

# Resilience Workshop Toolkit

## Introduction

### 1. Toolkit Overview

This toolkit is designed to focus on the development of resilience among children. Resilience as defined by the American Psychological Association (APA) is “the ability to adapt well to adversity, trauma, tragedy, threats, or even significant sources of stress”. (APA, 2011) As such it would not be difficult to see that resilience would give children the ability to face adversity and overcome stress and anxiety.

A series of activities have been developed for the workshop in order to achieve the goals of teaching children the value of resilience in their lives. They are divided into the categories of Identifying Support Systems, Building a sense of identity and purpose and Cultivating emotional intelligence.

#### Why these categories?

These categories are key in building a child’s resilience.

**Support system** – A child that has a strong support system ensure that he/she can develop good social skills and know where to find help in difficult situations. By building meaningful and trusting relationship with their family, friends and community, a child will not be without support in his/her time of need.

**Sense of identity and purpose** – A child’s values and morals are developed from a child’s sense of identity. This helps to give direction to the child and guides the actions of the child through difficult circumstances. Identity is also important in recognizing personal strengths and weaknesses; an important factor in developing resilience, especially in learning how to leverage on their strengths to achieve their goals and work on their weaknesses to further improve themselves.

**Emotional intelligence** – A child that has a good emotional awareness and intelligence helps the child to prioritize his/her goals, seek help to achieve his/her ambitions and develop good self-esteem, which are all ultimately essential ingredients in achieving success. Being aware of their emotions is a crucial step in changing the child’s attitude towards his/her circumstances and his/her willingness to work on a solution to a problem or being able to discern when to move on from a setback.

## 2. Toolkit's Objectives

- Equip children with the tool to build resilience by helping them to identify support systems
- Equip children with tools to build resilience by building a sense of identity and purpose
- Equip children with tools to build resilience by cultivating emotional intelligence
- Cultivate self-confidence in children through appreciation of their roots, culture and heritage

## How to use this toolkit?

### 1. Complete module

Each activity is developed to accomplish at least one objective in mind. That being said, you may find some activities that aims to achieve more than just one objective. We recommend a complete module to be conducted with the children that you are working with. Below is the line-up of activities and the objectives they are aiming to fulfil.

Objectives	Identifying support systems	Building a sense of identity and purpose	Cultivating emotional intelligence	Cultivating self-confidence through appreciation of their roots, culture and heritage
My identity card		▲		
My self-discovery journey	▲	▲	▲	
Mirror in the box		▲		
My support circles	▲			
My family tree	▲			▲
My emotion chart			▲	
The feeling guy	▲		▲	
The goal maze		▲		
What's in my control?	▲		▲	
A place I call home	▲	▲		▲

## 2. Using each activity individually

If you do not wish to conduct the full module, you can use conduct your workshop according to your targeted objective. Should you decide to do a shorten version of the workshop, these are the recommended modules to be used.

### **Module 1: Identifying support systems**

- a) My self-discovery journey
- b) My support circles
- c) My family tree

### **Module 2: Building a sense of identity and purpose**

- a) My self-discovery journey
- b) Mirror in the box
- c) The goal maze
- d) What's in my control?

### **Module 3: Cultivating emotional intelligence**

- a) My self-discovery journey
- b) My emotion chart
- c) The feeling guy

### **Module 4: Cultivating self-confidence through appreciation of their roots, culture and heritage**

- a) My family tree
- b) A place I call home

**Do note that some activities cannot be conducted independently from one another. These activities must be conducted together in order to achieve its' intended purpose and objective.**

- a) My emotion chart & The feeling guy
- b) The goal maze & What's in my control?

## 2. Add-on tools

You may find additional tools recommended in some of the activities. These are recommended to be conducted should time permits you to do so. The purpose of each added-on tools is help the children to have a better understanding of the activity's objective.

## **Good to know before the workshop**

### **1. Age group and size**

- **Age 9 and above**

*Except for “The goal maze” and “What’s in my control?”. These activities are more complicated and we recommend these to be conducted with older kids (12+)*

- **12 children per workshop**

### **2. Facilitators**

- **Ratio** – One facilitator to four children (1:4)
- Facilitators should be individuals that are patient and love to work with children.
- Facilitators should not influence a child’s opinions and answers to each of the activities.
- Facilitators should help the child to understand the purpose of the activities and if necessary, provide an example.

### **3. Worksheets and templates**

Some activities may require you to use worksheets or templates. Feel free to modify them to suit the children you are conducting the module with.

### **4. Materials and stationery kits**

Prepare a stationery kit for each group. Make sure enough materials and tools are available for each child to use. At the end of each session, task the children to return and organize the tools to their respective boxes.

### **5. Games and icebreakers**

Prepare a list of icebreakers before the workshop. This will help the children and facilitators to warm up to each other. Run a game or two in between activities to keep the children interested.

### **6. Good practices**

- a) **Facilitators briefing** – Brief the activities line-up and instructions to all the facilitators before conducting the module. Make sure that they understand the activities objectives and steps. It is recommended for the main facilitator to demonstrate the activities once so that each of them are able to explain to their own little groups of children.
- b) **Facilitator’s aid** – Make a bigger version of the children’s worksheet to help you in the explanation of how each tool works in the classroom. A demonstration should be conducted before the children are broken into smaller groups to complete their task.
- c) **Grouping** – It is also recommended that the children are broken into smaller groups for group projects. This allow facilitators to do a small group demo for the activities before the children proceed to do their individual assignments. The demonstration will help the

children to understand what is asked of them and get them to familiarize with the assignment.

- d) **Ground rules** – Set some ground rules before the start of the workshop. For example, whenever a child is sharing his/her works, thoughts or opinions, teasing or interrupting from their peers are not allowed. It is also important for the children to refrain from using negative remarks on their peers when part 2 of “Mirror in the box” is conducted.
- e) **Classroom management** – Set rules that can help facilitators to manage the workshop but allow plenty of room for the children to express themselves in their work space.
- f) **Encourage independence** – Don’t provide answers to the worksheet for the child. Help the child to figure out what he/she needs to fill in by guiding them with relevant questions.
- g) **Class participation** – Encourage class participation by providing a safe place for them to share. Assure them that they are free to share their thoughts and commend them when they are done. Facilitators can set a good example by sharing their own thoughts as well.

## 7. Results & evaluation

Each of the activity has a targeted result. When conducting the module, we hope that the children will be able to meet those criterion be it in written or verbal form. However, it should NOT be used as a benchmark to determine if the child is resilient or not. Resilience is not something that can be measured over a short period of time. Therefore, we recommend two method of follow-up:

- a) **Journal keeping** – Encourage each child to keep a journal that utilises the tools learned from the workshop as they resolve their feelings and challenges in life.
- b) **Interview** – If possible, do a post-workshop interview with the children after 6 months. The purpose of the interview is to find out if the tools were useful to them.

