



YOUTH AND WORK

THEME: LIFE SKILLS



Red een Kind (REK) is a Christian, child-focused development organization working with local partners in Asia and Africa. Internationally the organization is known under the name Help a Child (HAC).

Help a Child wants every child to have a loving and dignified existence and a promising future.

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This document is part of the complete Youth and work package:

- Youth and work: Life skills
- Youth and work: Entrepreneurial skills
 - Youth and work: Business skills
- Youth and work: Technical vocational skills

This complete package and the separate modules are available at the knowledge portal
<http://howto.helpachild.org>

INTRODUCTION



This chapter presents the following information:

- **WHO** is this lesson plan book for?
- **WHY** is this lesson plan book written?
- **WHAT** is this lesson plan book about?
- **WHERE** and **WHEN** can this lesson plan book be used?
- **HOW** can this lesson plan book be used most effectively?

Please read these pages carefully before you begin to use the activities!

WHO?

This lesson plan book has been written for Help a Child and facilitators of the partner organizations of Help a Child. The book can be used by all partners and volunteers who are facilitating Youth and work groups. The lectures, stories and exercises are focused on young people in the age of 16 to 25 years. The exercises can be altered by the facilitator to make them easier or more difficult.

WHY?

After doing some research including sending a survey to the partners of HAC, we found out that there is demand for more educational material regarding different skills. Therefore, we created a package for facilitators who educate the youth.

WHAT?

The main focus of this lesson plan book is to support the development of young people by using different themes. We divided these skills into four categories: life skills, entrepreneurial skills, business skills and technical vocational skills. This book contains all of the lesson plans regarding life skills. We call each lesson plan a module. For each life skill we developed at least two modules.

Each module consists of a short explanation what the module is about, following with a section where you will find what you need in order to do the preparations for the lesson. After the preparation, you will find a lesson plan, which is a short description of the course of instruction for the lesson. It is a guide for the facilitator to run the lesson. If desired, the facilitator can apply changes to the lesson plan and/or give his or her own input to the lesson. After this section, you will find a short introduction to the lesson, following by the content of the lesson, which consists of theory, exercises and worksheets.

This book contains 10 lesson plans for 5 different life skills:

- Conflict resolution
- Nutrition
- Positive thinking
- Problem solving
- Self-esteem

This book contains two modules for each life skill. Each lesson will take between two and four hours. All of the modules are also available in separate documents. You will find them on the knowledge portal at <http://howto.helpachild.org/>

WHERE AND WHEN?

Use this lesson plan book at the Youth and work groups at the place where you facilitate it. The content of the lessons is focused on facilitating lessons in a classroom. Therefore, it is assumed that certain materials are available, such as a classroom with tables, a board, paper and pencils. With some adjustments, it is also possible to give the lessons elsewhere. If you don't have access to a board or a flipchart at all, you might be able to draw some pictures or concepts in the sand or on a piece of paper, in order to support your explanation of the content of the lesson. If you don't have access to a printer and/or paper to print the worksheets for the students, you can choose to make the exercises from the worksheet together with the students. You can do this on a board, on a flipchart, in the sand, with your words or in another, creative way.

HOW?

There is not one right way to use this lesson plan book. It is up to you to see what you can use and how you can use it. See and discuss with others what fits your lessons the most. The lessons are placed in alphabetic order. The book has not to be used from the first page until the last page, but it is recommended to handle the subjects in sequential order. So, for example if you are handling the 'self-esteem' modules, it is recommended to handle module 1 from self-esteem first.

The theory

The theory of the lessons contains the information you should transfer to the students. It's important to study the theory before giving the lesson, in order to carry out the information in a clear and understandable way. You can alter the theory to make it more appropriate in different settings and circumstances.

The exercises

The exercises are placed in between and after the theory sections. These exercises can be used to train the students in their skills and to encourage them. You are not obliged to use all exercises, feel free to combine or alter exercises to your own wishes and knowledge.

We chose to focus many exercises on doing activities together because of the positive effects of contact with others. The exercises often contain activities which are fun to do, because of the positive effects of playful learning. Doing the exercises will not only learn the students about one particular subject, but it will also help them to develop their creativity, confidence, mental capacity and insight. They learn to work together and they get to know their selves and their interests and skills.

Module Conflict resolution 1

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of conflict resolution in young people. This document will help you organizing the lesson and will give you information about the importance of the resolution of conflicts between people. Besides that, the document contains activities and exercises for the students in order to develop their skills in conflict resolution. It is recommended to handle this module before the module conflict resolution 2, but it is not required.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 8, clarifying the content of the lesson, and how long each part will take.
- After that on pages 9-14 you will find the content of the session, as described in the lesson plan.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the exercises in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or blackboard
- Markers
- Pencils or ballpoints

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Conflict resolution 1'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules	9	15 min
Exercise 1: conflict examples	9	20 min
Lecture <ul style="list-style-type: none">• Explain the first part of the theory	9	20 min
Exercise 2: Ways to deal with common conflicts	11	60 min
Lecture <ul style="list-style-type: none">- Explain the second part of the theory	12	25 min
Exercise 3: Conflict resolution sketch	14	20 min

| Introduction



The goal of this lesson is for students to learn about Conflict resolution. This is divided in several learning goals:

- To learn what a conflict is
- To learn ways to deal with conflict
- To learn what can cause conflict
- To learn the differences between healthy and unhealthy responses to conflict

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected

| Exercise 1: conflict examples



- Ask the students if they ever had a conflict with someone
- Ask the students to explain a conflict they had and to tell how they solved this conflict

| Theory: What is conflict



Conflict is an argument, a fight, a battle or a struggle, expressed between at least two independent parties. Conflict is unavoidable in life. It is a natural part of our life, as well of the lives of every agency, organization and nation.

Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. This disagreement may be personal, financial, political or emotional.

When a conflict arises, often the best course is negotiation to resolve the disagreement. The goals of negotiation are:



To produce a solution that all parties can agree to

To find this solution as quick as possible



To improve the relationship between the parties in conflict

The fact that conflict exists, is not necessarily a bad thing. When conflict is resolved effectively, you can eliminate many of the hidden problems that it brought to the surface.

But conflict can also be damaging. If you don't handle a conflict effectively, it can turn into personal dislike, a team can break down or a talent might be wasted as people disengage from their work tasks and leave.

Sometimes even when people do have the best intentions and best of heart, a conflict arises between people working together in an activity. People have found six types of conflict to be the most common. Such conflicts don't have much to do with differences in race, religion, nationality or culture. They are part of being human. There is not one single way to handle all possible conflicts.

The most common types of conflict are:

- 1. Personality differences:** Everyone has a different personality. This may create conflicts at school, home and work. Perception (the way how you see things personally) and emotions play a large role in whether you like or dislike someone's personality. For example, if you think your boss is rude and arrogant, you are less likely to want to be a part of his team, which often leads to conflicts.
- 2. Language barriers:** Communication becomes difficult in situations where people don't understand each other's language. The inability to communicate using a language is known as a language barrier. It is one of the most common barriers which cause misinterpretations and misunderstandings between people. Difference in language is the most obvious one, but also accents, dialects and speaking softly or unclear can cause misunderstandings.
- 3. Age differences:** People from different ages handle situations differently. For example, sometimes people tend to act dominant towards people that are younger than themselves.
- 4. Difference in energy levels:** Some people are more energetic than others. Where someone tends to be playful and energetic, someone else may tend to be more serious and calm. This could cause irritations among people with a big difference in their energy level.
- 5. Different opinions:** One of the most obvious and common topics that has a big influence on conflict is a difference in opinion. Things that seem very right for someone can seem so wrong for someone else.

6. **Practical challenges:** At work, at school and at home we all encounter challenging situations. Especially when working in a team, you will see big differences in the way people deal with challenges and problems. This could cause irritations between people.

| Exercise 2: Ways to deal with common conflicts

- Divide the class in teams of 4 to 6 people.
- Draw two columns on the blackboard. Write in one column the following:
"Common conflicts that come up when working together in an activity":
Personality differences
Language barriers
Age differences
Different energy levels
Different opinions
Practical challenges
- Write in the other column the following: "Ways to deal with common conflicts."
- Ask the students to come up with ideas to deal with common conflicts and write it down in the column.



Common conflicts that come up when
working together in an activity

Ways to deal with these conflicts

Possible answers:

- Both parties talk things out and they decide on a solution that pleases both.
 - Both parties talk things out and each side makes a compromise.
 - Someone who is not part of the conflict helps them talk things out and reach a solution.
 - Both parties agree to talk things out with a third party and let them decide.
 - One party gives into the other party, to prevent anger or violence.
-
- Ask each team to plan a sketch about a conflict situation and let them use one of the suggested approaches to try to resolve the conflict. Have teams make their presentation.
 - Invite the rest of the class to respond to the conflict-resolution approach the group used and discuss what other approaches might have been used.

| Theory: unhealthy and healthy responses



Many people fear conflict or even avoid it at all costs. If your perception of conflict comes from frightening or painful memories from previous unhealthy relationships or early childhood, you may expect all present-day disagreements to end badly. You may view conflict in relationships as demoralizing, humiliating, dangerous and something to fear. If your early life experiences also left you feeling out of control and powerless, conflict may even be traumatizing for you.

If you see conflict as dangerous, it tends to become a self-fulfilling prophecy. When you go into a conflict situation already feeling extremely threatened, it's tough to deal with the problem at hand in a healthy way. Instead, you are more likely to shut down or blow up in anger.

In this table you can read some examples of unhealthy and healthy responses in conflict. These examples are mainly aimed at personal-emotional situations, such as with friends, family or lovers. It may also be applicable in some work-related situations.

Unhealthy responses to conflict	Healthy responses to conflict
Not recognizing or responding to things that matter to the other person	Being capable to recognize and respond to things that matter to the other person
Explosive, angry, hurtful and resentful reactions	Calm, non-defensive, respectful reactions
Withdrawal of affection, rejection, isolation, shaming, fear of abandonment	Readiness to forgive and forget, to move past the conflict without holding resentment or anger
Inability to compromise or see the other person's side	Being able to seek compromise and avoid punishing
Fear and avoidance of conflict: expectations of bad outcomes	Believing that facing conflict head on is the best thing for both sides

4 important skills in conflict resolution

1. Relieve stress

It's important to remain relaxed and focused in tense situations. This is a vital aspect of conflict resolution. If you don't know how to stay in control of yourself, you may become emotionally overwhelmed in challenging situations.



2. Recognize and manage your emotions

Emotional awareness is the key to understanding yourself and others. If you don't know how you feel and why, you won't be able to communicate effectively about disagreements.

3. Improve your non-verbal communication skills

Non-verbal communication includes eye contact, facial expression, tone of voice, posture, touch, and gestures. When you're in a conflict it can be useful to pay close attention to the non-verbal signs of another person. It might help you to figure out what the other person is really saying.



4. Use humour to deal with challenges

Communicating in a playful and humorous way can really help in avoiding and solving conflicts. It's very important to make clear that you laugh *with* the other person and not at them. This is a very effective way to release the tension of a conflict, and reduces anger between two people instantly. It puts the situation in perspective and the conflict can become an opportunity for greater connection between people.

How to stay calm in situations of conflict?

- Try not to take personal offense
- Slower your breathing when you feel you get agitated
- Avoid using aggressive body language
- Don't shout
- Don't use insults
- Try to see someone else's perspective
- Wait for the other person to calm down when they get agitated
- Don't see a conflict as a battle that you should 'win'
- Don't answer immediately, think before you speak
- Don't get sarcastic

Exercise 3: Conflict resolution sketch



In this exercise, students will perform a short sketch about conflict resolution. In this sketch, a group of students will take different roles. In one situation, there is a conflict that is solved in the right way, and in the other situation there is a conflict that is not solved in the right way.

- Make groups of 2 students and number the groups 1, 2, 3, etc.
- Explain the purpose of the exercise: each group has to do a sketch about resolving a conflict. The even group numbers have to solve the conflict in the right way, and the uneven group numbers have to play a sketch where the participants try to solve the conflict in the wrong way
- Let the students choose from different topics:
 - Business partners: Your business is not making enough profit. One partner wants to sell the products for a higher price, the other partner wants to buy cheaper resources.
 - Mother and daughter: Daughter wants to go out but she has to be at home early. Daughter wants to get home late but she won't get permission from her mother.
 - Roommates: Two roommates live together in a small house. One of them is very tidy and wants to have the house clean all the time, and the other one is quite sloppy and disorganized.
 - Boss and employee: The employee has been too late for work for the third time in one week. He has some problems at home where he has told nothing about, and the boss is angry with him.
- After this exercise, discuss the exercise with the students. What went well and what went less well? What have they learned?

