidence about their physical strength.

Materials

Punching pads: one per pair.

Instructions

Form pairs. Each pair gets a punching pad. A will punch, B will catch the punches. A stands strong, one foot forward, B stands strong at arm's length, feet parallel. B holds the punching pad still, horizontally, arms under the punching pad. A makes a 'hammer fist', thumbs on the outside of the fist, with the knuckles vertical. A punches downwards onto the punching pad ten times, building strength and breathing out at each punch. After each punch, A's hand rests for one second on the punching pad. At each punch, A and B use their strong stance, controlled breathing out and focus on the punching pad to do this in a controlled way.

Change roles.

Review

Active review:

- How easy / difficult is it to give such punches?
- How controlled were your punches?
- How confident are you about your punches?
- How controlled was your breathing out at each punch / at each catch of a punch?

Questions:

- Could you build strength through each punch?
- Could you build confidence through each punch?
- Did you use the ROCK attitude in the punches?
- Are there personal experiences where you could use this kind of strength for achieving a goal?
- Can you think of future experiences where you will need this kind of strength for achieving a goal?

Extended review

This technique will be used in the exercise 'Brake it and make it'. In that exercise the goal is 'Breaking the piece of wood in two with the bare fist'. This technique is a part of the answer to the question we dealt with in the previous exercise: 'What steps do I have to take to achieve this?': using a good punching technique.

Tips for the trainer

Before starting this exercise, refer to the 'Standing strong' and 'Staying strong' training; a lot of the techniques strengthened in those sessions are useful here.

Emphasize that this exercise is not about trying to be the strongest, and the punches are not to be hard or aggressive (negative ROCK attitude), but controlled, using the positive ROCK attitude: focus on the goal, direct movements, use of physical strength. Short, fast actions.

Variations

When punching pads are not available, use a pillow or a sports mat. When using a sports mat, the mat will be on the floor, not held by a participant. The technique is then practiced while kneeling, using the same elements of the strong position. Or lay the mat on a table.

More information

- 'Standing strong' training, all exercises.
- 'Staying strong' training, 'Break in / break out' exercise.

Imagine it⁴⁹

Objectives

- Participants build mental strength.
- Participants experience focusing, visualisation and conviction.

Instructions 1

Form pairs. Participant A stands strong, one foot forward, B stands strong at arm's length, feet parallel. A stretches his arm forward, resting the back of his hand on the shoulder of B, palm upward. A makes a fist and stretches his arm. B lays both hands in the inner side of the elbow joint. While A uses force to keep the arm stretched, B tries to pull the elbow joint downwards, slowly building force. This is done for some time. Change roles.

Instructions 2

The exercise is repeated. Only before starting, A takes some time to stand strong, and build up focus and visualisation: keeping his eyes on a fixed point in front of him. A imagines (and can even say) that his arm is unbendable, and the elbow joint is supported from beneath. A combines this with the force he used in the first version of the exercise. When ready, B starts to pull downwards again in the same way as the first time. Change roles

Review 1 and 2

Active review:

- How easy or difficult was it to keep your arm stretched? The first time? The second time?
- How strong was your focus in the first version of the exercise? How strong was your focus in the second version of the exercise?
- How confident did you feel in the first version? In the second version?

Questions:

- What is the difference between the first and the second versions of the exercise?
- Did a strong focus help you to keep your arm stretched?
- Are there personal experiences where you could use this kind of strength (mental strength, focus, the force of imagination) in achieving a goal?
- Can you think of future experiences where you will need this kind of strength (focus, imagination) for achieving a goal?

Extended review

The combination of a conscious strong stance, focus, visualisation and conviction can help you to be stronger. The power of imagining that you achieve what you want can be very strong. In the exercise 'Break it and make it', the goal is 'Breaking the piece of wood in two with the bare fist'. Next to the 'hammer fist' technique in the previous exercise, mental strength, focus and imagination are the next part of the answer to the question 'What steps do I have to take to achieve this': imagining that the goal is achieved: the image of the piece of wood breaking in pieces.

Tips for the trainer

For the safety of the participants, it's very important that participants who stretch an arm always do so with the inner side upwards. If not, the elbow joint can be overstressed.