# **Activities step-by-step**

**ACTIVITY 1:**  
**My identity card**

## ACTIVITY 1: My identity card

<b>Goal</b>	<ul style="list-style-type: none"> <li>Participants are able to recognize their basic identity details.</li> <li>Participants are able to recognize and identify the realities about themselves that they cannot change.</li> </ul>
<b>Targeted result</b>	Participants are able to list down at least five details that they identify themselves with
<b>Duration</b>	45 minutes
<b>Equipment/tools</b>	
A5 blank card	Stationery box
Folders	Whiteboard
Markers	
<b>Steps</b>	
1.	Gather everyone and sit in a circle.
2.	Start the ball rolling by introducing yourself and let the children know that they can introduce themselves in any way that they want. Allow time for each child to give an introduction of themselves.
3.	After everyone has the chance to introduce themselves, engage the class in a discussion about what identity means to them.
4.	Ask the class to suggest the information that they find important as part of their identity. Prompt the class to share why these information are important to them. Remember that there is no wrong answer in this discussion.
5.	Explain that everyone have basic identity details such as name, date of births and such. However, there are details about each of them that form their unique identity as well.
6.	Next, ask the children to share one thing they really like about themselves.
7.	Distribute an A5 blank card to each child. Explain to them that they are to make a personal identity card that they can use to introduce themselves.
8.	Allow the children to share upon completion.
9.	Instruct the children to paste their card at the front of their folder. This folder will be used to keep the subsequent worksheets.





**ACTIVITY 2:**  
**My self-discovery journey**



## ACTIVITY 2: My self-discovery journey

<b>Goal</b>	<ul style="list-style-type: none"> <li>• Recognise their strengths and weaknesses</li> <li>• Identify the people that are closest to them</li> <li>• Setting goals for themselves</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>• Participants are able to identify at least 1 strength, 1 weakness and 1 goal.</li> <li>• Participants are able to identify at least 1 trusted person in family, peers and community.</li> </ul>
<b>Duration</b>	45 minutes
<b>Equipment/tools</b>	
The self-discovery journey template	Felt-tip colouring pens/colour pencils
The self-discovery journey facilitator's aid	Sticky notes
<b>Steps</b>	
1	Divide the class into 3 groups of 4. Assign a facilitator to each group.
2	Start by explaining to the class that everybody in this room is different from each other. We each have our strengths and weaknesses. We have different people that we feel close to and we each have our own goals that we want to achieve.
3	Using a bigger replica of the template (facilitator's aid), go through each section with them. Share a possible answer for each section by using yourself as an example.
4	Give each child a couple of sticky notes. Ask the children to write their own answers on the sticky notes and stick on the facilitator's template.
5	Once you've gone through all the sections, tell the class that they are to fill in their own template. Distribute the template.
4	Group facilitators are tasked to assist the children in filling up the templates.
5	Upon completion, open the time for sharing.
6	Let the class know that they can refer back to this information when we move on to other activities.

You can find the activity template under resources or download the source file from <http://www.sukasociety.org/resources>

**ACTIVITY 3:**  
**Mirror in the box**





## ACTIVITY 3: Mirror in the box

<b>Goal</b>	<ul style="list-style-type: none"> <li>• Develop courage to find something good about themselves</li> <li>• Encourage participants to have a healthy image of themselves</li> </ul>
<b>Targeted result</b>	Participants are able to say 1 good thing about himself/herself.
<b>Duration</b>	1 hour and 15 minutes
<b>Equipment/tools</b>	
Mirror	Box
Draw lots	Paper
Pens	Masking Tape
<b>Steps</b>	
1	Start by asking the children to draw a number out from a bag.
2	Then, bring out the box with the mirror inside it. Do not reveal the content of the box.
3	Tell the class that in this box, they will be shown a person that is unique and special. Let them know that you will be calling out the numbers in order and they will get to take a peek who that person is.
4	Tell them that once they've taken a peek, they cannot reveal who is in the box. Instead, they need to say something positive about that person.
5	Repeat until everyone has a chance to look into the box.
6	Ask how the class feel about the "surprise". Do they find it hard to say something positive about themselves? Why is it easy or hard for them to say something good about themselves? Let them know that everyone is unique and no one is without a positive attribute. It is important that we have a healthy image of ourselves.
7	Next, tape a piece of paper on everyone's back. Give each person a pen.
8	Announce to the class that they are to write something good about their friends on their back. Remind the class not to take the paper off their back until everybody is done.
9	Once everybody is done, allow them to take the paper off and read them. Give them time to go through the list.
10	Ask the class to share their thoughts about what was written on their paper. Do they agree? Are they surprised with the list? How do they feel when they see the good things that their friends see in them?
11	Debrief. We can be our own harshest critics. We need to learn to appreciate the little things in ourselves. People who care about us can sometimes remind us that we are all unique.

**ACTIVITY 4:**  
**My Support Circles**







## ACTIVITY 4: My Support circles

<b>Goal</b>	<ul style="list-style-type: none"> <li>Identify people close to them that they can rely on and trust</li> <li>Identify other options of support that may be available to them</li> <li>To recognize their support system and identify who they can turn to for assistance</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>Participants are able to name people in his primary circle of support.</li> <li>Participants are able to name people in his/her secondary circle of support. (there should not be a duplication from the primary circle)</li> </ul>
<b>Duration</b>	1 hour and 15 minutes (2 hours if add-on activity is conducted)
<b>Equipment/tools</b>	
Paper plates	Rulers
Writing tools	Scenario sheet
Foam tape / Double sided tape	Facilitator's aid
Manila cardboard	Marker pens
<b>Steps</b>	
1	Explain to the class that this exercise aims to help everyone to think about the people that they can turn to for support.
2	By showing an example on the board, draw one small circle in the middle of the board. In the circle, write "ME".
3	Next, draw another bigger circle around the smaller circle.
4	The middle circle represents their primary support circle. This is where the people the child feel closest to and trust to protect them and confide in.
5	Draw a bigger circle surrounding the first two. The outer circle represents their secondary support circle. These are the people not necessarily close to the child. However, they may turn to these parties should those in second circles are not available. Here sit people such as policemen, classmates, teachers, and extended families.
6	Go through the circle one by one. In each of the circle, prompt the children to write at least one name on the sticky note and stick it on the facilitator's board.
7	Make sure that the children understand the roles and functions the people play in each circle.
8	Give each child a paper plate. Behind the plate, paste the circles description. (Refer bottom) Using the plate, give the children time to make their own circles of support.
9	Open the time for sharing.

You can find the activity template under resources or download the source file from

<http://www.sukasociety.org/resources>

### Add-on group activity

If time permits, it is highly recommended for this add-on activity to be conducted. This will help the children to understand how the people in their support circles can help them through their challenges and experiences in life.

Steps	
1	Before the workshop, list out 5 different scenarios that the group of children will most likely encounter. Give a description of how the scenarios will pan out. At the end of each scenario, ask the class who will they turn to for help or to confide in.
2	Break them into small groups. Give each group a manila cardboard and marker pens. Instruct them to draw a large support circles template on it; similar to their paper plate.
3	Next, divide the circles into 5 segments. One for each scenario. It should look like a big pizza with 5 slices.
4	Group facilitators will go through each scenario with their group and encourage them to suggest a person they can turn to in their primary circle. Prompt them to fill in the secondary circle as well. If they do not have a person in mind, follow up by asking what would they do in the particular situation and why can't they find anyone to talk to.