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Module Conflict resolution 2

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of in young people. This document will help you organizing the lesson and will give you information about the importance of conflict resolution. Besides that, the document contains activities and exercises for the students in order to develop their skills in conflict resolution. We recommend to handle the module conflict resolution 1 first, but it's not a requirement to start with this module.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 16, clarifying the content of the lesson, and how long each part will take.
- After that on pages 17-21, you will find the content of the session, as described in the lesson plan.
- In the appendix on page 22 you will find the worksheet of the exercises of this module.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the exercises in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or (black)board
- Markers
- Pencils or ballpoints

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Conflict resolution 2'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	Page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules	15	10 min
Exercise 1: Review of conflict resolution 1	17	30 min
Exercise 2: Resolved conflicts	18	20 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	18	10 min
Exercise 3: Draw what you hear	19	30 min
Exercise 4: Active listening: clapping game	20	30 min
Exercise 5: Storytelling	20	60 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	21	10 min

| Introduction



The goal of this lesson is for students to learn about conflict resolution. This is divided in several learning goals:

- To learn how to prevent conflicts
- To learn how to resolve conflicts
- To learn active listening

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected

| Exercise 1: Review of conflict resolution 1



In this exercise, the students will memorize what they've learned in the first module of conflict resolution. Memorizing helps to remember information. As we learned in the first module of conflict resolution, conflicts are very common and it's important to solve them well.

Note: If this is the first module of conflict resolution you handle with the students, you can **skip** this exercise and start with exercise 2, or you can use the information from this exercise to give a short lecture.

- Ask the students some questions:
 - **You can use negotiation to solve a disagreement. What are the three goals of negotiation?**
 - 1. To produce a solution that all parties can agree on, 2. to find the solution as quick as possible, 3. to improve the relationship between the parties in conflict
 - **There are many differences that can lead to conflicts, such as personality differences and language barriers. What are other differences that can lead to conflict?**
 - 1. Age differences, 2. Different energy levels, 3. Different opinions, 4. Practical challenges
 - **Name some unhealthy and healthy responses to conflict**

Unhealthy responses to conflict	Healthy responses to conflict
Not recognizing or responding to things that matter to the other person	Being capable to recognize and respond to things that matter to the other person
Explosive, angry, hurtful and resentful reactions	Calm, non-defensive, respectful reactions
Withdrawal of affection, rejection, isolation, shaming, fear of abandonment	Readiness to forgive and forget, to move past the conflict without holding resentment or anger
Inability to compromise or see the other person's side	Being able to seek compromise and avoid punishing
Fear and avoidance of conflict: expectations of bad outcomes	Believing that facing conflict head on is the best thing for both sides

- The last subject of this exercise: 4 important skills in conflict resolution. Can you remember them?

1. Relieve stress: remain calm and focused. 2. Recognize and manage your emotions. 3. non-verbal communication skills. 4. Use humor to deal with challenges, but laugh *with* someone and not *at* them.

| Exercise 2: Resolved conflicts



In this exercise, students will think about conflicts they have had in the past. They are encouraged to tell about those conflicts and what went well and less well.

- Write the word 'conflicts' on the board
- Ask the students to come up with a certain conflict they had with someone in the past
- Ask them to tell something that went good in the conflict
- Ask them to tell something that went less well in the conflict
- Ask other students to come up with ideas about how they could have done it better

| Theory: Active listening in conflict resolution

If we improve our personal listening and communication skills, we will understand other's perspective better. Being able to listen what another person is saying is essential to work through a conflict. The purpose of listening is not just for the listener to get the facts, but mainly to support the speaker in understanding their thoughts and feelings about the conflict they are involved in.

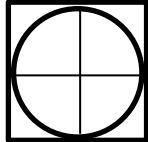
Active listening is a communication technique used in training, counseling and conflict resolution. In the following exercises, students will develop their listening skills and practice active listening.

| Exercise 3: Draw what you hear



Listening to each other is one of the most important things in conflict resolution. In this exercise, students will practice active listening. Some of the most effective listening games are those that combine learning through fun activities. This takes the pressure off the learning process and allows the skill to develop naturally in the students.

This game requires concentration from the students and focuses on highlighting the importance of listening. Each student will get a blank piece of paper to draw on. The instructor will give simple step-to-step examples about particular objects the students have to draw.

- Hand the students a piece of paper and a pencil.
 - Explain that you are going to describe a drawing, which the students have to draw on their sheet of paper. They cannot ask questions about the drawing.
 - Explain: 'draw a square, measuring 5 inches. Now draw a circle in the square inch that fits exactly in the middle of the square. Now cross two lines, so that the circle gets divided in 4 equal parts. Now each student will have drawn this object if they listened well:
- 
- Now you are going to describe another drawing. Explain to the students that you are going to describe a drawing you have of a bug. Tell the students they have to draw the bug you describe. They cannot ask questions about the bug.
 - Explain: The bug is round. The bug has eight legs, grouped in pairs, with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other. He has two eyes on top of his body. He has two antennae and two pod-shaped wings. The bug has a spot next to each wing. The bug has a triangular stinger on the bottom of his body. The bug has two feelers on each foot – one longer than the other, both coming from the same side of the leg. The bug has a round mouth, placed between the two eyes. The bug laid five square eggs to the left of the stinger' You can see an abstract drawing of this bug below.
 - Next to the bug you see two other drawings. If you want, you can also describe those drawings in order for the students to draw them.
 - When the time is up, let the students compare their drawings. Draw the original object on the board. Discuss why there were differences. Was it the describing or the listening? Was it because everyone interprets the teacher's words different?



| Exercise 4: Active listening: clapping game



This game requires complete concentration from the students. In this game, the instructor will clap his hands for a number of times, where each number of clap stands for something different:

- One clap = stand
 - Two claps = hop on place
 - Three claps = rub your belly
 - Four claps = turn around
-
- Tell the students to stand in a circle
 - Explain the rules to the students
 - Begin with the game, according to the rules. Begin with 1 clap, 2 claps and so on.

The group has to be able to listen very well and with complete concentration. You could even include an elimination round. For example, the person who fails to come through with the action is eliminated. When this continues, there will be one winner.

| Exercise 5: storytelling



In this game, one student has to stand in front of the class and tells a story. The other students have to listen carefully to the story. In the end, the students are handed a paper that has a set of questions on it, ranging from simple to difficult. The students have to answer these questions based on what they have heard. This game highlights how well the students listen and how well they try to understand what others are saying.

- Explain the purpose of the game to the students, as described above
- First, come with an example yourself, in order for the students to understand the game. For example:

‘This is a story about a small family. There was a boy named Gabriel. He was eleven years old and lived in a small town called He lived together with his mom Dacia and his two younger sisters, Afia, who was eight years old and Wanda, who was six years old. They lived in a small green house with two bedrooms. They also had six animals: a goat, four brown chickens and a white rooster (male chicken). One of the chickens was quite old and didn’t lay eggs anymore. Gabriel’s mum decided to slaughter the chicken to make chicken soup. She ordered Gabriel to go to the local market to get some vegetables for the soup. Gabriel went to the market and got a sweet potato, two onions, he couldn’t find any more affordable vegetables. When he came home, his mom was already cutting the chicken in pieces. Afia and Wanda helped their mom to prepare the soup. Gabriel’s mom asked him to go to the neighbors to ask if they wanted to join them for dinner. Their two only chickens died a week ago from a strange disease, so she thought they would appreciate it. Gabriel went to the neighbors to ask them to join.

They just came back from the local market. They bought a bag full of different vegetables to make vegetable soup. In the bag were lentils, beans, more onions, eggplant and garlic. They were happy to see Gabriel and walked to his house with him. They also took their vegetables with them. When they arrived Gabriel's house, his mom was just cutting the sweet potato and the onion. When she saw her neighbors giving her a bag full of vegetables, she said 'thank you so much, now i can make a much healthier soup and even twice as much!' When the soup was ready, they enjoyed the meal together and split what was over to eat it the next day.

- Give the students a handout of worksheet 1
- Tell the students to answer the questions on the worksheet

After this game, the students should come up with their own story. They also should come up with several questions for the rest of the class to answer.

- Tell the students to flip their worksheets and to draw two columns on it
- Make groups of 2 to 4 students, or let them make groups themselves
- Give each group a topic for discussion
- Tell the students to come up with a story about this topic together with their group (they can write the story down in a column on the back of their worksheet)
- Tell the students to also write a list of questions down (they can use the second column on the back of their worksheet for this)
- Tell the students that one member of each group is going to present the story to the rest of the class
- Tell the students that one member of each group is going to write their questions on the board in order for the rest of the class to answer them

| Theory: Stopping a fight



Although conflicts are sometimes avoidable, there are ways to prevent unnecessary conflicts. Arguing with someone can be a lot of things: informative, helpful, destructive, or hurtful. Most people would agree that conflict is often quite exhausting. If you're looking to avoid conflict, there are things you can do to stop a fight from happening and ways to prevent fights down the road.

Stopping an upcoming fight with someone: If someone else instigated the fight or is responding irrationally, you can verbalize this. For example, you could say 'I realize this issue is really important to you' or something like 'I realize that my idea doesn't look any good for you, but I think differently'. If the fight quickly escalates, remove yourself from the situation. Tell him or her that you need a break before returning to discuss the issues.

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Worksheet 1

In which town did the boy from the story live?

What was the name of the boy in the story?

How many sisters had the boy?

Which animal they decided to slaughter?

How old were the sisters of the boy?

What vegetables did the boy get at the local market?

How many animals had the family?

How many chickens had the family?

What was the color of the chickens?

What other animals did they have?

Questions to our own story:

Module Nutrition 1

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the improvement of knowledge about nutrition in young people.

This document will help you organizing the lesson and will give you information about the importance of nutrition. Besides that, the document contains activities and exercises for the students in order to develop their knowledge about nutrition. There are 2 modules of nutrition. First handle the module 'nutrition 1' and then handle the module 'nutrition 2'. There are 2 modules of nutrition. It is recommended to handle the module 'Nutrition 2' after the module 'Nutrition 1'.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 24, clarifying the content of the lesson, and how long each part will take.
- After that, you will find the content of the session on pages 25-31, as described in the lesson plan.
- In the appendix on page 32 and 33 you will find the worksheets for the exercises.

| Preparation

- Study the theory to be able to present it to the group
- Study the exercises in order to be able to do them with the group
- Print worksheet 1 and 2, for each student one
- Read the lesson plan

Materials needed:

- Flipchart or blackboard
- Markers
- Pencils or ballpoints

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Nutrition 1'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none"> • Explain the learning goals • Tell the rules • Brainstorm session 	25	20 min
Exercise 1: Food diaries	25	20 min
Lecture <ul style="list-style-type: none"> • Explain theory in own words. Keep it short. During explanation, write some important key concepts on the flipchart and blackboard. Write at least the bold concepts of the theory on the flipchart or blackboard. This is important for the students in order to make their exercises. 	26	60 min
Exercise 2: food products	28	20 min
Lecture <ul style="list-style-type: none"> • Resume explanation of the theory. Write the most important information on the flipchart or blackboard. 	29	45 min
Exercise 3: food plate	32	30 min
Exercise 4: questionnaire	32	15 min

| Introduction



The goal of this lesson is for students to learn what nutrition is and how to put together a healthy as possible meal. This is divided in several learning goals:

- To have an idea about what it means to be healthy
- Understanding why our body needs the right food to grow and maintain health
- Knowing the global dietary guidelines
- Know the effect of an inadequate diet
- Being able to create a mural of healthy food

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected
- No interference by other members

Brainstorm session

- Ask students what comes up in their mind when they think about 'nutrition'.
- Write the word 'nutrition' on the board, circle it and write around it what comes up.

Exercise 1: Food diaries



- Divide the class in groups of 4-5 people.
- Let the groups choose a place to sit together in the classroom.
- Give each group a sheet from the flipchart and some markers.
- Ask the students to write on the sheet what they have eaten yesterday, beginning with breakfast, following with lunch and dinner, and at last if they had any snacks.
- In the meantime, make four columns on the blackboard: morning, evening, night.
- Ask each group to write some of their food products on the blackboard.
- Discuss with the students what they ate and why. Did they eat this because they like this the most? Or because it's healthy? Or because it's easy or the only thing accessible?
- Ask the students if they think they have a healthy diet, and why they do or don't.

With this activity, you can evaluate the current knowledge of the students. Also you can tell them something about the food products they eat, if they are healthy or not.

| Theory: Health and nutrients



Adequate nutrition is a precursor for a healthy and active life. The effects of good nutrition on our body and mind are seemingly endless. As the popular saying goes “you are what you eat”. A well-balanced diet promotes energy, good mental function, barriers against most common diseases, as well as a good physique. Optimal growth and development rely upon proper nutrition. Some nutrient deficiencies are relatively common. Also, good nutrition may increase the lifespan and keep people healthier as they age. The purpose of this plan is to teach students what it means to be healthy and how a healthy life can be achieved through food.