The focus on the difference between the first and the second versions is on the ones who try to keep their arm stretched. And the ones trying to bend their arm can use focusing to generate more strength.

Not all participants will experience the difference between the two versions of the exercise. This is possible and must be accepted. In some cases, the focus and imagination was already present in the first version, in other cases, participants do not feel supported by this focus, visualisation and conviction.

⁴⁹ This exercise is inspired from Rots en Water, Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.

More information

🌀 'Standing strong' training, 'Karate Kid' exercise.

🌀 'Staying strong' training, 'Strong focus' exercise.

🌀 It can be useful to link this exercise to exceptional stories about people who cope with tough circumstances and still reach their goals. Or with people who use mental strength to achieve their goals. In some of these stories, the force of focusing and imagination, in combination with physical strength and control, can produce almost superhuman achievements. In some stories it's about perseverance. Some examples:

🌀 'Ice man': a Dutch man who is known as 'Iceman', because he for example runs marathons in the snow bare-footed.

🌀 People who perform long duration sports.

🌀 Etc.

Break it and make it⁵⁰

Objectives

- Participants use physical, emotional, social, and mental resilience for achieving a goal.
- Participants use positive group atmosphere and confidence in others for achieving a goal.
- Participants use self-awareness and confidence for achieving a goal.
- Participants strengthen confidence.

Materials

- The pieces of wood that were used in the exercise 'A Positive Goal (Part 2)'.
Two extra pieces of wood. (See Annex 11 Pieces of wood)
- A stable table

Instructions

Form a half circle and sit down in front of the table. A volunteer participant forms a 'bridge' on the table, laying his personal piece of wood on the two extra vertical pieces of wood. He takes a strong position in front of the piece of wood. He makes a 'hammer fist' (See 'Build strength' exercise) above the piece of wood, making sure his arm is in a straight line with the direction of the lines on the piece of wood. He focuses on the middle of the piece of wood.

The three questions from the exercise 'A Positive Goal (Part 2)', are summed up and answered concerning the piece of wood:

- What do I want? => I want to break this piece of wood in two with my bare fist.
- What must I do to achieve this? => I need the combination of physical strength, a good technique (hammer fist) and mental strength.
- What image helps me? => imagining that the piece of wood breaks in two.

These three questions can also be answered concerning the personal goals of the participants.

When ready and feeling confident, the participant punches the piece of wood in two with a strong, short and controlled punch, combined with breathing out.

Participants take turns and choose to step up to break the piece of wood when they are ready.

Review

Active review:

- How important was physical resilience for you in doing this? (using force, a good control over the technique)
- How important was emotional resilience for you in doing this? (dealing with doubt, fear, other emotions)
- How important was social resilience for you in doing this? (the presence, pressure, influence of others)
- How important was mental resilience for you in doing this? (focusing, imagination, dealing with all kinds of thoughts,...)
- How strong were your focus, visualisation and conviction?
- How confident are you after breaking the piece of wood?
- How confident are you about achieving the goal you put on your piece of wood?

Questions:

- Before starting, did you think that you were going to succeed?
- How do you think about achieving your personal goal?
- Can this experience be useful in future challenges?

Tips for the trainer

Make sure you check that every individual piece of wood is put in the right position on the vertical pieces of wood before participants break it in two. (See Annex 11: Pieces of Wood)

⁵⁰ This exercise is inspired from Rots en Water, Ykema, F., 2010, *Rots en Water, Een psychofysieke training voor jongens én meisjes, praktijkboek*, SWP, 206 p.

For this exercise, a positive, trustable, and patient group atmosphere is important. If this is hard to achieve, it may be better to do the breaking away from the group, for example behind a screen.

A participant may not manage to break the piece of wood in two at the first try. Each time they try, participants can choose to stop or try again.

Success for all participants cannot be guaranteed and depends on multiple factors. So do not focus too much on the result, but also on the important aspects of trying, encouraging others, and working towards this moment. Not managing to break the piece of wood in two does not necessarily mean the goals of the training are not reached.