### Sample:

1. You have a crush on someone in school. You tried talking to the person a few times but the conversation didn't turn out the way you wanted it to be. You still have a strong interest in knowing the person and would still love to get to know the person better. Who would you turn to seek for advice from?
2. You were walking home when suddenly a group of teenagers shouted at you. They asked you to give them all your belongings, money and even got bullied along the way. You were very afraid and just did as they asked. Who would you talk to and seek for advice to be protected from these teenagers?
3. Exams are just around the corner and you feel very frustrated because you are not able to understand this subject. You study again and again but still fail to understand. You do not know what else to do. Who would you ask for guidance?
4. A teacher accuses you of cheating after you ace a test. When you try to defend yourself, the teacher says there is no way you could have gotten all of the right answers on your own. Who would you turn to for advice and to improve the situation?
5. There was a drawing competition held in school. You decided to give it a try as it seems to be something interesting and you wanted to challenge yourself to be better. To your surprise, suddenly your name was called out. Your art work was chosen as the best. You not only won the competition but you won the first prize! Who would you turn to share your happiness and achievement with?

## **ACTIVITY 5:**

### **My Family Tree**



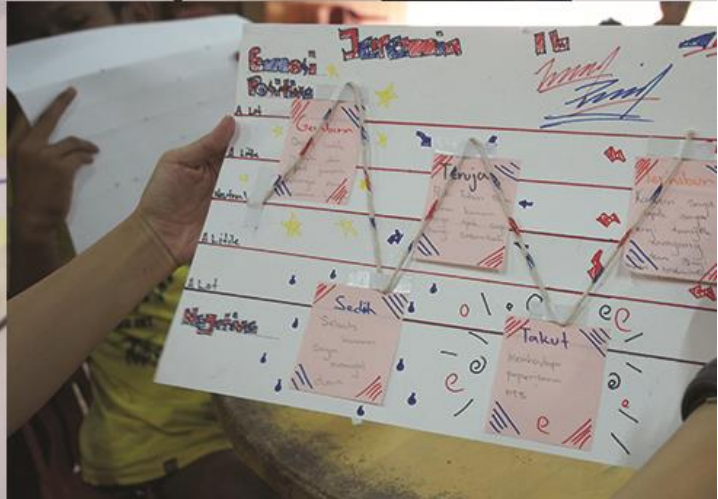
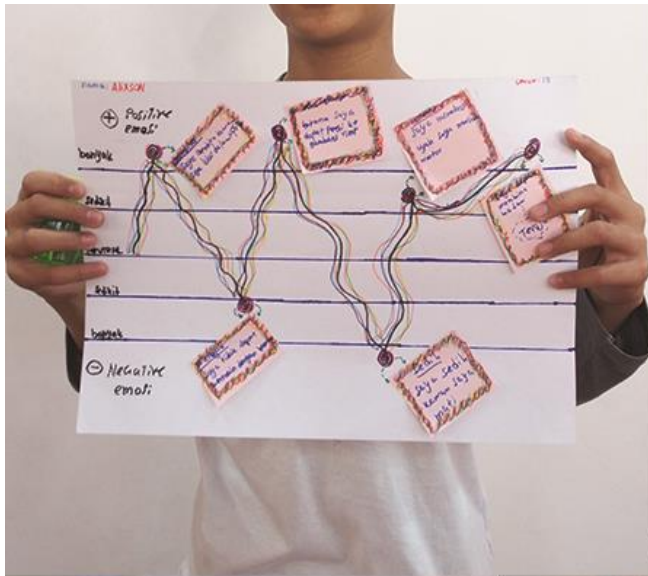
## ACTIVITY 5: My Family Tree

<b>Goal</b>	<ul style="list-style-type: none"> <li>Express how they feel about family through art</li> </ul>
<b>Targeted result</b>	Participants are able to reasonably explain his or her family through their painting.
<b>Duration</b>	1 hour and 15 minutes (2 hours if add-on activity is conducted)
<b>Equipment/tools</b>	
Drawing papers	Blue tack
Painting tools	Slideshow of tree illustrations
<b>Steps</b>	
1	Give each child a drawing paper.
2	Using a tree as an illustration, explain to the class that they are to express their thoughts and feelings about their family. Show some examples of different illustrations of trees and tell them to not be bounded by how a tree should look like. Give example of what some of the trees meant.
3	Let the class know that they are free to draw their tree any way that they want it but think about how their trees represent their family.
4	Once they are done, pin everyone's painting on the wall. Invite each child forward to describe their painting. Feel free to ask questions but make sure it is relevant to their painting. For example, don't ask questions that require the child to reveal more than what he/she want to. If a child drew it on his/her paper, you can ask he/she to elaborate more on the elements in his/her painting.

## **ACTIVITY 6:**

### **My Emotion Chart**





## ACTIVITY 6: My Emotion Chart

<b>Goal</b>	<ul style="list-style-type: none"> <li>• Provide a platform to discover the emotions they feel</li> <li>• Recognize that different people have different life journeys</li> <li>• Able to accept that these emotions that they feel are the result of their personal experiences</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>• Participants are able to recognize the cause(s) the key emotions that he or she feels</li> <li>• Participants are able to name the emotions that he/she feels.</li> </ul>
<b>Duration</b>	2 hours and 15 minutes

### Equipment/tools

Drawing papers	Blue tack
Drawing tools	Thick string
Glue	Rulers
Video compilation	

### Steps

Suggested videos to be screened

- PIXAR's For the birds
- PIXAR's Partly Cloudy (Highly recommended to be screened)
- PIXAR's La Luna
- Pixar's Day & Night

These videos are recommended because the emotions can be clearly seen without any dialogue.

1	Tell the class that you will be showing them a few videos. Ask them to take note of the different emotions they can spot. Show at least 2 videos.
2	After each video is screened, ask the class to point out the emotions they can spot . Write them on the whiteboard.
3	Explain to the class that emotions are part of what makes us human. We feel certain emotions based on our personal experiences.
4	Next, on the board, draw a table with 3 columns. Label the columns starting from the left "Negative emotions", "Neutral emotions and "Positive emotions".
5	Go through the list of emotion listed on the board and ask the class to suggest which column each emotion should go to. Ask them why they think each emotion belong to a particular column.
6	Next, give each of them a piece of drawing paper, 50CM of string, ruler and drawing tools.
7	Explain that they are now going to map the different emotions that they have experienced in their lives. Guide them through the activity template. (Refer to picture below) If it is a negative emotion, put a mark on the negative line, label the emotion and why they feel that emotion. Do the same for positive and neutral emotions.
8	Let the class know that this is their personal emotion journal. It is totally up to them to decide if what they felt were a positive or negative emotion. Remind them again that these emotions are dependent on their personal life experiences.
9	Once they've mapped out their emotion chart, encourage them to decorate their work using the string and drawing tools. Once done, pin everybody's chart on the wall.