What does the word ‘nutrition’ mean:

- Nutrition is the process of eating and drinking, allowing the body to process the building blocks in the food in order to use these for growth and reparation of the cells of the body.

What does it mean to be healthy?

Being healthy is not just the state of having no sicknesses or disabilities. For example, a disabled person can live a healthy, happy life and consider himself a healthy person. Also people with diseases can consider themselves relative healthy.

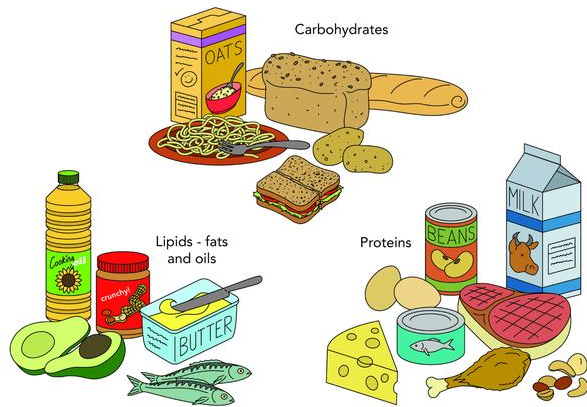
When we talk about health, we see it as a state of wellbeing: the degree to which we feel able to do our activities every day, without factors that make us suffer.

The most important rules to maintain a best as possible mental and physical health:

- Eat right
- Stay active
- Safe sex
- Limited or no use of alcohol, drugs and tobacco
- Maintaining a good mental health

Our body needs food to grow and maintain good health. If a woman is malnourished during pregnancy or if her child is malnourished during the first two years of life, the child's physical and mental growth and development will be slowed. This cannot be corrected when the child is older – it will affect the child for the rest of his or her life.

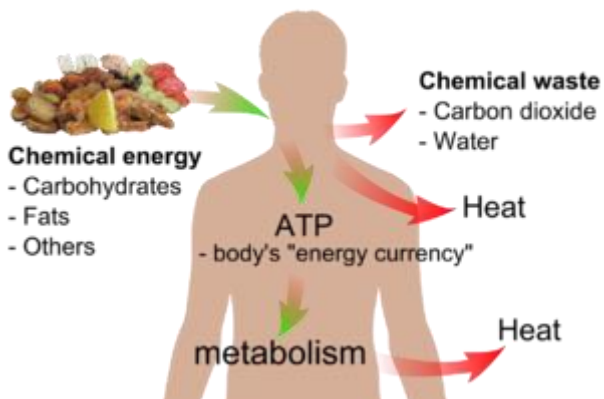
Our body grows and maintains because of the calories that are in the food. A calorie is a unit of energy. When you eat food, you are consuming the energy that is stored within the carbohydrate, fat or protein molecules of that food. Some types of food store more energy than others. Carbohydrates, proteins and fat are **macronutrients**.



Your body is capable of doing two things with the energy that it absorbs. The energy is burned as energy for movement and generating heat, or the energy is stored as fat or muscles. For example, your body uses a lot of energy when you play sports. Your body uses less energy when you sit still.

- If you eat more calories than you burn you will gain weight.
- If you burn more calories than you eat you will lose weight.
- If you eat the same amount of calories that you burn your weight will not change.

Energy and human life



Exercise 2: Food products



- Draw three columns on the flipchart or blackboard.
- Name the columns: Carbohydrates, Proteins, and Fats.
- Name the following products and ask the students in which column they belong. Write their answers in the column.
 - Meat
 - Fruit
 - Sunflower oil
 - Sweet potatoes
 - Corn
 - Eggs

A number of examples of food rich in carbohydrates:

- Grains like rice, wheat, corn
- Bananas and other fruits
- (Sweet) potatoes
- Beans
- Peas
- Sugar: an 'empty' carbohydrate: high in energy but very low in vitamins and minerals

A number of examples of food rich in protein:

- Meat and fish
- Dairy: yoghurt, cheese, milk, whole eggs
- Nuts
- Lentils
- Beans
- Green peas

A number of examples of food rich in fat:

- Cheese
- Whole milk
- Nuts and seeds
- Whole eggs
- Fatty fish, such as anchovies, salmon, herring, eel, sardines
- Peanut butter
- Oils, such as olive oil, sunflower oil and butter

| Theory: Vitamins and minerals



Our body needs tiny amounts of vitamins and minerals. Minerals such as fluoride, selenium, sodium, iodine, copper and zinc, and vitamins such as vitamin C, A, D, E and K, as well as the B-complex vitamins.

these nutrients are different from the proteins, carbohydrates and fats, and your body needs only very small quantities of vitamins and minerals for survival. However, if your body doesn't get the small quantities of vitamins and minerals that it needs, serious health problems can result.

Vitamins and minerals are vital to the proper functioning of all of your body's systems. Sodium, for instance, is responsible for maintaining the proper fluid balance in your body; it helps to get fluids in or out of your cells. Here are some of the ways that other micronutrients help maintain your body's systems:

- Manganese promotes bone formation and energy production.
- Magnesium helps your heart maintain its normal rhythm. It helps your body convert carbohydrates into energy, and it is necessary for processing calcium and vitamin C.
- Iron helps your body produce red blood cells and lymphocytes.
- Iodine helps your body with the production of energy and growth.
- Chloride helps regulate the water balance in the body.

If the body doesn't get enough vitamins and minerals from food, the body's processes will not work properly. This can result in serious defects in the body, such as brain damage and deforming of bones.

Some food rich in vitamins and minerals:

- (Sweet) potatoes: contain a lot of vitamin A, which is very important for the eyes.
- Beans: contain a lot of different vitamins and minerals, important for health.
- Green vegetables: Source of calcium, needed for teeth and bone growth and repair.
- Meat and dairy: contains vitamin B12, essential for a healthy brain. Also contains iron, important to make new blood cells.
- Fruit and red peppers: Lots of vitamin C, the most important vitamin needed for many processes in the body such as the formation of new cells.
- Fish: contains healthy fats and vitamin D, which helps to absorb calcium.
- Nuts: contains a lot of vitamin E, a powerful vitamin that protect the cells against harmful substances. Prevents many common sicknesses
- Tomatoes: contain lycopene: prevents different types of cancer, good for the blood pressure. Also protects the eyes against damage from the sun. Contains potassium is good for the heart. Also contains folic acid which may help with depression. Folic acid is also essential during pregnancy to protect against defects in infants.

Fruits, and vegetables and whole grains also contain lots of **fiber**, which is very healthy. Fiber feeds the 'good' bacteria in the intestine. It can help prevent heart disease and some types of cancer.

Effects of poor nutrition:

- **Wasting syndrome:** This develops when the body doesn't get the essential nutrients from food. It causes extreme losses of fat, muscle and bone density. It also causes organ failure and heart failure.
- **Stunted growth:** This is a result if a baby isn't fed exclusively with breast milk for the first six months after birth.
- **Frequent sickness:** This is a result if the body doesn't get enough vitamins and minerals.
- **Rickets:** Bones deform during growth if the body doesn't get enough calcium, phosphorus and vitamin D.
- **Blindness:** If the body doesn't get enough vitamin A, blindness can occur.
- **Obesity:** eating too much high fat, processed foods and carbohydrates together with lack of physical activity can lead to obesity. This results in a higher risk of diabetes, heart disease and high blood pressure.
- **Skin infections:** This can be a result of not getting enough vitamin B: this vitamin helps the skin to repair.

Global dietary guidelines

Draw on board



Vegetables

Eggplant, cowpea, chickpea, argan, amaranth leaves, spider plant, African nightshade, jute mallow, cabbage, carrots, broccoli, herbs, kale, nettles, root vegetables, squash, tomato, potatoes, onion

Whole grains

Whole wheat, oats, barley, corn, brown rice, rye, millet, quinoa, amaranth, buckwheat, teff

Fruits

Banana, mango, medlar, apple, orange, melon, berries, plums, apricots, dates, tamarind

Protein

Meat and fish, yoghurt, cheese, milk, whole eggs

Healthy fats

Nuts, vegetable oil, butter

Foods to increase:

- Eat as much as possible vegetables
- Make at least half of your grains whole grains

Foods to decrease:

- Try avoiding too much salt
- Avoid sugar! Such as sugary drinks, drink water instead

Exercise 3: Food plate



- Let the students sit in groups of 4
- Give each group a handout of worksheet 1
- Ask them to draw or write different food products in each box of the circle. Give extra explanation if the students don't understand everything.
- Let them switch worksheets between groups
- Let them draw or write another food product in each box of the circle.

Check the creations of the students. Check if they made mistakes and if they did, correct them. Talk with the students what they wrote or drew on the food plate, and why they did it. Discuss with the students about the food products, and give additional answers if possible.

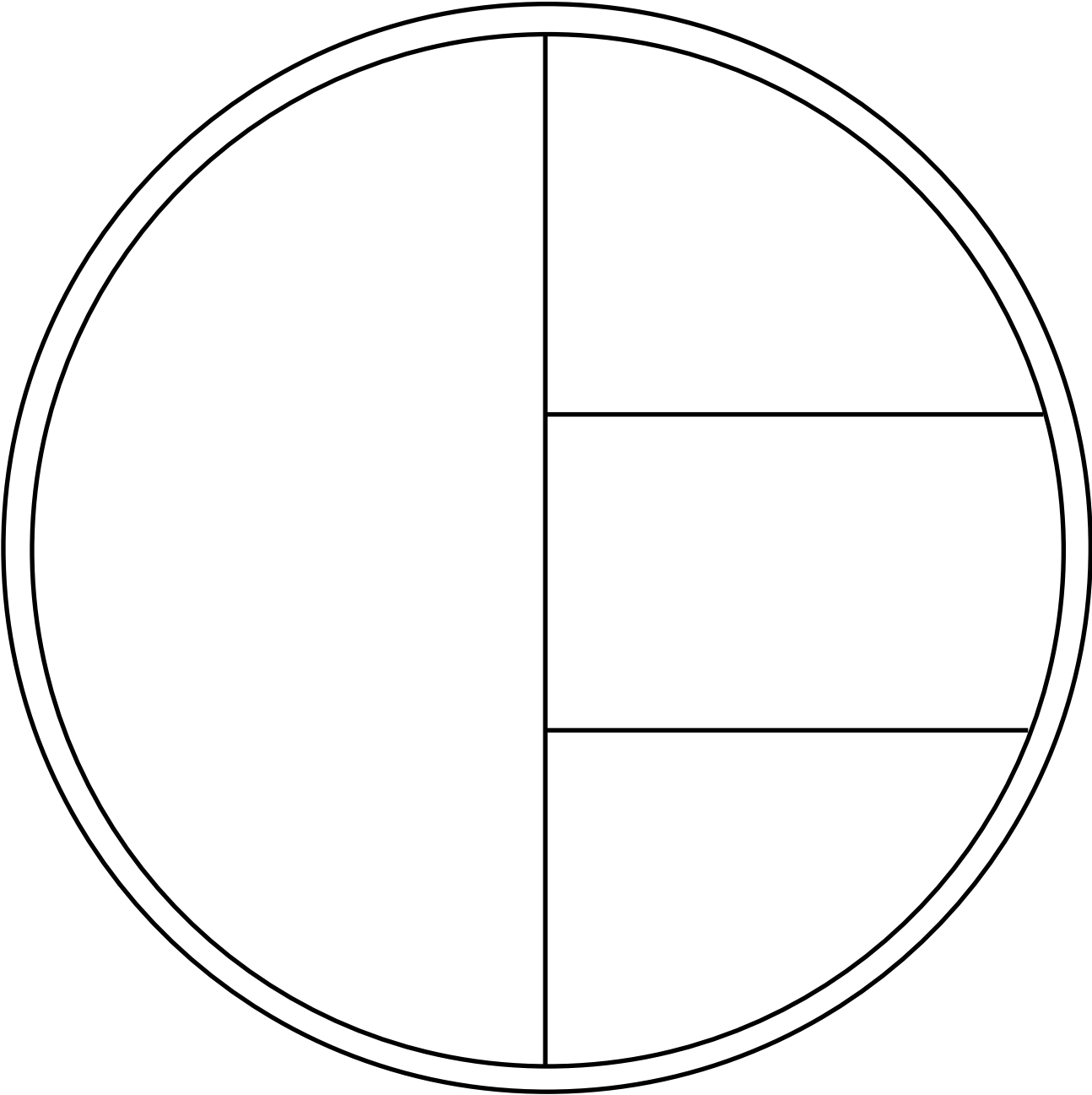
Exercise 4: Questionnaire



- Give each student a handout of worksheet 2
- Ask the students to make the exercises on worksheet 2
- After they're done, review the exercises together with the students and write some of the exercises on the flipchart or blackboard in order to make them together with the students.

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.



Which answer would be the incorrect example of a protein?

- A. chicken
- B. ham
- C. beef
- D. carrots

From which food group should the largest number of servings in your diet come?