Participants are not obliged to punch the piece of wood in two. Not feeling ready, doubting, not feeling good at that time, or other factors can stand in the way of punching the piece of wood.

As short step-up exercises immediately before breaking the pieces of wood, participants can do these exercises:

- Training 'Standing strong', exercise 'Hand punching': the variation holding the fist next to the stomach while pushing, and in this case, with the fist held 'knuckles vertical': slowly pushing forward into the trainer's open hand while breathing out, so that the participant can feel the strong stance and the tension of the abdominal muscles.

- A short version of the 'Build strength' exercise: practicing the hammer first on a punching pad held by the trainer. This may strengthen confidence in the punching technique.

Variations

Participants who do not want to punch the piece of wood, or who did not succeed, can choose another group member to do this in their place. This can also be linked to the goals participants have set for themselves: asking help from others will often be needed in order to achieve these goals.

Form pairs, in which the participants A in the first round, are coached by their partner B in breaking the piece of wood. All preparations are done in group, and at about the same time, all participants A break their pieces of wood. Then change roles.

More information

- 'Standing strong' training, 'Hand punching' exercise and all other exercises.

- 'Staying strong' training, 'Break in / break out' and 'Strong focus' exercises.

FINISHER

The resilient person 4

Objectives

- 🌀 To strengthen the participants' awareness of their future.
- 🌀 To strengthen participants' confidence that they will achieve their future goals.
- 🌀 To integrate the content of all previous trainings.

Materials

- 🌀 Overview of the exercises used in this training.
- 🌀 Overview of all the training sessions.
- 🌀 Annex 12: The resilient person⁵¹.
- 🌀 Annex 31: BOUNCE^{young} certificate of resilience training.

Preparation

Make a personal BOUNCE^{young} certificate for each participant.

Instructions

Define the main goals of the training to make it clear what is to be evaluated:

- 🌀 To strengthen the participants' awareness of their future.
- 🌀 To strengthen the participants' confidence that they will achieve their future goals.
- 🌀 To integrate the content of all previous trainings.

Review

Active review:

- 🌀 Take a look at the overview of the exercises used in this training. Participants sum up briefly what each exercise was about.
- 🌀 Take a look at the overview of the trainings of the BOUNCE^{young} programme.
- 🌀 How close do you consider yourself to becoming 'The resilient person'?

Questions:

- 🌀 What elements of 'The resilient person' are strengthened through the training programme?
- 🌀 How did this training programme influence your awareness and resilience?
- 🌀 Which training sessions will you use elements from in your future?

Hand out a BOUNCE^{young} certificate of resilience training to all participants.

Refer to the final evaluation that will be done individually using the 'BOUNCE^{young} assessment form after training'⁵².

Variations

Use the different versions of 'The resilient person' to variate the exercise.

⁵¹ See also the BOUNCE^{up} train-the-trainer manual, chapter 'BOUNCE^{young} training', paragraph 'BOUNCE^{young} equipment, subparagraph 'The resilient person'.

⁵² The assessment forms are an annex to the BOUNCE^{up} train-the-trainer manual.

List of Annexes

Annex list

Annex 1: Talent and strength cards

Annex 2: Emoticon cards

Annex 3: Focus on the story

Annex 4: Evaluation symbols

Annex 5: Review cards

Annex 6: Talent and strength minefield

Annex 7: Challenges

Annex 8: Talents and strengths for challenges

Annex 9: Calculation

Annex 10: Images

Annex 11: Pieces of wood

Annex 12: The resilient person

Annex 13: Opinion topics

Annex 14: Emoticons

Annex 15: Sudoku easy

Annex 16: Sudoku hard

Annex 17: List of situations

Annex 18: Colours

Annex 19: Pictures of people

Annex 20: Facts and media types

Annex 21: Mind games

Annex 22: Video clip: conformity

Annex 23: Video clip: selective attention

Annex 24: Picture person

Annex 25: Features and characteristics

Annex 26: All... are...

Annex 27: Dealing with diversity

Annex 28: Where am I who – World map

Annex 29: Where am I who – Europe map

Annex 30: Life domains

Annex 31: BOUNCE^{young} certificate of resilience training