10	<p>Draw everyone's attention to the wall. Ask:</p> <ol style="list-style-type: none"> <li>1. What do you think of everyone's emotion chart?</li> <li>2. Is it the same as yours?</li> <li>3. Any of the chart has only positive emotions? How about only having negative emotions?</li> <li>4. Why do you think everybody's chart is different?</li> </ol>
11	<p>Debrief. Everyone's life journey is different. There are ups and there are downs. Nobody stays up nor down forever. We need to keep moving forward. Staying stagnant will not help us achieve happiness and goal. Encourage each other in our journey. Encourage to class to journal their emotions throughout the week using this activity.</p>

**ACTIVITY 7:**  
**The Feeling Guy**



## ACTIVITY 7: The Feeling Guy

<b>Goal</b>	<ul style="list-style-type: none"> <li>• Develop knowledge in analysing the reasons why they feel a certain way regarding an issue or circumstance.</li> <li>• Recognise their support system</li> <li>• Identify their coping mechanism</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>• Participants are able to recognize the cause(s) the key emotions that he or she feels</li> <li>• Participants are able to identify his/her coping mechanism</li> <li>• Participants are able to identify one person he/she can turn to for support</li> </ul>
<b>Duration</b>	2 hours

### Equipment/tools

Activity template	Writing tools
Paper plate	Drawing block
The Feeling Guy facilitator's aid	

### Steps

1	Following up from The Emotion Chart activity, display The Feeling Guy facilitator's aid to the class. (Refer to picture below.)
2	Using one of the screened videos from The Emotion Chart activity, pick one emotion to be used as an example. We will use "sad" as an example here.
3	First, invite a child to come forward and draw the expression of sadness on the Feeling Guy's face.
4	Then, ask the class for possible reasons (based on the video) why the character felt sad. Write the reasons on the Feeling Guy's heart.
5	Next, ask the class if the character had anybody he can turn to or confide in when he was feeling sad. List down the people of interest on the left hand's blank space. If nobody was identified, fill in "nobody".
6	Finally, ask the class to identify the character's response to his feeling of sadness. What did the character do? Did he burst into tears? Did he talk to somebody? Did he journal his thoughts down? List down on the right hand's blank space.
7	Debrief. Explain to the class that every good and bad emotion that we feel has a trigger or a reason behind it. Each of us has our own way of expressing and resolving our feelings. We have our own ways to express our feelings and methods to soothe ourselves in order to feel better. In order to resolve our feelings, we must first find the cause behind the emotion. It is important that we have somebody whom we trust to talk to. Urge them to look at their Support Circle plate.
8	Divide the class into smaller groups. Give each group 2 manila cardboards, 2 paper plates, markers and glue.
9	Instruct the groups to pick one positive emotion and one negative emotion from the video and apply them on The Feeling Guy. Once done, invite each group to share their results.
10	For individual activity, distribute 4 pieces of the activity sheet to each child or they can replicate a smaller version of the group activity using drawing papers and paper plates. Explain to them that they are now going to apply The Feeling Guy on themselves. Choose 4 emotions for this activity. Go through each emotion with them. (E.g. Sad, Happy, Angry, Disappointed, Loved)