- A. Fruits and vegetables
- B. Protein
- C. Milk, yoghurt and cheese
- D. Bread, cereal, and rice

Which food group contains yoghurt and cheese?

- A. Meat
- B. Fruit
- C. Grain
- D. Dairy

Which vitamin is found most abundantly in fruits?

- A. A
- B. B
- C. C
- D. K

Many people do not eat the recommended amount of whole grains. To eat more whole grain foods, you should just add more of them to what you already eat.

- A. True
- B. False

The Grains Group could also be called the Carbohydrate Group because all foods that contain carbohydrates are in the Grains Group.

- A. True
- B. False

Module Nutrition 2

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the improvement of knowledge about nutrition in young people.

This document will help you organizing the lesson and will give you information about the importance of nutrition. Besides that, the document contains activities and exercises for the students in order to develop their knowledge about nutrition. There are 2 modules of nutrition. It is recommended to handle the module 'Nutrition 2' after the module 'Nutrition 1'.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 36, clarifying the content of the lesson, and how long each part will take.
- After that, you will find the content of the session on pages 37-39, as described in the lesson plan.

| Preparation

- Study the theory to be able to present it to the group
- Study the exercises in order to be able to do them with the group
- Print worksheet 1 and 2, for each student one
- Read the lesson plan

Materials needed:

- Flipchart or blackboard
- Markers
- Pencils or ballpoints
- Cards: 4 different cards, with the letters A, B, C and D written on them (one card for each letter). For each student one set of cards. Preferable cards with different colours. For example: All cards with an A are blue, all cards with an B are yellow, etc.



| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Nutrition 2'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules• Brainstorm session	37	20 min
Lecture <ul style="list-style-type: none">• Explain theory in own words.	37	30 min
Exercise 1: quiz about germs	38	20 min
Lecture <ul style="list-style-type: none">• Resume explanation of the theory. Write the most important information on the flipchart or blackboard.	39	30 min

| Introduction



The goal of this lesson is for students to learn what nutrition is and how to put together a healthy as possible meal. This is divided in several learning goals:

- To know the basics about food safety
- To learn strategies to prevent food poisoning
- Learn about the digestive system

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected
- No interference by other members

| Theory: Germs



As we all know, healthy food is important to live an active, healthy life. But food can also bring some dangers.

Many people get sick each year from the food they eat. They may have diarrhoea, vomiting, an upset stomach, fever or cramps. They often think they have the flu, but the real problem is foodborne illness caused by bacteria in the food or viruses transmitted to food eaten a few hours or several days ago.

The world is full of bacteria and viruses and some of them can make us sick. Those are called



germs. They can produce **toxins.** Toxins are poisonous substances that can make us sick.

Germs multiply very fast. Mostly, they need a warm temperature and moist to reproduce. Most of the time they also need a food source, mostly carbohydrates. So in wet warm places you will find much more germs than in cool, dry places. You can get rid of germs in several different ways. Good habits to get rid of germs:

- Wash your hands. Especially after you sneezed, went to the bathroom, touched objects that possibly have germs on them or you touched someone who has an illness that can be spread through germs.
- Keep your house clean.
- Keep your food as cool and dry as possible, so germs can't multiply too easily. If you don't have a cool and dry place, be sure you don't wait too long before eating it after purchasing the food. Especially dairy products and meat spoil quickly when not kept cool.

- Cook your food well, especially meat. This subject will be discussed later on in this module

| Exercise 1: Quiz about germs



- Give the students cards with A, B, C, and D on them. Each student needs one set of cards, so 4 cards per student.
- Explain to the students that you are going to do a quiz. The teacher asks a question in class and the students need to hold up the card with the A, B, C, or D, according to which answer they think is right.

Questions

Which sentence is true?

- A. You can see germs on your arm
- B. Germs are found only in Africa
- C. **You cannot see germs with the naked eye**
- D. All germs keep us healthy

According to the lecture, the word toxin means

- A. Coughing
- B. Sneezing
- C. Tissue
- D. **Poison**

Some germs are spread by...

- A. Words
- B. **Coughs**
- C. Pictures
- D. Washing your hands

What should you do after you sneeze?

- A. **Wash your hands**
- B. Go to sleep
- C. Nothing
- D. Look for germs

What's the germiest thing in your house?

- A. Toilet seat
- B. **Kitchen towel**
- C. Dog bowl
- D. Juice in the fridge

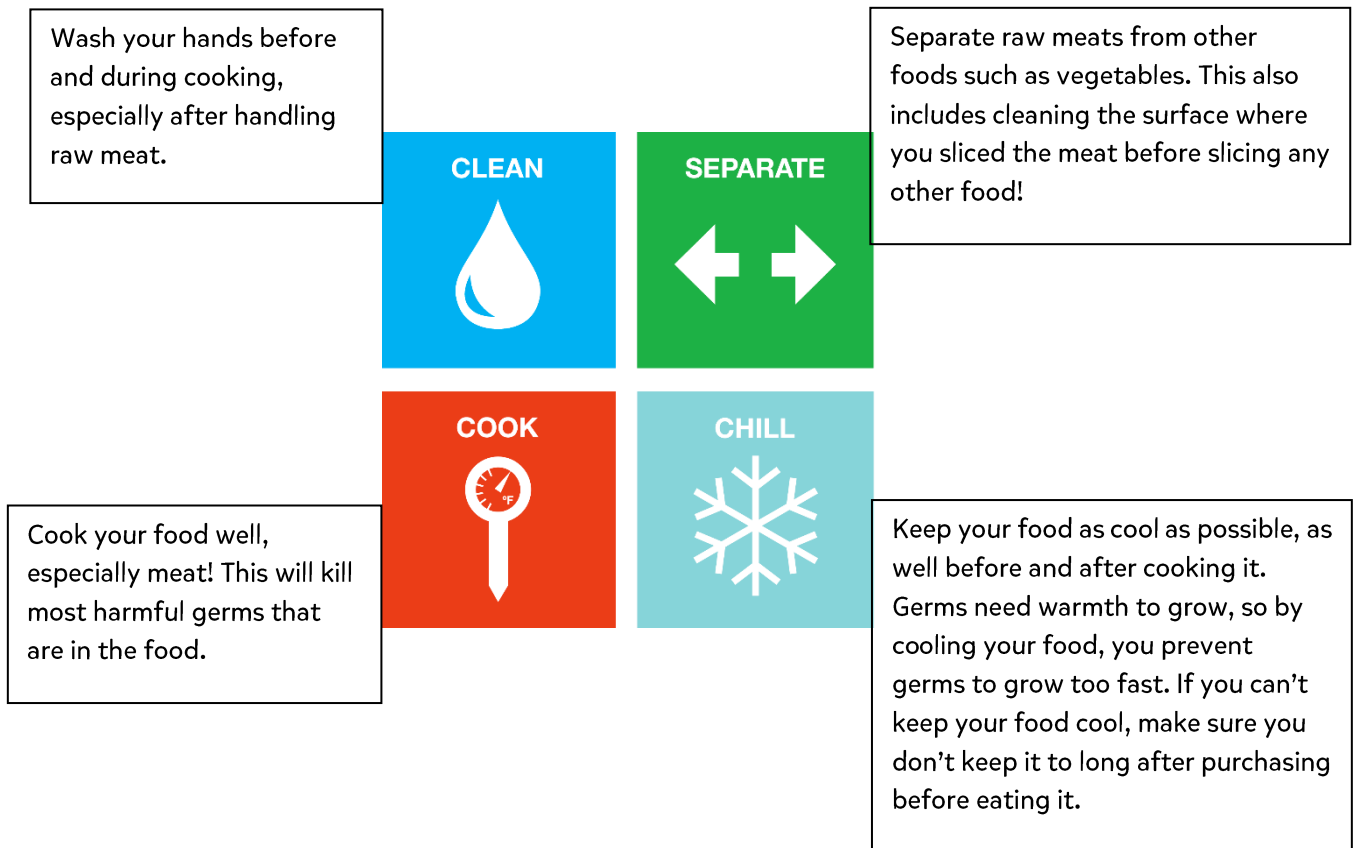
Explanation: Wiping down dirty places is supposed to get things clean. That works very well, as long as you don't let the rag or sponge get too nasty. If you leave it nasty, wet and warm, you'll end up

spreading more germs that way. Sponges pick up bacteria if they're not cleaned right. Clean them hot! It's also better to use cloths and towels that you can clean with bleach or a hot temperature

| Theory: Safe cooking



Germs found in food can be very harmful. Maybe you remember a time you or someone else got sick by eating not well-cooked chicken meat. The germs in this chicken resulted in a food poisoning or food infection, and caused sickness. Good hygiene practices before, during and after food preparation can reduce the chance of getting such illness. Regular washing of hands is one of the most effective defences against the spread of this illness.



Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Module Positive thinking 1

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of positive thinking in young people. This document will help you organizing the lesson and will give you information about the importance of thinking positively. Besides that, the document contains activities and exercises for the students in order to develop their skills in positive thinking. There are two modules of positive thinking. They can be handled in any order, so you can either start with the module 'Positive thinking 1' or 'Positive thinking 2'.

This document consists of several components:

- First you will read a short explanation of the preparation of the session on page 1.
- On page 41 you will find the lesson plan, clarifying the content of the lesson, and how long each part will take.
- On pages 42-47 you will find the content of the session, as described in the lesson plan.
- In the appendix on page 48 you will find the worksheet for the exercises of this module.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the exercises in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or blackboard
- Markers
- Pencils or ballpoints
- Newspapers

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Positive thinking 1. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules• Brainstorm session	42	30 min
Exercise 1: Story	42	15 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	43	60 min
Exercise 2: Best possible self	45	15 min
Exercise 3: Being positive	46	25 min
Exercise 4: Discover your strengths	47	15 min
Exercise 5: Concentrate on the positive	47	15 min

| Introduction



The goal of this lesson is for students to learn about positive thinking. This is divided into several learning goals:

- To learn techniques to look positive to difficult situations
- To learn techniques of getting rid of negative thoughts
- To learn how to fight anger
- To learn how to energize your mind
- To learn how to feel accepted
- Identify personal strengths talents and abilities
- Identify areas of personality that could use strengthening

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected
- No interference by other members

Brainstorm

- Ask students what comes up in their mind when they think about 'positive thinking'.
- Write the word 'Positive thinking' on the board, circle it and write around it what comes up.

| Exercise 1: Story



- Tell the story of Daniel and Isaac to the students

There is a story about two people, Daniel and Isaac. They are identical twins. Daniel was an optimist, filled with hope and positivity. Isaac was pessimistic, sad and hopeless. Their parents were worried of Isaac because he seemed not to be happy. They went to a local counselor with him.

The counselor suggested to the parents a plan to create balance between the twin's personalities. He ordered the parents to put them in separate rooms on their birthday to open their gifts. Give the pessimist the best presents you can afford. Give the optimist a box of manure. The parents followed these instructions and carefully observed the results.

When they observed the pessimist, they heard him saying he didn't like the color of the computer, and he was afraid his calculator would break. Also, he didn't like a game he got from his parents and compared his presents with the presents of someone he knew got bigger presents.

When they observed the optimist, they saw him happy, throwing up the manure in the air. He was giggling: You can't fool me! Where there's this much manure, there must be a pony!

- Ask the students: Who is the positive thinker? What is positive thinking?

| Theory: Stay positive!



Too often people focus on their failures, inabilities and shortcomings. This prevents them from seeing their talents and strengths. Especially adolescent people are hard on themselves. This results in a misshaped self-image which lowers their self-esteem. This session is designed to help people to think positively about themselves, different situations and ideas.

People who think positive, have the quality of believing that within themselves lies the ability to overcome many obstacles. Thinking positively gets people through the most difficult situations. Positive thinking is about more than just being happy or showing a positive attitude. Positive thoughts can actually create great value in your life and they help you to build skills that last your entire life.

Benefits of positive thinking:



Greater confidence



More peace of mind



More success



More happiness



Better sleep



Feeling stronger



Better health



More energy



More enjoyable interactions with others

Everyone has their own set of different abilities. Where someone does well, someone else may fail. It's very important to know your own strengths and weaknesses. By knowing your strengths, you can focus on them and build self-confidence. With a strong self-confidence, your chance of success is bigger.

It's very important to stay positive. Even when you are not feeling positive, it can help to keep reminding the positive things in a bad or difficult situation. Our brain is constantly developing, not only in childhood, but our whole life. 'Forcing' yourself to have positive thoughts even helps to stay positive. This is because our brain cells keep learning. The brain consists of millions of small cells, with even more connections between them. The more each connection is used, the stronger it gets! So, if

you learned yourself to quickly fall into negativity, the brain connections of these negative thoughts are very strong because you used them a lot throughout your life. You have the power to reverse this. When you tend to fall into negative thoughts, be aware of this, and push your brain to think positively. This will eventually result in the 'negative brain connections' getting weaker, and the 'positive brain connections' will get stronger every time when you use them. Therefore, it will get easier and easier to be positive. It will be difficult, especially in the beginning. But it will get a little bit easier every time. If you experience a lot of negative thoughts or if you are suffering from a depression, you could get help from a professional who can guide you in overcoming your depression and the process of thinking more positive.