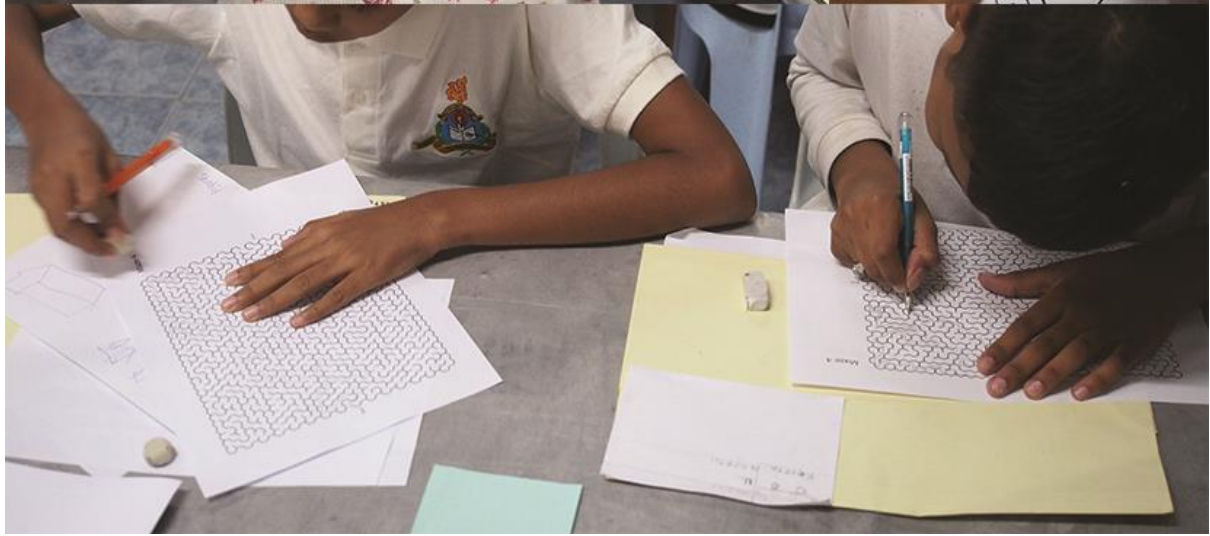
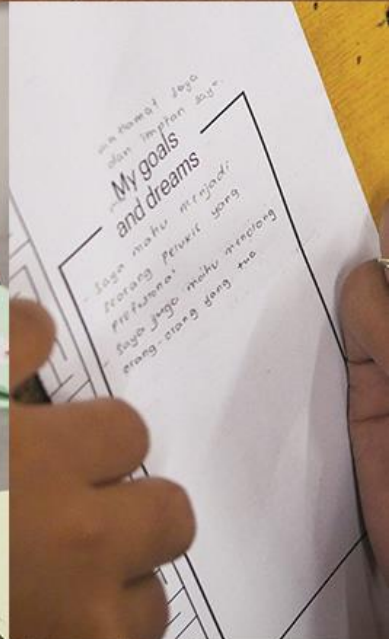
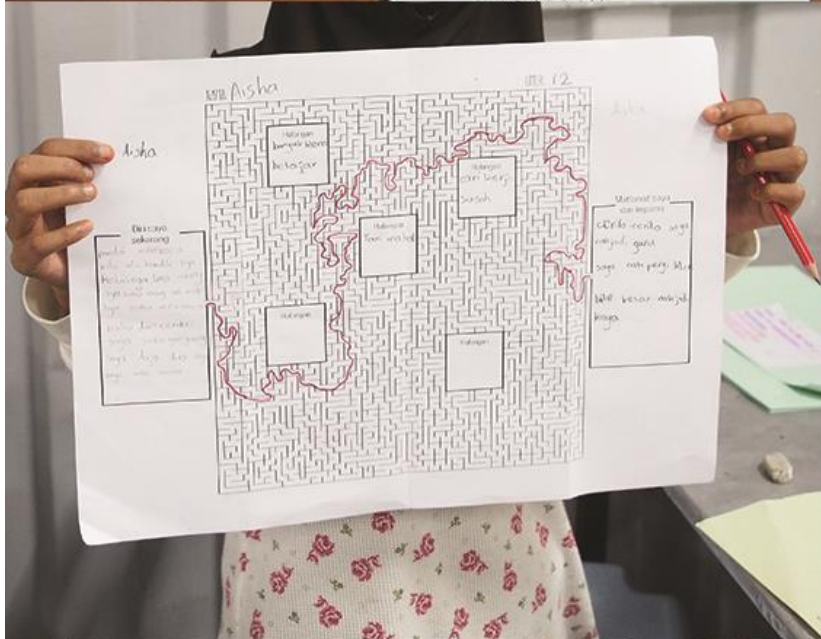
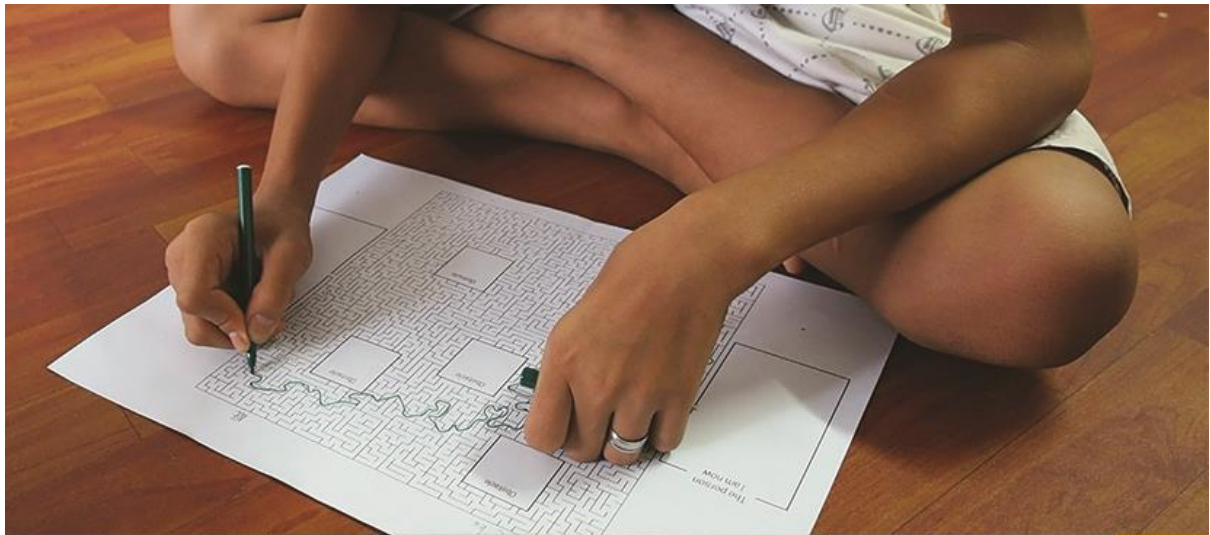
11	Debrief. Using their assignment from the Emotion Chart, encourage the class to apply The Feeling Guy on the emotions mapped out on the chart. Explain to the class that if they do this often, they will be able to understand their coping mechanism better. For example, if their response to anger has always been hurting someone in the process, it is time to re-evaluate their ways of coping by talking to someone and finding better ways to resolve the anger. Or, if they find it hard to identify people that can support them through their ups and downs, it is then crucial for them to start building meaningful relationships with trustworthy people in their community.
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You can find the activity template under resources or download the source file from <http://www.sukasociety.org/resources>

## **ACTIVITY 8:**

### **The Goal Maze**





## ACTIVITY 8: The Goal Maze

<b>Goal</b>	<ul style="list-style-type: none"> <li>• Recognize their baseline status and circumstances</li> <li>• Identify goals and dream that they want for themselves.</li> <li>• Identify the possible challenges and set back that they may encounter along the way in reference to the goal that they set.</li> <li>• Learn the importance of not giving up even if the journey is not easy</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>• Participants are able to identify a goal they want to achieve</li> <li>• Participants are able to identify their capabilities and resources.</li> <li>• Participants are able to recognize possible challenges in achieving their goals</li> </ul>
<b>Duration</b>	2 hours
<b>Equipment/tools</b>	
Maze sheets (3 levels for warm up)	Blue tack
Main activity sheet (Maze)	3 small gifts
Worksheet template	Magic pens
<b>Steps</b>	
1	Print out 3 different levels of maze. You can generate your own maze here: <a href="http://www.mazegenerator.net/">http://www.mazegenerator.net/</a>
2	Give each child a level 1 maze. Let the class know that the first to reach the end will win a prize. Repeat for level 2 & 3 maze.
3	Ask the class how they feel about finding their ways through the maze.
4	Give each child a worksheet template. Guide them to fill the columns. Current: What are their status, resources, qualifications and skillsets at the moment? Future: What are their goals and dreams? Challenges: What are the possible challenges they may encounter?
5	Give the children time to complete the maze.
6	Ask the class what they feel about the maze. What do they feel? Do they feel the same way about their journey to achieve their goals? Allow time for class sharing.
7	Debrief on the importance of not giving up and find strength and resilience with the help of their support circles.

You can find the activity template under resources or download the source file from <http://www.sukasociety.org/resources>



**ACTIVITY 9:**  
**What's in my control?**



## ACTIVITY 9: What's in my control?

<b>Goal</b>	<ul style="list-style-type: none"> <li>• Acknowledge that there are things or situations that are not within their control and learn how to let go.</li> <li>• Identify challenges that are within their power to change and work towards making it better</li> <li>• Discover possible alternatives or options that they have</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>• Participants are able to distinguish between challenges that are within and out of their control.</li> <li>• Participants are able to suggest solutions to overcome challenges within their control.</li> <li>• Participants are able to suggest alternatives to address challenges that are not within their control.</li> </ul>
<b>Duration</b>	1 hour and 30 minutes
<b>Equipment/tools</b>	
Drawing papers	Blue tack
Writing tools	The Goal Maze completed sheet
<b>Steps</b>	
1	Give each child a drawing paper. Instruct them to fold them into quarters.
2	On the board, draw lines to divide it into quarters as well.
3	Let the class know that based on their completed Goal Maze sheet, we will now explore what are things that is within our control to change.
4	Use different colours to represent each segment. Top left (Blue), top right (Red), bottom left (green) and bottom right (Yellow)
5	Label each segment. Blue (Challenges within my control), red (Challenges out of my control), green (What can I change to make things better?) and yellow (What other options do I have? Can anyone help me?)
6	In the intersection of the quarters, instruct the children to draw a circle. In the circle, write the goal they've written in their Goal Maze earlier.
7	Now, illustrate how to do this activity. Using your own maze from "The Goal Maze", explain to the class that the challenges they listed out can be divided into 2 categories. If they can overcome the challenges on their own, it is going to be placed in the blue box. If they do not have the power to overcome the challenges on their own, it is going to be placed in the red box. Give the children time to sort out their own challenges.
8	Once they are done with the sorting, draw their attention to the blue box. Ask them to think of ways or suggestions that can help them overcome those challenges. Fill their suggestions in the green box.
9	Facilitators should go to each child and guide them in the sorting. Sometimes the children may think it is out of their control when it is something that can be resolved by them. For example, a child may think his laziness is a challenge that is not in his control because he was born like that. But steps can be taken to help pique this child's attention so he will be more interested in the task at hand. Take time to explain to them the difference between the blue and the red box.
10	Once completed, open the time for the children to share their works.