Tips to stay positive in difficult situations



- Create a circle and supportive people around you. Surrounding yourself with positive people will definitely help you to stay positive during hard times. Avoid negative people, their attitude will only bring you down.
- Express where you are grateful for. Even in the worst of times, we need to realize that we still have things in life for which we are grateful. For instance: a house, food and friends. Think and talk about the things you are grateful for. Even if the things are small or if they seem meaningless. By talking about positive things, your brain will tend to retain positive thoughts.
- Retrain your mind. Like said before, if you force yourself to think positively, your brain will eventually get used to this process and it will get easier.
- Exercise your body and mind. We all know that physical exercise is good for our body. But it is also good for our minds! It releases natural endorphins in our brains that make us feel better. Exercising will also keep your body in shape, which will benefit your self-esteem.
- Accept and find solutions. Many people are quite resistant to changes in their life. We must learn to embrace change, and accept that change will always happen.

| Exercise 2: Best possible self



This exercise is meant to increase optimism in students. It requires the students to see themselves in an imaginary future in which everything has turned out in the most optimal way.

- Give the students a plain piece of paper and something to write with.
- Tell the students to take a moment to imagine their life in the future. What is the best possible future they can imagine? Tell them to consider all relevant areas of their life, such as their career, school, relationships, activities, and health. What would happen in these areas of their life in the best possible future (like 5 or 10 years ahead)?
- Tell the students to write and draw all of their thoughts onto paper: they can make a mindmap, a drawing, and write on the paper. They might need several papers to complete the exercise.
- After 10 minutes, tell the students to stop writing.

You can help the students to get some inspiration by making your 'own' (or imaginary) exercise on the blackboard or flip chart: for instance, you can draw a nice house, a family, activities, a career. Or you can make a couple of columns and write things down in the columns:



Career	Relationships	Activities
<ul style="list-style-type: none"> - Best running business in town - Financial stability - Good business sales - Nice business partners 	<ul style="list-style-type: none"> - Maintain my friendships - New friendships - Get married - Have kids 	<ul style="list-style-type: none"> - help many other people - Provide jobs for people - Be the best at my sports team

Reflection: after the exercise, the students need to reflect on their feelings and answer some questions:

- Does this exercise affect you more emotionally or does it affect your current self-image?
- Did the exercise motivate or inspire you?
- Does the exercise make you want to make changes in your life?
- How did the exercise affect you overall?

Give the students the opportunity to share their thoughts with you or with the class. or to keep them for themselves.

It might be easy for the students to see how their current life is not matching this 'perfect' future. They might be tempted to think about ways in which accomplishing their goals has been difficult in the past, or about barriers to being able to make these accomplishments happen (like financial or social barriers). Keep encouraging the students to focus on the future, not the past. Tell them to focus on a brighter future, in which they are their best self and their circumstances change just enough to make this best possible life happen.

| Exercise 3: Being positive



In this exercise, students will develop their positive thinking. They have to sit in pairs and look at the content of a newspaper. They have to pick one or more topics that upset them or makes them sad or angry. Their task is to discuss these topic(s) with their partner. At their turn, the partner will try to bring forward as much as possible positive aspects of the topic.

- Tell the students to sit in pairs, or assign each student to a partner.
- Give the students a newspaper.
- Tell the students to pick a topic from the newspaper they find upsetting.
- Tell the students to discuss the chosen topic. One of the two should give arguments why he or she doesn't like the topic and why it upsets him or her. The other student has to highlight the positive aspects of the topic.
- After 5 or 10 minutes, let them switch roles and do the same thing.
- Give the students worksheet 1.
- Let the students make exercise 3 on the worksheet.
- After 5 minutes, discuss the exercise with the class.



| Exercise 4: Discover your strengths



In this exercise, students will think about their own strengths. This will help them to focus on their positive characteristics.

- Ask the students to make exercise 4 on their worksheet.

Guidance

It might be useful or needed to guide the students in this exercise. In order to guide them through the exercise, you can ask them the following questions:

- What activities do you really enjoy, and get you excited? When you engage in an activity you are truly good at, you will feel excitement.
- What do you do differently than everyone else? In a situation where you are truly using your strengths, you will stand out from a crowd. Your approach will be unique.
- What do trusted friends and family say about your strengths?
- What qualities do you like about yourself?
- What kind of work do you do, and what makes you good at it?
- What makes you feel energized?
- What makes you proud?
- Who are your role models, and what strengths do you admire in them?

| Exercise 5: Concentrate on the positive



This exercise has the purpose of letting students think about things they are grateful for. It stimulates them to focus on the positive things in life, and gives them the opportunity to think about the positive things in their life in the past, present and future.

- Ask the students to make exercise 5 on their worksheet.

Some examples for things to be grateful for in life:

- A safe place to live, a place to call home
- Enough food to live on
- Family and friends, for being there for you
- Senses of sight, hearing, tasting, feeling
- Your hands, legs, etc. for letting you do the things you want
- Your health, for enabling you to do what you want
- Your school and/or teachers, for providing knowledge
- Sun, rain, wind. For a beautiful start in the morning, for watering our crops
- God: For giving us life on the earth, which gives us her beauty and food

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Exercise 3

With activity 2 you and your partner discussed a topic from the newspaper. How well did this go? Describe your experience below.

Exercise 4

In order to getting self-awareness, it's important to know your strengths. Name a few of them below.

Exercise 5

Practice to concentrate on the positive. Complete the chart below. listing as many things in each part as you can.

Things I have accomplished

Things that I have in the present to be grateful for

What I hope to have in the future

Module Positive thinking 2

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of positive thinking in young people. This document will help you organizing the lesson and will give you information about the importance of thinking positively. Besides that, the document contains activities and exercises for the students in order to develop their skills in positive thinking.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 50, clarifying the content of the lesson, and how long each part will take.
- After that on pages 51-54, you will find the content of the session, as described in the lesson plan.
- In the appendix on page 55 you will find the worksheet of the exercises of this module.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the activities in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or blackboard
- Markers
- Pencils or ballpoints

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Positive thinking 2'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules• Brainstorm session	51	15 min
Exercise 1: Getting to know your strengths better	51	40 min
Exercise 2: What went well today	53	30 min
Exercise 3: See the positive	53	30 min

| Introduction



The goal of this lesson is for students to learn about Positive thinking. This is divided in several learning goals:

- To learn ways to stay positive in difficult situations
- To learn how to get rid of negative thoughts
- To learn how to use your strengths

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected

Brainstorm session

- Ask the students to think about things they are grateful for in life.
- Write their answers on the board

| Exercise 1: Getting to know your strengths better



In the last session of positive thinking, students made exercises to discover their strengths. Strengths are personal characteristics that allow us to perform well or at our personal best. But, it's not enough just to know what our strengths are, we have to put them into practice. When we use our strengths, we are usually energized and feel at our best. We find ourselves drawn to using them in different areas of our lives for example at work, at home and during our leisure activities. This are areas where we learn fast and often (but not always) others will recognize them in us too.

In this exercise, students will review their own strengths.

- Ask the students if they remember their strengths from the previous module of positive thinking.
- Give each student a handout of worksheet 1.
- Tell the student to write their strengths down on the left column of their worksheet. If they don't remember what they wrote last time, let them think of their strengths again.

Questions you could ask the students to let them discover their strengths:

- What activities do you really enjoy and get you excited? When you engage in an activity you are truly good at, you will feel excitement.
- What do you do differently than everyone else? In a situation where you are truly using your strengths, you will stand out from a crowd. Your approach will be unique.
- What do trusted friends and family say about your strengths?
- What qualities do you like about yourself?
- What kind of work do you do, and what makes you good at it?
- What makes you feel energized?
- What makes you proud?
- Who are your role models and what strengths do you admire in them?

In order to help the students to write the list, you could make a list of examples on the flipchart or blackboard.

Examples:

- Eager to learn • Optimistic • Good planner
- Grateful • Teamworker • Curious
- Forgiving • Natural leader • Brave
- Loving • Loyal • Integer
- Generous • Modest • Vital
- Creative • Disciplined • Open minded
- Joyful • Persistent • Fair
- Humorous • Resilient • Hopeful

Psychologist in the US discovered that people who did their best to use their strengths in new ways each day, were happier and less depressed than before, after six months. Another study shows that people who felt like they were using their strengths, had more positive emotions, greater vitality and self-esteem.

If we focus on our strengths it will help us to get the best from ourselves and feel happier.

- Tell the student to write down their top 5 strengths on their worksheet.
- Tell the students to think about how they are using their strengths and to write this down in the second column on their worksheet.

In order to help the students to make the rest of the exercises on their worksheet

You can help the students to get some inspiration to name an example. For example: If one of your top strengths is 'Curiosity and interest', why not try:

- Taking a different route to work
- Attending a talk about a subject you don't know about
- Trying different food
- Using your curiosity to connect with people you meet
- Trying a new sport

- Tell the students to try to use their strengths in at least one new way or area of their life. Encourage them to use their strengths more and explain them the benefits of using your strengths.

| Exercise 2: What went well today



In this exercise, students will think about things that went well. The items don't need to be big or important. They could be about anything, not just social goals.

- Tell the students to flip over their worksheet. Tell them to write some things down that went well today or in the last few days.

Examples:

- I went on a bike ride and explored new trails
 - I played a game with my friends
 - I had a nice chat with a neighbor
 - I had a fun night with my partner
- Tell the students to write a short explanation about why it happened and if possible to add another positive aspect of the occasion. For example:
 - The weather was nice so I felt like taking a bike ride. I didn't only explore new trails, but I also met a very nice person and had a good conversation with him/her.
 - I played a game with my friends because they are fun to hang out with. Also, we had good conversations about some interesting topics.
 - I met my neighbor at the local market and we had a nice chat. He also invited me to come over for dinner some time.
 - I didn't have a night with my partner for a while, so we arranged a date. We had a fun night and also came closer together emotionally.
 - Explain the students that they can do this exercise on their own frequently. It will help them to focus more on the bright things in life and to appreciate the relatively small things that go well.

| Exercise 3: See the positive



In the last module of positive thinking, students had to think about an article in the newspaper that upset them, in order to see the positive side of this subject. In this exercise, students will think about personal experiences in their life. They will think about a couple of things that didn't went very well in their life. After that, they will look for the positive side of that experience.

- Tell the students to write some things down that didn't went very well for them. For example:

- My exam didn't go well
 - I got dumped by my partner
 - My parents got mad at me
 - My friend scolded me
 - I got fired at my job
- Ask the students to think about the experience. Tell them to try to think of one positive aspect of the thing that didn't go so well and to write it down. It might be difficult, but give them some time and guide them through the exercise. It could be something really small that's positive about the experience. For example:
 - My exam didn't go well. But I did learn something new from a couple of answers that I had wrong.
 - I got dumped. But I have learnt a lot about myself and about communication through the relationship.
 - My parents got mad at me. Although it made me think about the subject they got mad about and I've learnt from the experience.
 - My friend scolded me. We got in a fight, but as a result we talked it out and we got to know each other even better.
 - I got fired at my job. This is also a new experience: another door that opens in my life. It will motivate me to look for other work and I will get new experiences to learn from.
 - Tell the students that this exercise is very useful to do more often than once. It really helps to see the positive things in life, even if they seem to be little things.
-

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Worksheet 1
Strengths

My strengths list:

How do I use my strengths?

In what areas of my life do I use them?

What are other areas in my life that I could use them more?

My strengths top 5:

1.

2.

3.

4.

What other areas I could use them?

Module Problem solving 1

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of problem solving in young people. This document will help you organizing the lesson and will give you information about the importance of problem solving abilities. Besides that the document contains activities and exercises for the students in order to develop their problem solving abilities. There are 2 modules of team work. They can be handled in any order, so you can either start with the module 'Team work 1' or 'Team work 2'.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 57, clarifying the content of the lesson, and how long each part will take.
- After that, you will find the content of the session on pages 58-65, as described in the lesson plan.
- In the appendix on page 66 and 67 you will find the worksheets for the exercises of this module.

| Preparation

- Study the theory to be able to present it to the group
- Study the exercises to be able to present it to the group
- Print worksheet 1, for each student one
- Print worksheet 2, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print the worksheet
- A flipchart and/or blackboard
- Markers
- Pencils or ballpoints

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Problem solving 1'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	duration
Introduction <ul style="list-style-type: none">• Tell the learning goals• Tell the rules• Brainstorm session	58	30 min
Exercise 1: Lost in the desert!	58	30 min
Lecture <ul style="list-style-type: none">• Explain the theory. Keep it short and clear. Write the key concepts on the blackboard or flipchart, and draw some clarifying images.	60	20 min
Exercise 2: Human knot	62	20 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	62	25 min
Exercise 3: Open the jar	64	20 min
Exercise 4: Worksheet	65	30 min

| Introduction



The goal of this lesson is for students to learn what problem solving is and how to overcome their problems in a positive way. This is divided in several learning goals:

- To have an understanding about the nature of common problems
- To learn techniques to solve common problems

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected
- No interference by other members

Brainstorm session

- Ask students what comes up in their mind when they think about 'Problem solving'.
- Write the word 'Problem solving' on the board, circle it and write around it what comes up.
- Ask the students what problems they encounter as a young person (and write on the board)

| Exercise 1: Lost in the desert!



In this activity, students have to pretend that they are lost in the wilderness, after their plane has crashed. They will work individually and as a group to establish the importance of the listed objects. This will develop their skills in working in a team.

- Divide the class in groups of 5 students.
- Tell the students the introduction to the game as you can read on the next page.
- Give each team a 'salvaged items' ranking chart.

'It is 10 am in July and you and your companions just survived a plane crash in the desert. The pilot and co-pilot died during the crash. None of you have been injured. You are somewhere in the desert but you don't know where exactly. The pilot mentioned before impact that you were 50 miles from a mining camp, and 65 miles off the course that was registered in your flight plan. The area is flat, sandy and dry, and the only thing you see is cacti growing here and there.

You are dressed in summer clothes: short sleeves, short pants, summer shoes and socks. Everyone has a handkerchief. Collectively, you have a ballpoint pen and 3 packs of cigarettes.

Before the plane crashed, you and your companions could salvage the items that are listed on your 'salvaged items' chart.'

The 'salvaged items' ranking chart has six columns. The first simply lists each item (see below). The second is empty so that each team member can rank the items. The third is for team rankings. The fourth is for the "correct" rankings, which are revealed below. And the fifth and sixth are for the team to enter the difference between their individual and correct score and the team and correct rankings.

- Ask team members to rank the items from 1-15 in order to importance on the second column of their 'salvaged items' chart.
- Give the teams 10 minutes to decide on their group rankings. Once agreed, they should write this in the third column of their 'salvaged items' chart.
- Ask each group to compare their individual rankings with their collective ones, and think about why any scores differ. Did some team members change their mind about their own rankings during the discussion in the team? How much were people influenced by the group discussion?
- After 15 minutes, read out the 'correct' order (collated by the experts at the US coast guard), from most to least important:



1. **A cosmetic mirror:** With a mirror, you can signal your location through reflecting the sun. This reflection can be seen from very far. Being found is the main goal of the team, since they won't survive on their own for very long.



2. **Overcoat for everyone:** This is an essential protection in the desert - clothing helps to ration sweat by slowing evaporation and prolonging the cooling effect.



3. **10 litres of water:** For drinking. One person actually needs a gallon of water each day in the dry desert.



4. **Torch with 4 batteries:** Helpful to aid searchers in the night. Also, the case can be used as a still if you remove the batteries.



5. **Red and white parachute:** This can be used as a tent to produce shade, by spreading the parachute over the frame of the plane.



6. **Folding knife:** You can use the knife to cut cacti and use it as a homemade still to obtain moisture from the cacti.



7. **Large plastic raincoat:** To collect dew overnight. Also, usable to make a still.



8. **Loaded 45 calibre pistol:** For defence. Three shots from a gun is also a recognised distress signal. Dangerous to have because of emotional stress of the group.



9. **Sunglasses for everyone:** Protection against glare



10. **First-aid kit:** No-one is wounded and it's not very likely to happen.



11. **Magnetic compass:** Not very relevant since the group has to be saved.



12. **Air map of the area:** To have an idea about the present location, but you should not leave the crash site.



13. **A book titled 'edible desert animals':** Food is less important than water in the desert. Digestion also consumes water.



14. **A bottle of vodka:** Useful for treating injuries, but it will only dehydrate you if you drink it.



15. **Bottle of 1000 salt tablets:** Of no use in the desert.

| Theory: 5 steps in problem-solving



Problem-solving is the ability to identify and solve problems by applying appropriate skills systematically.

Problems are at the center of what many people do at work every day. Whether you're solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve, the problems you face can be large or small, simple or complex and easy or difficult.

A fundamental part of every manager's role is finding ways to solve them. So, being a confident problem solver is really important to your success. Much of that confidence comes from having a good process to use when approaching a problem. With one, you can solve problems quickly and effectively. Without one, your solutions may be ineffective, or you'll get stuck and do nothing, with sometimes painful consequences.

There are five basic steps in solving a problem:



Stage	Actions
Defining the problem	<ul style="list-style-type: none"> - Ask yourself: What creates the problem? Which barriers prevent me to achieve my goal? - Make a list of all relevant facts and information - Restate the problem in your own words
Brainstorm on solutions	<ul style="list-style-type: none"> - Create visual images. It may be useful to create mind pictures of a problem and its potential solutions prior to working on the problem. Be creative in finding solutions. - Create a table. By creating a table of information, you will be able to group and organize most data that is relative to a problem. - Look for a pattern. Many problems are similar and fall into the same patterns. This can be helpful in solving your next problems. - Create a systematic list of possible ways to solve the problem.
Pick a solution	<ul style="list-style-type: none"> - Think about each option. Think about the possible consequences of the solutions, including who else will be affected. - Avoid selecting the easiest solution because it's the easiest. - Plan of action: include several aspects to your plan: what will happen? Who will be affected? What resources do you need? Add timescales, deliverables and risks.
Implement the solution	<ul style="list-style-type: none"> - Commit to the chosen solution. - Accept responsibility for your decision. - Monitor the testing of your solution continuously.
Review the results	<ul style="list-style-type: none"> - Evaluate the results of your solution. Did the solution work? If yes, congratulations, you successfully solved the problem! If no, begin with step 1 over again. Repeat these steps until the problem is solved. Notice: sometimes you need to try different times before the problems is solved, don't lose your motivation!

| Exercise 2: Human knot



In this activity, students have to make a 'human knot' and untangle themselves. This activity helps to improve problem-solving skills and is a good team-building activity. The goal of the activity is to figure out how to untangle the human knot without letting go of hands.

- Let the student form groups of around 10 people.
- Have each group standing, facing towards each other in a circle. Each person should be standing shoulder to shoulder.
- Instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle. Make sure that no one is holding hands with someone standing directly beside that person.
- Instruct the students to do the same with their right hand.
- To play, the groups must communicate and figure out how to untangle the knot without ever letting go of hands. Students will likely have to bend and twist their hands to untangle. Readjusting their grip is perfectly acceptable for players to be more comfortable while playing.

| Theory: 5 Principles of problem solving

What skills do you use in problem solving?

- Creativity is needed for brainstorming
- Decision making is needed for picking a solution
- Project management is needed to implement a solution
- Initiative is needed to step up and act without being asked
- Analytical thinking is needed to use logic and critical thinking to analyze situations
- Determination is important because one should be persistent without giving up easily.

Important principles to remember to solve problems

- Never try to avoid problems, but face them
- Consider every problem as an opportunity to grow
- Problems are never permanent
- Approach problems with positive thinking

What can go wrong by problem solving?

- Not being methodical enough

- Lack of commitment to solve the problem
- Misinterpreting the problem
- Using a method that is not appropriate for the particular problem
- Insufficient or inaccurate information
- Inability to combine creative and analytical thinking

Ten principles to manage problems positively

1. **Don't underestimate** the problem or your power to cope with the problem creatively.
2. **Don't exaggerate** the problem or situation. Our instinctive reaction is to exaggerate it.
3. **Don't wait** with implementing a solution. There is a time for patience – after you have tried every avenue possible and have planted as many seeds of solutions as you can. Patience is not a virtue if you sit back and wait for your problem to solve itself.
4. **Don't aggravate** the problem and situation. We have the power to make a problem better or worse. We do this through reacting positively or negatively. A normal reaction would be to feel threatened by the problem. Threatened people become angry people. Fearful people reflect hatred. Hatred and anger aggravates the problem, they are not positive reactions. They will not help to solve the problem.
5. **Illuminate** your mind. Get smart and then get smarter. Ask yourself some questions: Has any other person faced my problem and overcome it? What really is my problem anyway?
6. **Motivate**. If you consider all the positive reactions, you will get yourself motivated to positive action.
7. **Sublimate**. Every problem is loaded with possibilities. Try to see these possibilities. Believe that every time a door closes, another one opens.
8. **Dedicate** yourself. Most people fail, not because they lack intelligence, ability, opportunity or talent. Most people fail because they don't give everything they've got! Anyone can succeed if he or she can get enthusiastic about life even when it seems empty. Doors will open to these people first.
9. **Communicate**. Manage your problem with remembering that often the solution lies in help from some other source. Ask for help if you need it, don't be too proud to tell people you need help.
10. **Insulate**. Don't isolate yourself from sources from help. Do isolate yourself from negative influences.

| Exercise 3: Open the jar

Creative problem solving requires creative problem solving activities. Even if you know all of the problem-solving steps, it's important to know exercises and techniques to execute each phase. Listed



below are a couple of interactive exercises that will help students through each step of the problem-solving process.

In this activity, students must solve a simple problem: opening a peanut-butter jar that won't go open. It is meant as an example. You can use this example or one of your own choice for these exercises.

1. Define the problem.

- **Newspaper headline:** tell the students to try to write the problem as if it were a headline in a newspaper. They can write it as if the problem still exists, or as if the problem is already solved. *Example:* 'local man attempts to provide joy to the world by opening a jar of peanut butter'
- **40-20-1-5:** Tell the students to explain the problem in up to 40 words. Then cut it down to 20, then to 1, and finally to 5 words. These 5 words are the root of the problem. *Example:* (Starting at 40 words, then 20-1-5) "There is a jar of peanut butter in my kitchen cabinet, with a very tight lid. I love to eat peanut butter but I cannot open the jar because the lid is too tight and I'm not strong enough." → "I have a jar of peanut butter, which I want to eat. The lid is too tight to open it." → "Open" → "Open this peanut butter jar."
- **Explain like I'm five:** Tell the students to explain the problem as if they were talking to a 5-year old. Tell them to use basic language and simple metaphors if necessary. *Example:* "There's yummy-ness in this jar that I want to get out."

2. Brainstorm for ideas

- **Dumbest idea first:** Hold a contest to get the dumbest idea out first. Encourage the students to think of the absolute dumbest possible solutions to the problem. Write the answers on the blackboard or flipchart. After you have a long list, go back through and see which ones may not be all that dumb. *Example:* 'let's open the jar with explosives'
- **10x10x10 Matrix:** Generate a list of 10 ideas for solving the problem. Pick one of those ideas and generate 10 variations of that idea. Pick one idea from the new list and generate 10 more variations.

Example: (with just 5 ideas):

-Round 1 (based on tools)-Dynamite, Power Drill, Vise grip, Scissors, Hammer.

-Round 2 (based on vise grip)-Metal clamp, Pliers, Glue, Cement, Sticky Glove.

-Round 3 (based on sticky glove)-Lots of tapping, Rubbing the seal, Punching, Soft caresses, Really strong hand.

Note: Some of the exercises may not produce the perfect solution, but they can get you thinking differently.

3. Pick a solution

- **Futures Wheel:** Pick a possible solution and write it in the center of a piece of paper. List possible direct results/consequences of the solution around the center idea. List possible indirect results/consequences based on the direct results/consequences. Find more info here.

Example: Really strong hand leads to: ability to open other types of jars as well, big forearms, possible blisters, ...

| Exercise 4: Worksheet



- Give the students a handout of worksheet 2.
- Tell the students to make the exercises on the worksheet.
- Review the exercises with the students and encourage them to discuss their answers with the rest of the class.

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

'Salvaged items Ranking chart

	Step 1	Step 2	Step 3	Step 4	Step 5
item	My ranking	Team ranking	Answer	My error	Team error
Torch with 4 batteries					
A folding knife					
Air map of the area					
Large plastic rain coat					
Magnetic compass					
First-aid kit					
Loaded 45 calibre pistol loaded					
Red and white parachute					
Bottle of 1000 salt tablets					
10 litres of water					
A book entitled 'edible desert animals'					
Sunglasses for everyone					
2 litres of strong liquor					
Overcoat for everyone					
A cosmetic mirror					
			totals		

Worksheet 2

1. You run your own business and you have some employees. You noticed that they have been arguing about something. What is the first thing you should do?

- A. Punish them for their bad behavior
- B. Determine what's the problem between the workers
- C. Ask them politely to be nicer for each other
- D. You try not to interfere, except when the situation gets out of hand

2. Have you been in a situation where you had to solve a problem? If yes, what did you do?

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3. During the activity 'shipwrecked', you chose some items to take with you after a ship break, from most important to less important. Did this match the correct order?

yes/no

If not, why do you think it didn't match?