11	Debrief and remind them that some obstacles that we face can be resolved if we put our mind to it but some obstacles are not in our control. It is important to not dwell on it. Instead, we should find alternative solutions and learn to seek help from people who can help us through the obstacles. Let them know that this exercise can be applied on different aspects of their lives such as managing expectations, resolving their emotions and etc.
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You can find the activity template under resources or download the source file from <http://www.sukasociety.org/resources>

## **ACTIVITY 10:**

### **A place I call home \***

This module is developed with the Orang Asli children in mind.  
It is recommended for this module to be conducted when working  
with children from the Orang Asli community





## ACTIVITY 10: A place I call home \*

<b>Goal</b>	<ul style="list-style-type: none"> <li>Identify their ethnicity, cultures and traditions that make them unique</li> <li>Discover how their backgrounds shape their identity</li> <li>Develop ideas and plans to improve their communities</li> <li>Identify challenges that their community face and suggest ways to overcome those challenges</li> </ul>
<b>Targeted result</b>	<ul style="list-style-type: none"> <li>Participants are able to share their knowledge of their cultural background</li> <li>Participants are able to share their views on their identity in relation to their background and upbringing</li> <li>Participants are able to present their proposal on community development and empowerment</li> </ul>
<b>Duration</b>	1 hour and 30 minutes
<b>Equipment/tools</b>	
Large cardboard	Painting tools
Glue and tapes	Colour papers
Scissors	
<b>Steps</b>	
1	Gather the children in a circle. Explain to them that each one of us comes from different backgrounds and therefore we have different cultures and practices different traditions.
2	Taking turns, ask the children to share what they know of the traditions or cultures that their families or communities practice. Follow up by asking them how these cultures shape their personal identity.
3	Next, ask them to share the challenges that their communities face and what do they feel about those challenges.
4	Explain to the class that they are going to be divided into groups. In their own groups, they will be given a blank piece of cardboard and drawing tools.
5	Tell them to imagine that they are the heads of their communities. How will they develop their communities? How will their villages look like? What sort of changes will they make? What sort of traditions and cultures will they preserve? As a group, they need to work together to build their own communities and present it to the facilitators. Let them know that questions will be asked so present with a plan in mind.
6	Give the children time to discuss and develop their project.
7	During presentation, facilitators should ask questions that will encourage the children to share their ideas. Don't be afraid to ask difficult questions but keep the questions related to their proposal. If the children couldn't answer, try revising the question that is easier to be understood. Otherwise, move on to the next questions.
8	Close the session by assuring these children that our culture, tradition and ethnic are part of what make us unique. Commend them for their proposal to develop their communities and preserving their culture and traditions.

# Resources

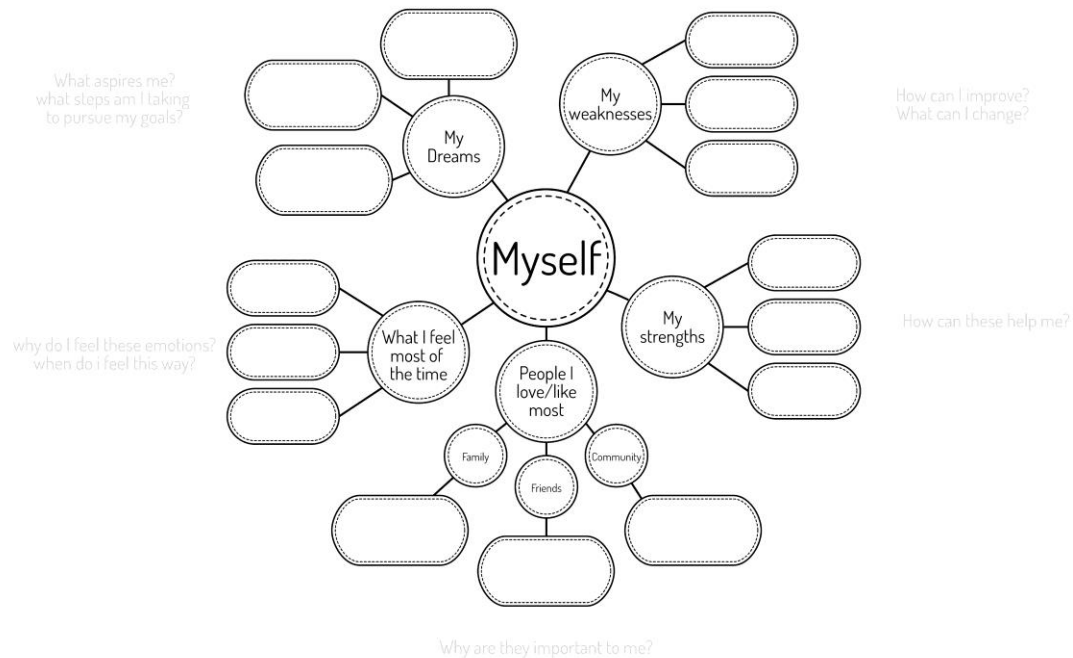
Source files can be downloaded from  
[www.sukasociety.org/resources](http://www.sukasociety.org/resources)



## Activity 2: My self-discovery journey

Name:

Age:



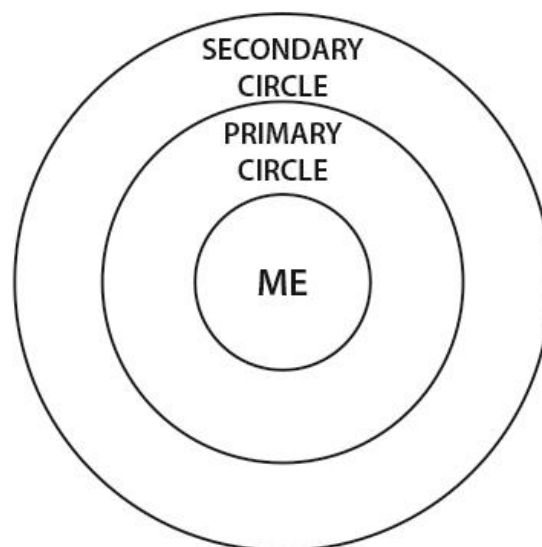
## Activity 4: My support circles

### PRIMARY CIRCLE: People that...

- make me happy when I am around them
- share my happiness and sadness
- I trust and accept me the way I am
- I can have a heart to heart conversation with
- are closest to me
- can rely on in times of need
- are a good listener and gives good advices
- can nurture me
- can teach me what is right and wrong
- are supportive of me
- care about me