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What did you learn from this activity?

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Module Problem solving 2

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of problem solving in young people. This document will help you organizing the lesson and will give you information about the importance of problem solving skills. Besides that, the document contains activities and exercises for the students in order to develop their skills in problem solving.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 69, clarifying the content of the lesson, and how long each part will take.
- After that on pages 70-73, you will find the content of the session, as described in the lesson plan.
- In the appendix on page 74 you will find the worksheet of the exercises of this module.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the activities in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or blackboard
- Markers
- Pencils or ballpoints

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Problem solving 2'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules	70	10 min
Exercise 1: Well solved problems	70	15 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	70	45 min
Exercise 2: Blooms taxonomy	72	60 min

| Introduction



The goal of this lesson is for students to learn about Business plan development. This is divided in several learning goals:

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected
- Which additional rules do the students want to apply to this lesson?

| Exercise 1: Well-solved problems

- Write the word 'problem solving' on the board.
- Ask the students to think of situations where they solved a problem well.
- Tell the students to come up with do's and don'ts to solve a problem well and write these on the board.
- Discuss the answers with the class.

| Theory: Bloom's taxonomy



As learned in the first module of problem solving: problem solving is the ability to identify and solve problems. By doing this, the right skills should be used in order to solve the problem systematically.

We face problems every day in many situations. Learning to solve problems is very important. It makes you able to take responsibility in situations. Problem-solving skills provides to use knowledge in meaningful, real-life activities and it assists in higher levels of thinking.

Higher order thinking

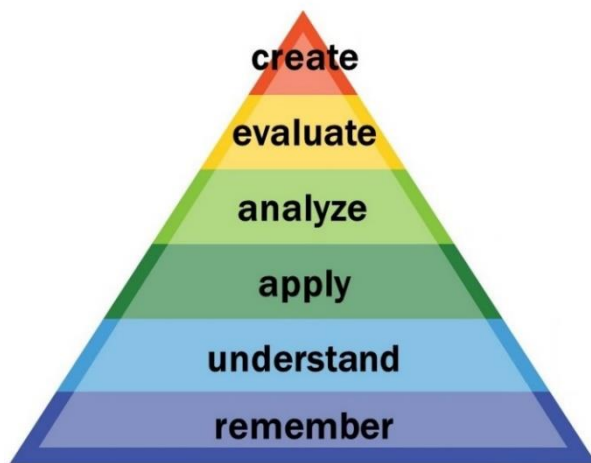
Some types of learning require more cognitive processing than others. With cognitive processing, we mean the process of acquiring knowledge and understanding through thought, experience and senses. Higher order thinking involves the learning of complex judgmental skills, such as critical thinking and problem solving. It is more difficult to learn, but it is very valuable. It makes sure that existing knowledge and skills can be used in practical situations (situations other than in which the skill is learned).

Higher order thinking requires doing something with facts. We must **understand** those facts, **connect** them to each other, **categorize** them, **manipulate** them, **put them together** in new ways and **apply** them as we seek new solutions to problems.

Bloom's taxonomy

'Bloom's taxonomy' is a set of three models that is used for learning objectives into levels of complexity, resulting in higher order thinking. The models were named after Benjamin Bloom, who studied classroom activities and the goals that teachers have in planning their activities. One of the models is the cognitive domain. This is the most important domain in learning. This domain was split in 6 thinking skills. These skills are ordered in a hierarchical way, this means an arrangement from big to small, powerful to less powerful, etc. For example, in a business, a boss is on top of the hierarchy, below are the managers and below are the workers (draw the following image on the board).

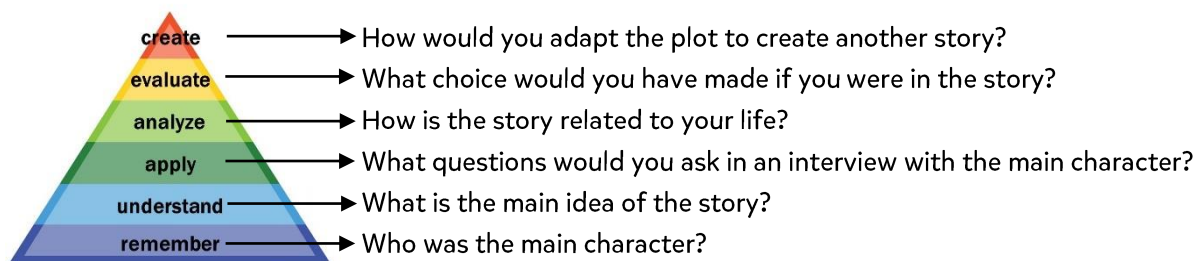
According to this model, the lowest order of thinking is knowledge (remembering a fact) and Understanding (knowing the properties of a fact). In the example below you can see an example of bloom's taxonomy, with as subject a particular



Question things Compare, sort, categorize, investigate Invent, design, compose, construct
Justify things Judge, defend, critique, Argue

Solve things Examine, modify, calculate, change
Explain things Summarize, rewrite, interpret, restate
Memorize things List, name, identify, label

movie.



| Exercise 2: Bloom's taxonomy



In this exercise, students have to apply the aspects of Bloom's taxonomy to their own thinking process. By training the ability of thinking in a higher level, students will be able to apply their knowledge and skills in the solving of problems in everyday situations. In this exercise are different activities listed in rising levels of difficulty and skill development.

Remember

- Tell the students the short story below:

'John, Mohamed and Mary work together 4 days a week in a comfortable office in a small city. In their afternoon break, they often go outside for a short walk together. Today they are going for a walk too. They walk out of the office. Mary looks up to the sky and says: 'it is so lovely outside. I really love the sunshine on my face. But maybe I should stay inside, I don't want to get my beautiful face to get wrinkled through the sun'. Mohamed looks at her and frowns. 'I don't like the weather like this, it is too warm to wear normal comfy clothes', he says. 'Although, the sun makes the world more pretty. I brought some snacks for us to eat on our way back to the office!' Mary looks at Mohamed's clothes and laughs. 'We don't live on the north pole', she says sarcastically. And I don't need your snacks, they will make me fat'.

'Do you think it is warm Mohamed?' John asks. 'I think it is still quite chilly, I'm going to pull on my jacket before we leave.' Mary laughs, and says 'You are too skinny, John'. Silence. Mary looks at John but John doesn't know what to say. In the meantime, Mohamed opened a candy bar and is chewing on it delightfully. He also opens a bag of chips and gives the bag to John. 'Do you think I'm skinny John?' Mary asks. She waits a moment. John rolls his eyes. 'Look at me, do you think I'm pretty?' She now asks. Mohamed laughs friendly and gives Mary a friendly tap on her shoulder. John sighs. 'Not again', He says and wants to walk inside to get his jacket. 'Wait', Mohamed says, and pulls off his own jacket. 'I'm really warm enough so you can borrow my jacket, there you go'. Satisfied, John puts on Mohamed's jacket and they are off.

Remember

- Give the students a handout of worksheet 1
- Tell the students to make exercise 1 on their worksheet.

Understand

- Tell the students to make exercise 2 on their worksheet.
- Ask the students: What can you say about the place these three people work?
- Ask the students: How would you compare Mohamed to Mary?

Apply

- Ask the students: 'Think of a situation in this story that occurred to one of the characters, and write about how he or she would have handled the situation differently.
- Tell the student to write the answer on their worksheet at exercise 3.

- Ask the students: What would result if Mohamed didn't give John his jacket?

Analyze

- Tell the students to make exercise 4 on their worksheet.
- Ask the students: How is snacking related to getting fat?
- What conclusions can you draw from the things Mary says?
- What is the relationship between these three people?

Evaluate

- Ask the students which character in the selection he or she would most like to spend a day with and why.
- Ask the students of one of the characters should have acted in a particular way, and why.
- Ask the students: What would you have answered to the questions of Mary?

Create

- Tell the students to make exercise 5 on their worksheet.
- Ask the students: Can you formulate a theory of Mary's questions about her appearance?

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Exercise 1: Remember

Match statements with the characters who said them

John	'I don't like the hot weather'
Mohamed	'It's very lovely outside'
Mary	'I need a jacket to go outside because it's chilly'

Exercise 2: Understand

What kind of weather do you expect it to be in the place where John, Mohamed and Mary are?

- A. A sunny day in the spring
- B. A cold day in winter
- C. One of the hottest days of summer

Exercise 3: Apply

Exercise 4: Analyze

Differentiate fact from opinion.

- It is cold outside

A. Fact

B. Opinion

- The sun is shining

A. Fact

B. Opinion

- John is skinny

Exercise 5: Create

Write three titles for the story that would give a good idea what the story is about

-
-
-

Restructure the roles of the main characters for a different outcome

Compose a dialogue or monologue that will communicate the thoughts of the main characters at the end of the story (if you don't have enough space to write, continue on the back of this worksheet)

Module Self-esteem 1

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of self-esteem in young people. Many young people are insecure and struggling with their identity. Hopefully this lesson will help students to develop their self-esteem.

This document will help you organizing the lesson and will give you information about the importance of self-esteem. Besides that, the document contains activities and exercises for the students in order to develop their skills in self-esteem. This module is the first module from a series of two modules. It is recommended to handle this module first.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 76, clarifying the content of the lesson, and how long each part will take.
- After that on pages 77-80, you will find the content of the session, as described in the lesson plan.
- In the appendix on page 6 you will find the worksheet of the exercises of this module.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the exercises in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or blackboard
- Markers
- Pencils or ballpoints
- Index cards (blank paper cards around 10 x 15 to 15 x 20 cm)

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'Self-esteem 1'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules	77	20 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	77	10 min
Exercise 1: benefits of a high self-esteem	78	15 min
Exercise 2: sketch of your own past life	78	30 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	79	
Exercise 3: Core beliefs	80	30 min
Exercise 4: How others see me	80	20 min

| Introduction



The goal of this lesson is for students to learn about self-esteem. This is divided in several learning goals:

- To help the students to go back into their past and look to their own life experiences with all its ups and downs and make sense out of these experiences
- To learn the benefits of a high self-esteem
- To learn techniques to get a higher self-esteem

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected

| Theory: What is self-esteem



Self-esteem is how a person feels about himself and that he does. It is a person's overall evaluation of his or her own worth. It is a judgement of oneself, as well as an attitude towards oneself.

Young people with high self-esteem have a positive image of themselves, are confident and can be proud of their achievements. Young people with low self-esteem have a negative image of themselves and may feel bad, ugly, stupid or not likeable. They lack confidence and are not proud of what they achieve.

Most people will have a dip in their self-esteem so now and then, as they go through different stages in life and face different challenges. People with low self-esteem are more at risk of depression, anxiety, self-harming and other mental health problems as they grow up and will often find the ups and downs of life in general harder to get through.

A low self-esteem can be caused by many things. If a child is punished often, neglected or abused, he or she is more likely to develop a low self-esteem later in life. Failing to meet parental and peer-group standards, receiving other people's stress or distress, an absence to praise, warmth and affection are all factors that may play a role in the development of a low self-esteem. But it is possible to overcome a low self-esteem, even if the cause lies deep. In this lesson, we will apply several techniques to become aware of your own self-esteem, and we will apply techniques to increase self-esteem.

| Exercise 1: benefits of a high self-esteem



In this activity, students will think about possible benefits of a high self-esteem. They will do a short guided brainstorm session, and after that they will learn some facts about the benefits of a high self-esteem.

- Divide the class in groups of 5 and let the students sit together in their group.
- Give each group a large piece of paper and some markers.
- Write in a circle on the board: 'benefits of high self-esteem'.
- Ask the students to think about with possible benefits of having a high self-esteem. Encourage them to discuss the answers with each other.
- Let the students write their answers on the piece of paper.
- After the students are done, ask them if they want to share their ideas with the rest of the class.

Good answers:

- You can be yourself
- You can accept disagreement
- You accept new challenges more easily
- You do not fear uncertainty
- You are more resilient
- You don't need approval all the time
- You don't feel the need to be perfect
- You can deal with failure more easily
- You are non-judgmental
- Happier and satisfied with life
- Relaxed in social situations
- Increased performance at school and work
- Better mental health

| Exercise 2: sketch of your own past life



In this exercise, students will prepare a sketch of their own life looking to different stages in age. They share their experiences in groups of four. The groups will share their experiences as a class.

- Give the students a handout of worksheet 1
- Tell the students to fill in the first exercise. Ask them to record the following details in every column: persons, places, positive experiences and negative experiences.
- After the students are done, make groups of 4 students and let the students share their experiences.
- Ask the groups to share their experience with the rest of the class.

| Theory: Core beliefs



Everyone looks to the world in a different way. Two people can have the same experience, yet have very different interpretations of what happened. Core beliefs are the deeply held beliefs that influence the way we interpret our experiences.

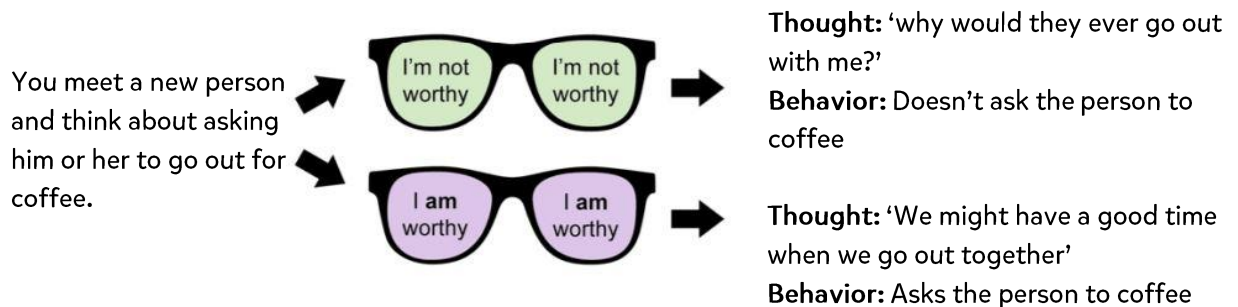
You can think of core beliefs like a pair of sunglasses. Everyone has another type of 'shade' that causes them to see things in a different way.

When you have negative core beliefs about yourself, this has a great influence on your life. You are more likely to think negatively about yourself and you are more likely to avoid challenges that could bring you closer to happiness or success.

There are ways to change your core beliefs. The first step in this is to identify and acknowledge your negative core beliefs. Identifying your negative core beliefs can be challenging in the beginning but gets easier with practice. Often, we are completely unaware of what our core beliefs are exactly. For example, fear of public speaking is not a core belief. It is an emotional reaction to a particular core belief. The thought someone can have is 'they will think I sound like an idiot'. Even when people would think that, you wouldn't be hurt by it when you didn't believe you sounded like an idiot. It only hurts when you believe it yourself. So, the fear of public speaking is not a fear of what others would think, but a fear of the emotional pain from believing something negative about yourself.

The point is that we should identify our core beliefs by looking beyond the thoughts we think.

- **Draw on board:**



Many people have negative core beliefs that cause harmful consequences. To begin challenging your negative core beliefs, you first should identify what they are. Here are some common examples:

- I'm unlovable
- I'm stupid
- I'm boring
- I'm not good enough
- I'm ugly
- I'm a bad person

| Exercise 3: Core beliefs



This exercise will teach students about their core beliefs. This will help them to become aware of their thoughts about themselves.

- Tell the students to make the exercise of core beliefs on their worksheet.
- After the exercise, review the exercise with the students and give them the opportunity to comment on the exercise.

| Exercise 4: How others see me



In this exercise, students will play a short game together. In this game, everyone sits in a circle (or around a table) and is given an index card with their name on it. They pass the cards around the table clockwise and people must write a word or phrase on each card that describes the individual whose name is on the card. This word or phrase must be positive, can't be about physical appearance and can't have already been written on the card. Once the card has been around the table, the owners can read the comments on the card. This exercise helps build confidence by creating positive feelings in all team members. Whenever anyone is having a bad day, he just has to pull out the card to be reminded of all the positive things people wrote about him and his confidence is boosted instantly.

- Let the students sit in a circle or around a table
- Give each student an index card and tell them to write their name on the top border
- Explain the rules of the game to the students and guide them through the game (tell them to write something on the paper and to pass the card to the next student)
- At the end of the round, every student has his or her own card back. Let them read the description on the cards for themselves.
- Tell the students to read out loud what's on their card.

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Worksheet 1

Exercise 1

Stage 1: age 1 - 5	Stage 2: age 5 - 10	Stage 3: age 10 - 15	Stage 4: age 15 and above

Exercise 3: Core beliefs

What is one of your negative core beliefs?

List three pieces of evidence that proves the opposite of this core belief:

- 1.
- 2.
- 3.

Module Self-esteem 2

This document has been written for facilitators. It can be used by all partners and volunteers of REK who are facilitating lessons. The theory, stories, activities and exercises are focused on young people in the age of 16 to 25 years. The main focus of this session is to support the development of self-esteem in young people. Many young people are insecure and struggling with their identity. Hopefully this lesson will help students to develop their self-esteem.

This document will help you organizing the lesson and will give you information about the importance of self-esteem. Besides that the document contains activities and exercises for the students in order to develop their confidence. There are two modules of self-esteem. It is recommended to handle the module 'Self-esteem 1' as first.

This document consists of several components:

- On this page, you will read a short explanation of the preparation of the session.
- Second, you will find the lesson plan on page 83, clarifying the content of the lesson, and how long each part will take.
- After that on pages 84-87, you will find the content of the session, as described in the lesson plan.
- In the appendix on page 88 you will find the content of exercise 2.

| Preparation

- Study the theory in order to be able to present it on the group
- Study the activities in order to be able to perform them with the group
- Print worksheet 1, for each student one
- Read the lesson plan

Materials needed:

- A printer in order to print worksheet 1
- A flipchart or blackboard
- Markers
- Pencils or ballpoints
- 100+ word cards (see appendix)

| Lesson plan

In the table below you will find the lesson plan. It is a description of the course of instruction for this module. This lesson plan is the facilitator's guide for running the lesson 'self-esteem 2'. If desired, the facilitator can give his or her own input to the lesson, the lesson plan functions only as a guide.

	page	Duration
Introduction <ul style="list-style-type: none">• Explain the learning goals• Tell the rules• Brainstorm session	84	10 min
Lecture <ul style="list-style-type: none">• Explain the theory in own words	84	15 min
Exercise 1: Pride line	85	20 min
Exercise 2: Connect the dots	85	45 min
Exercise 3: How to say 'no'	86	45 min
Exercise 4: self-compassionate letter	86	20 min
Lecture <ul style="list-style-type: none">• Explain the technique of writing a self-compassionate letter. Remind the students to write this information down.	87	30 min

| Introduction



The goal of this lesson is for students to learn about Self-esteem. This is divided in several learning goals:

- To achieve a higher self-esteem
- To learn techniques to boost your self-esteem
- To learn how to say 'no' in difficult situations
- Learn how to be self-compassionate

Rules

Which rules do the facilitator and students want to apply in this lesson? Some examples:

- Be there at every session. If you are not able to come, make sure people from your group know about it and will inform you afterwards about what happened during the lesson
- Come in time
- All participate
- All opinions are respected

| Theory: The right amount of self-esteem



As described in the first module of self-esteem, self-esteem is how a person feels about themselves and that what they do. It is a judgement towards yourself, as well as an attitude to yourself.

In general, people with high self-esteem are more successful, are happier and healthier. Life seems so much more difficult for people with low self-esteem. Fortunately, low self-esteem doesn't have to be permanent. There are ways to overcome low self-esteem, although it may be very difficult at some times. When someone's self-esteem is so low that he or she ends up in a depression, or when a low self-esteem is a result of bad or even traumatizing experiences, it is wise to seek help from a professional.

As we know from the module self-esteem 1, a high self-esteem has many benefits. In this module, we will continue with some activities to obtain a healthy amount of self-esteem. Also, we will learn some exercises which you can do regularly for yourself to improve your self-esteem.

The right amount of self-esteem will help you, but too much is a very bad idea. You don't want to feel superior to others and you don't want to be smug. Always remember that all people are equal and every person has his or her own qualities. You might be better in some things than others. You might handle situations different than others. Sometimes people may look incompetent or they handle situations in a different way than you would. But try not to be judgmental. You never know what underlying issues someone has, or what reasons someone has to handle a situation in a different way than you would.

| Exercise 1: Pride line



In this exercise, students will think about things they are proud of. This stimulates their positive-thinking and confidence.

- Write on the board: 'I'm proud that i...'
- Tell the students to come with personal examples of things they are proud of.

Some suggested topics they can use for this exercise:

- Things students have done for family or friends
- About their religious beliefs
- How they have earned money
- Good habits the students have
- Something they have shared

| Exercise 2: Connect the dots



In this exercise, students will use public speaking to develop their confidence. They will pick two word cards out of a non-see through bag and they will tell a story connecting both words together convincingly. The story doesn't need to be long, complicated or true. Once the class is comfortable with connecting two words, increase the number of cards selected to three or four.

- Prepare a bag with word cards (see appendix for the words for the cards).
 - Let each student pick two cards without seeing what word is on them.
 - Let each student tell a story for the class.
 - Once the students are comfortable with connecting two words, increase the number of cards selected to three or four.
-

| Exercise 3: How to say 'no'



In this exercise, students will think about situations where they have to deal with pressure.

- Divide the class in groups of 4 students.
- Tell the students that you will give them some statements which they can hear from peers and friends. These statements often persuade young people to say 'yes' when they might want to say 'no'. In their group they can develop some appropriate responses for dealing with those statements.
- Tell the students that this exercise will help them to learn to handle situations where they have to deal with certain persuasion.
- Tell the students to discuss the statements in the group and to come up with as many responses as they can in 15 minutes. Give them a large piece of paper and markers. They may do this through a discussion or with a role-play.

Statements:

- 'No one can doubt that you would steal money for your best friend.'
- 'Everyone agrees with bullying that goofy kid at school.'
- 'It is commonly stated that friends *always* help each other, even with illegal things'
- 'Everyone thinks that you should stay at work for an extra two hours instead of me'

To give a little guidance to the students, you can come up with some ways to say no:

- "Thank you for asking, but that isn't going to work out for me."
- "Thanks, I'll have to pass on that." (Say it, then shut up.)
- "Let me tell you what I can do..." Then limit the commitment to what will be comfortable for you.

| Exercise 4: Self-compassionate letter

In this exercise, students will learn a technique they can apply whenever they want. By learning this technique, they will be able to boost their own self-esteem and confidence and they will be able to help others to build confidence by teaching them the same technique.

- Give each student a piece of paper to write on, or tell them to get their notebooks if they have these.
- Tell the students to write the following techniques down, shown in the next theory chapter, in a way they can understand for themselves.



Self-esteem and confidence building technique

1. Write a compassionate letter to yourself.

Try to practice this once per week, or at least once per month. First, identify something that makes you feel ashamed, insecure, or not good enough. It could be something related to your abilities, behavior, relationships, personality or any other part of your life.

Once you have identified something, write down how it makes you feel: sad, embarrassed, angry? Try to be honest and keep in mind that no one else will read what you write.

The next step is to write a letter to yourself expressing understanding, acceptance and compassion to yourself, for the part you dislike. As you write, follow some guidelines:

- Imagine that there are people who love and accept you unconditionally for who you are. What would these persons say to you about this part of yourself?

- Remind yourself that everyone has several things about themselves that they don't like and that no one is without flaws. Think about how many other people are struggling with the same thing that you're struggling with.

- Ask yourself whether there are things that you could do to improve or better cope with this negative aspect. Focus on how constructive changes could make you feel happier, healthier, or more fulfilled and avoid judging yourself.

- Consider the ways in which events that have happened in your life, the family environment you grew up in, or even your genes may have contributed to this negative aspect of yourself.

- After writing the letter, put it down for a little while. Then come back to it later and read it again. It may be especially helpful to read it whenever you're feeling bad about this aspect of yourself, as a reminder to be more self-compassionate.

Note: As a facilitator, keep in mind that applying this technique can be difficult for the students. It is recommended to help the students on their way, for example by making your 'own' compassionate letter on the board.

Closure

Discuss the lesson with the students. What went well, what could have gone better, and what have they learned? Pray with the students, do a dance or sing a song.

Appendix

Word cards

- Cut cards of around 6x4 cm.

Words for on the word cards:

Bird	Jungle	Police car	
Wheelbarrow	House	Birthday cake	
Hammer	Steam	Zebra	
Cow	Mud	Handkerchief	
Witch	Spoon	Drawing	Book
Moon	Man	Goat	Dog
Grass	President	Vegetables	Flowers
Elephant	Dirt	Cat	Fire
Hat	Desert	Toilet paper	Closet
Shoe	Table	Bathtub	Window
Painting	Bed	Laptop	Fruit store
Mug	Boy	Stairs	City
Plane	Car	Office	Lemonade
Photo	Trousers	Tree	Chair
Knife	Fence	Compass	Soccer ball
Eye	Socks	Bicycle	Calculator
Storm	Pencils	Wedding ring	TV
Pillow	Phone	Bottle	Girl
Thermometer	School	Paper	Balcony
Rug	Drill	Sheep	Drawing
Lightning	Smoke	Mushroom	Pencil
Lamp	Piano	Bracelet	Fabric
Water	Ballpoint	Guitar	Door
Shower	Apartment	Shirt	Mother
Grandmother	Clouds	Paint	Shoplifter

Bird

Plane

Jungle