### SECONDARY CIRCLE: People that...

- I can rely on if the people in my Primary Circle are not available
- I can trust even if I am not close to him/her

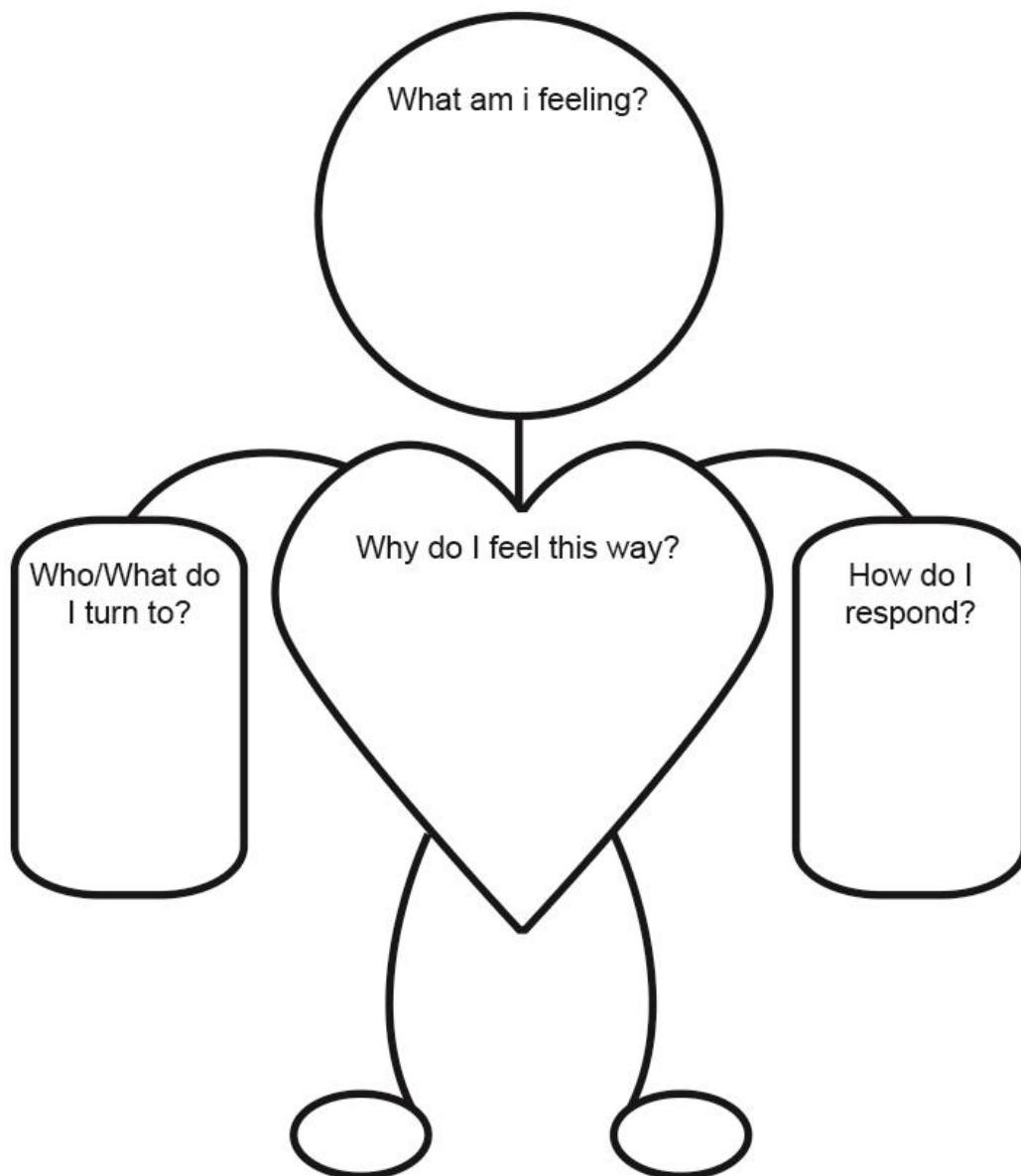


Activity 6: The feeling guy

# The Feelings Guy

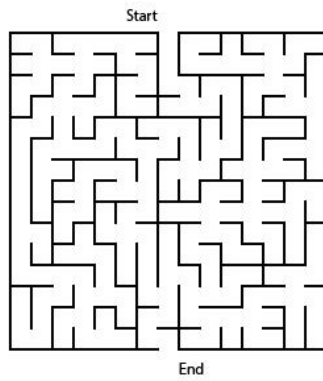
Name:

Age:

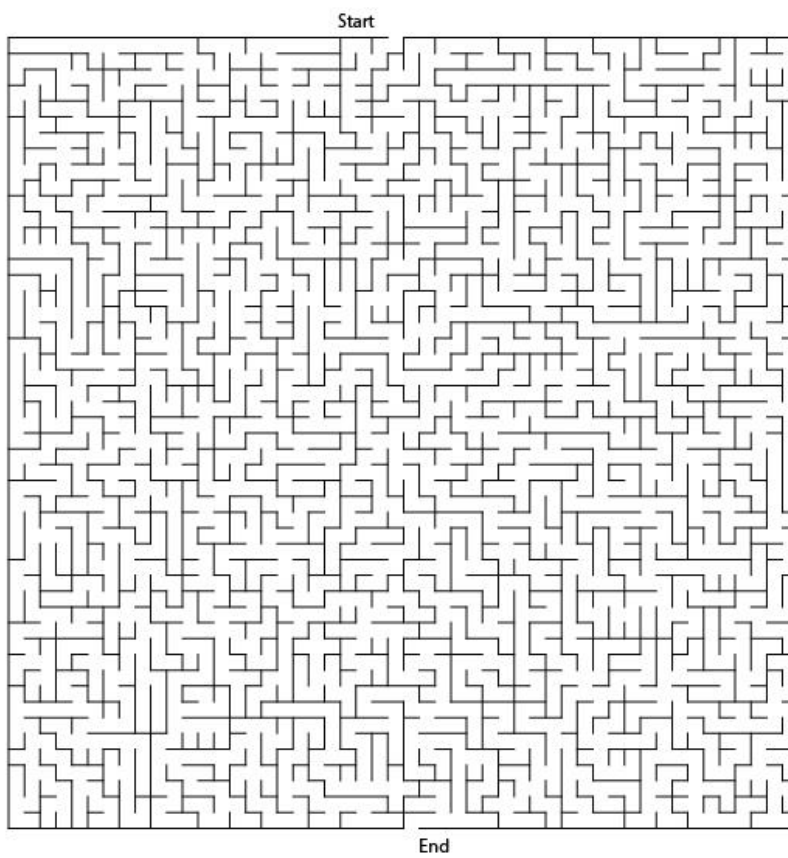
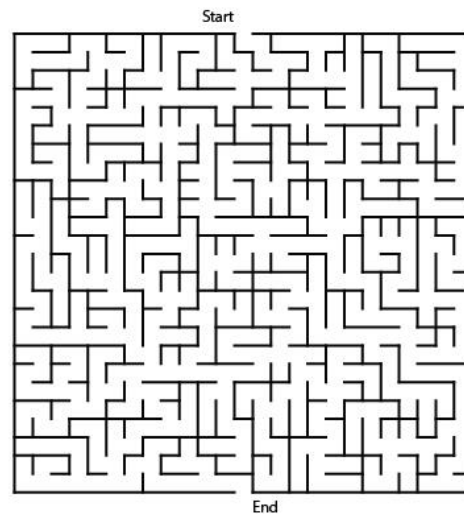


**Activity 8: The goal maze**

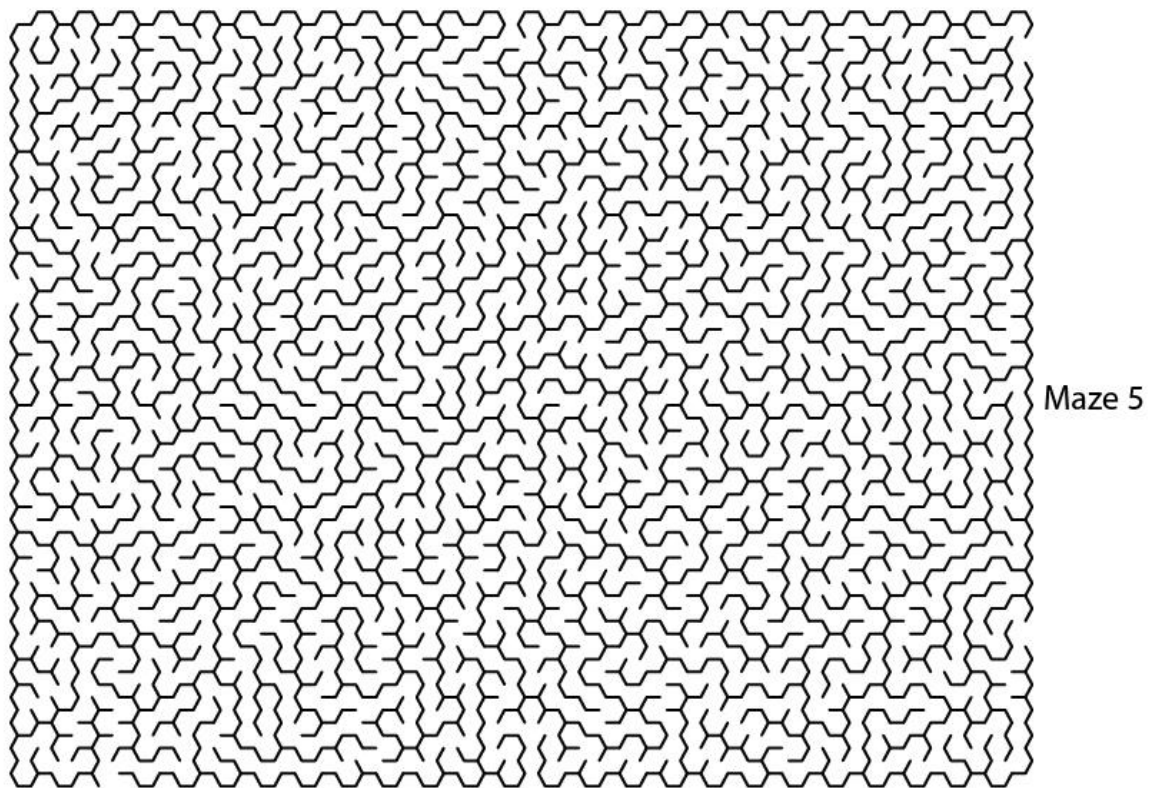
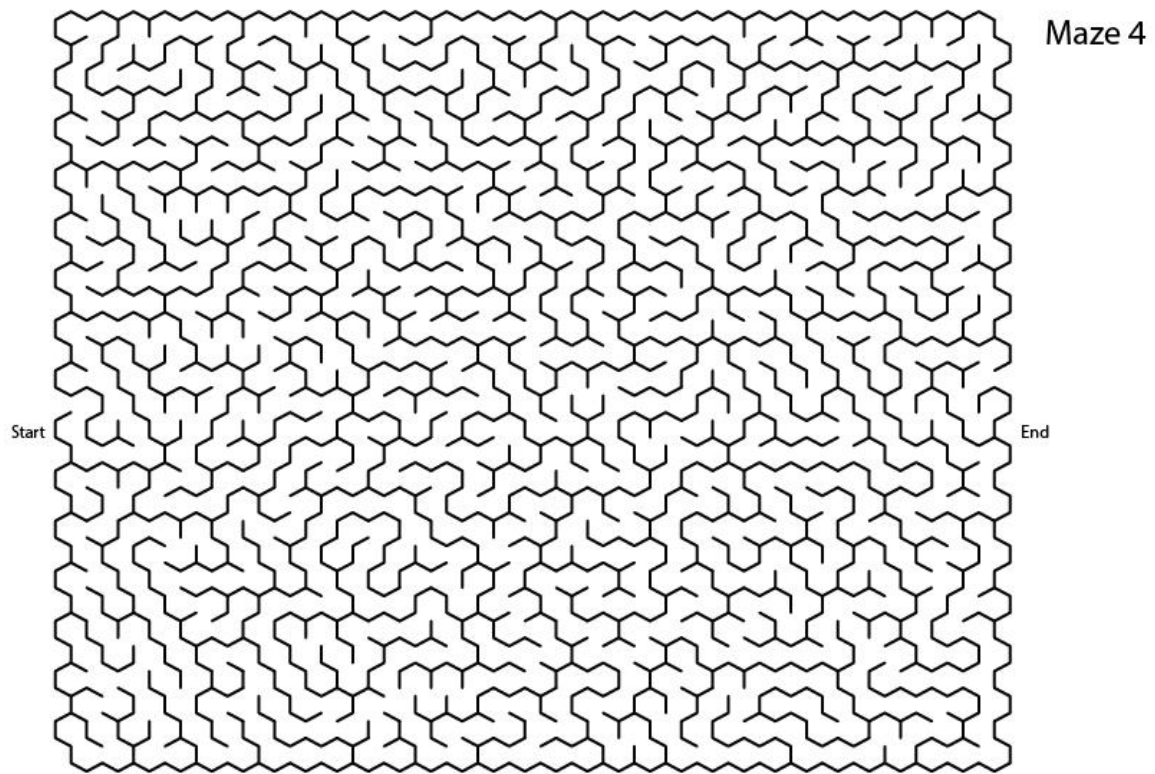
**Maze 1**



**Maze 2**



**Maze 3**



NAME:

AGE:

