

Workshops

ReSET

Relations, Strength, Emotions, Care

Scripts of psychoeducational classes
strengthening mental resiliency,
intended for implementation with children aged 7–15
who have experienced forced migration

*We can't change the direction of the wind,
but we can set the sails differently.*
Andreas Pflüger

Introduction

Recent years have confronted us – and continue to confront us – with many crises. Wars and conflicts are breaking out in many regions of the world. This was exacerbated by the pandemic as well as the economic crisis, which further deepened yet another crisis – one affecting both individuals and many communities. This crisis is the war in Ukraine, which affects its inhabitants the most, and which also poses many challenges to us, the inhabitants of Poland.

Polish society has recently accepted a large number of forced migrants, now arriving mainly from Ukraine, including many children and youth. Polish schools are forced to face the challenges of multiculturalism and multilingualism more often than in previous years. Additionally, new students who have experienced forced migration must also cope with their own individual crises that play out against the backdrop of those affecting communities and nations. They, like other children, go through developmental crises but, unfortunately, they also experience a number of extremely stressful and traumatic events, such as loss of home, friends and family, contact with the death of other people, often those close to them, anxiety and fear for their own lives. In Poland, on the other hand, they have to overcome problems in a new environment, a new school, and learn a new language. All this can be very overwhelming for young forced migrants and contribute to them losing their emotional balance. Consequently, this may lead to learning difficulties and problems with social integration, as well as the inability to cope with anger and sadness, and even to mental disorders such as post-traumatic stress disorder, oppositional-defiant disorder or depression.

In a situation like this, young forced migrants – often unable to receive intensified help and care from their loved ones, who are commonly dealing with crisis themselves – need wise support from the outside. How can it be provided?

Just as the captain of a ship cannot change the direction of the wind, we cannot magically make it so that children can return to their place of origin and feel safe there. We are incapable of changing the difficult and often traumatic experiences of these young people. However, we can help them develop skills, attitudes and acquire knowledge that will help them cope with problems and adversities. This will give them strength and the ability to adapt to difficult situations. Just as the captain of a ship adjusts the sails to harness the power of the wind and set the ship in motion, young forced migrants can learn to use life's difficulties to grow their strength and develop.

At the turn of 2022 and 2023, a team of experts working at the Polish Migration Forum Foundation has prepared a programme of workshops entitled “ReSET – Relacje, Siła, Emocje, Troska” (“ReSET – Relations, Strength, Emotions, Care”). The workshops are aimed at children and youth who have experienced forced migration and are now living in Poland. The main goal of the classes is to support young people in the development of mental resiliency.

By mid-2023, over 2,152 children with experience of forced migration living in Poland took part in the workshops. They were mostly young people from Ukraine. The classes were enthusiastically received by the participants. Moreover, the results of the workshop evaluation also showed that they effectively increase children’s mental resiliency. The workshops help them cope better with difficulties in life¹.

In this publication, we present the theoretical concept of the “ReSET” workshops and class-
es scripts. We invite you to use them and implement classes planned on their basis which edu-
cate and support various groups of children and youth with migration experience.

Zuzanna Rejmer

author of the “ReSET” workshops concept,
leader of the training team conducting workshops

1 See: M. Tędziągolska, *Plan International workshops for students in schools. Evaluation report*, Polish Migration Forum Foundation, May 2023.

The concept and theoretical assumptions of the workshops

The term **resiliency** (from *Latin resiliere – to bounce back, to bounce back resiliently*²) was taken by psychology from the exact sciences, specifically from physics. *It refers to the description of the properties of materials that are characterised by a return to their original shape after previous deformation resulting from pressure*³.

How does this property manifest itself in humans?

*It is the ability or process of a person adapting to changing conditions, adapting to the environment, **becoming resistant**, plasticity of the mind, **the ability to regain lost or weakened strength and resistance** to harmful factors. The ability to regenerate after psychological trauma*⁴. A resilient person is therefore able to overcome difficult experiences and even regain mental balance after traumatic experiences.

Resiliency of children and youth – how to develop it

In the literature on the subject, one can find many different definitions and concepts of developing resiliency. When designing the “ReSET” workshops, we relied on the model for developing resiliency in children and youth developed by Nan Henderson and Mike M. Milstein⁵. We found it particularly useful because it shows how to develop children’s resiliency in the school environment.

Henderson and Milstein understand **resiliency as a process** in which a person makes efforts to cope with a stressful, challenging situation or a traumatic experience. In this process, the individual uses their resources – social, intellectual, emotional. At the same time, by making efforts to regain peace and emotional balance, a person develops new competencies, e.g. intellectual or social (Henderson, Milstein 2003). Both authors emphasise that the school, i.e. the **larger school community in which young people function** every day, is an **important environment in which children and youth can develop their abilities**, including those related to

2 Wikipedia, [https://pl.wikipedia.org/wiki/Rezyliencja_\(psychologia\)](https://pl.wikipedia.org/wiki/Rezyliencja_(psychologia)) [accessed: 1.08.2023].

3 E. Racek, *Badanie potencjału odporności organizacyjnej przedsiębiorstw produkcyjnych na przykładzie odlewni żeliwa*. PhD thesis. Poznan University of Technology, Faculty of Management Engineering, Poznań 2022, p. 20.

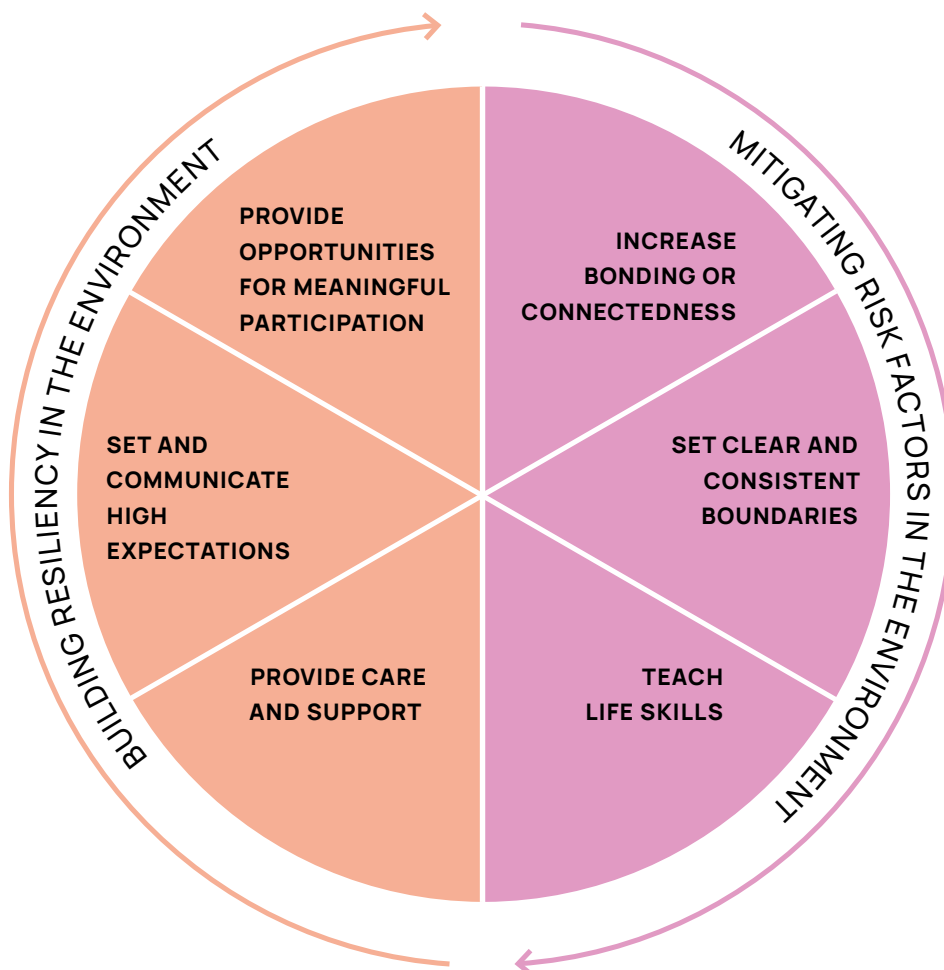
4 Wikipedia, [https://pl.wikipedia.org/wiki/Rezyliencja_\(psychologia\)](https://pl.wikipedia.org/wiki/Rezyliencja_(psychologia)) [accessed: 1.08.2023].

5 See: N. Henderson, M. M. Milstain, *Resiliency in school: Making it happen for students and educators*, California 2003.

overcoming adversities, acquire knowledge and skills, both the ones typically associated with school as well as those from the social sphere. Hence, when designing activities to strengthen the mental resilience of children with migration experience, we focused on group activities.

The “ReSET” workshops were designed to be as consistent as possible with the strategy for developing resiliency in the school environment described below. Not all activities aimed at increasing the resiliency of youth can be undertaken as part of workshops. That is why, **according to our concept, workshops should be accompanied by other additional forms of support for the development of resiliency.** We propose some of them as complementary activities to workshop classes. Some can only be realised in the social environment of children. Below we share ideas on how to enhance the positive effect of the workshops.

Henderson and Milstein developed a “Six-Step Strategy for Developing Resiliency in Schools”. It is presented in the form of a “Resiliency Wheel”.



According to this strategy, we start developing resiliency by MITIGATING RISK FACTORS. In this respect, the authors of the model indicate THREE tasks:

1 Promoting the growth of the child's emotional bonds.

Here, the task is to strengthen the child's social bonds with other children, but also with an important pro-social and empathetic person. This may be a teacher or another person who functions in the child's environment on a daily basis and has direct contact with them.

The **concept of the "ReSET" workshops** is based on the **assumption that a peer group can be a tool and a resource** that individual participants of the classes use to **develop** their **resiliency**. At the same time, all children function in a larger school community, which can also be a resource and tool for them in this process.

When designing the workshops, we assumed that **they should be implemented primarily in the communities where children function, i.e. mainly at school**, but also in community centres or, for example, various types of social activity centres.

The workshops are intended to be an important element in the development of resiliency in children and youth. By participating in them, children have the **opportunity not only to learn something new and develop their skills** in coping with adversities. It is also an **opportunity to tighten and strengthen social relationships**. One of the goals of the workshops is to integrate the people participating in them. If children who belong to one community (school, local) take part in the classes, after the workshops they have the opportunity to further deepen their acquaintance with other people taking part in them.

Additionally, as the authors of the "Resiliency Wheel" point out, emotional bonds between children can be strengthened thanks to youth's involvement in some pro-social activity.

We encourage children to engage in peer mentoring or volunteering. As a complement to the educational activities offered as part of the "ReSET" workshops, we have also prepared leaflets and brochures addressed to children (available in 4 languages) – *SUPPORT OTHERS!* The material can be downloaded from the Foundation's website. We hand out the leaflets to children after the workshops and encourage them to take such actions.

2 Establishing clear and consistent boundaries to prevent risky behaviours in children.

Henderson and Milstein point out that it is important that children at school and in classes have a clear picture of the rules and regulations that apply there. It is equally important that they know the consequences of not following these rules. It is the responsibility of adults to enforce the established system. Clearly set out boundaries make reality more predictable for children. This, in turn, helps build their sense of security.

Clearly establishing and following the rules is an important part of the "ReSET" workshop programme.

3 Teaching life skills to children.

This concerns developing children's skills and attitudes that will allow them to establish and strengthen social relationships and achieve success. These relations will also be a resource that children will be able to use in highly stressful and challenging situations. The authors of the model point to the key role and the need to develop skills such as: communication skills, cooperation skills, constructive conflict resolution, assertiveness, correct problem solving and decision-making skills, as well as constructive coping with stress.

The main goal of the workshops is to develop the life skills mentioned above.

The next three factors are important from the point of view of developing resiliency in children and youth, and concern the environmental conditions that should occur in order to support the individual's ability to overcome adversities and enable a return to balance. We are talking here about the so-called **ENVIRONMENTAL FACTORS BUILDING RESILIENCY**. These include:

1 Providing care and support.

It is important that there are other people in the individual's environment who can provide help and support when needed. These may be parents, but also teachers and other school employees, as well as peers.

The "ReSET" workshops are intended, among other things, to strengthen bonds between peers so that they can support each other after the workshops.

Additionally, people who are supposed to provide support to children at school – assistants and intercultural assistants – are invited to the workshops as observers. If there is no assistant at a given school, other friendly adults are sometimes invited to classes (e.g. a teacher who speaks the language in which the classes are conducted).

We also assume that these school employees, thanks to observing children during the workshops, will be able to get to know their pupils and those under their care better, understand them more, and thus take care of them with even greater empathy and in an appropriate manner. They will be able to accompany the children and help them when the workshops are over.

2 Setting and communicating high expectations.

Formulating high but realistic expectations, i.e. those that serve to build effective motivation.

It sometimes happens that school teaching staff have unrealistically high expectations for children who have experienced migration. For example, they believe that after a few months of staying in a Polish institution, they will be able to acquire knowledge as effectively as children who speak Polish from birth. On the other hand, it also happens that expectations towards children for whom Polish is a foreign language are low. In both situations, the result is a decrease in young people's motivation to learn and a reluctance to demonstrate their knowledge and skills. The implementation of even the best designed and prepared workshops meant to strengthen children mentally may turn out to be insufficient if the expectations of educators at school, as well as parents at home, are not adequate for children – if they are not high and at the same time not realistic. It is worth keeping that in mind.

3 Providing opportunities to be an active participant.

An important factor contributing to increased resiliency is giving not only school employees, but also students and their parents the opportunity to demonstrate responsibility for what happens at school.

It is important to invite parents who have experienced migration to the parents' council. And children, in turn, should be encouraged to participate in class and school student governments. Providing students with opportunities to solve problems, make decisions and plan activities in their school community should be a factor strengthening the educational work carried out during "ReSET" workshops.

From the mental resilience of young migrants to integration in the Polish community

The concept of the "ReSET" workshops was also based, in addition to the resiliency model described above, on the attachment theory by John Bowlby⁶. It describes how a bond is formed between a child and their primary caregiver, usually the mother, and what impact this bond has on the child's development. If the mother is caring, meets the child's needs, is empathetic, warm and, above all, emotionally present, then the child will develop the so-called secure attachment style. The initial symbiosis with the mother, her presence and emotional closeness builds in the child the belief that the world is safe and positive. This results in curiosity and the child's willingness to independently explore the world and meet people.

In the case of children of migrants, especially forced migrants, even if they develop a safe attachment style in contact with their parents, they may have a severely disturbed sense of security. The loss of a sense of security will be a consequence of the losses and changes experienced as a result of migration, as well as many traumatic experiences.

Young people who are afraid and do not feel safe will not want to explore the new place they live in, learn a new language, or meet new friends. They will not be open to integration.

Therefore, it was assumed that children and young people taking part in "ReSET" workshops would constitute a specific support group thanks to which they would be able to rebuild their sense of security. These classes are intended to be a space where young people with similar life experiences can meet. This is supposed to be a time when workshop participants can speak a language they know well and feel at home for a moment. Time spent together can help them see that others have similar experiences and difficulties and that they are not alone with their

6 See: J. Bowlby, *Przywiązanie*, Wydawnictwo Naukowe PWN, Warszawa 2016.

problems. Consequently, participation in the “ReSET” workshops and experiencing a sense of closeness with other young people should result in rebuilding the participants’ sense of security and increase the motivation to establish contacts with other children, including those from Poland.

The results of the evaluation show that, in fact, children who participated in the workshops were more willing to establish contact with their peers, including Polish children⁷. Here’s what one school employee noticed: “The workshop gave them [the participants] a certain kind of strength and self-confidence, and also made it easier for them to initiate conversations with Polish children”⁸.

Of course, when thinking about integrating children with migration experience with their peers without such experience, it is also worth organising educational activities in which both groups of children will participate. Such classes should be conducted in addition to the “ReSET” workshops presented here.

7 M. Tędziągolska, Plan International..., p.11

8 Ibid., p.11.

Construction of the “ReSET” workshops and important organisational information

Participants of the workshops

The classes are **dedicated to children and youth** who have experienced migration, especially forced migration. These may be children from different countries. However, it is important that all participants speak (or at least understand) the language in which the classes will be conducted. We write more about this later on.

Children invited to workshops may know each other beforehand, but this is not necessary. In our practice, children who went to the same school but were in different grades were often invited to workshops. The workshops were an opportunity for them to get to know each other.

Young people who have been forced to migrate may have very **difficult and traumatic experiences**. Therefore, it is worth collecting information about individual children in advance (if possible). If we do not have such an opportunity, then when proposing activities presented in the scripts, we should remain cautious.

PLEASE NOTE!

We do not invite children who have experience of migration and those who do not have it to the workshops at the same time. These **classes do not serve integration purposes, but are intended to be a kind of support group** for children with experience of migration (especially forced migration) and to help young people regain a sense of security and strengthen their mental resilience.

Language

Workshops should be conducted in the children’s native language, i.e. the language in which the child communicates with their family on a daily basis. It may happen that the classes will include children whose native language is different from that of most workshop participants. If these languages are similar (e.g. Russian, Ukrainian), then the trainer informs that they will conduct classes in one selected language understandable to all participants (e.g. Ukrainian). At the same time, they inform the group that during the workshops individual people can speak in their native language (e.g. Russian), and the trainer will also respond to the participant in the language that is most understandable to him/her.

If we plan to invite children from many different countries and who speak different languages on a daily basis to the workshops, we should make sure that they know the Polish language sufficiently to be able to actively participate in the workshops. Conducting classes in a language

that is not the children's first language is not a good solution, but it may be necessary to conduct such classes for selected groups of participants. However, if children's knowledge of the Polish language is insufficient, then group work on resiliency development should be abandoned and individual activities should be planned to support the mental resilience of individual children.

PLEASE NOTE!

We do not invite one or several children (even those with migration experience) who are unable to understand at all what the trainer is saying. For example, a child from India who will not understand the content discussed in the group at all should not participate in workshops conducted in Ukrainian. It is worth offering such a child participation in workshops conducted in the language they speak.

Individuals conducting classes

Workshops can be carried out by a teacher, a pedagogue or a school psychologist, as well as an educator working with a group in contexts other than school.

What is really important is not the function a person performs, but rather his/her professional competencies and skills. The person leading the workshops should have the **skills to conduct classes with a group using workshop methods**, i.e. building the greatest possible engagement of participants in the process of learning – acquiring and creating knowledge. They should be able to use active teaching methods – work in small groups, games, group discussion, work in pairs, etc.

It is very important that the **person conducting the workshops has at least basic knowledge about the impact of traumatic experiences on the functioning of children and youth**. Currently, you can take advantage of a wide range of training courses (also online) on this very issue. Therefore, we encourage professionals – teachers, school psychologists or other educators who want to conduct such workshops, to further their training in this field. That is, of course, if they do not yet have such specialist knowledge regarding the impact of trauma on children.

The **language competencies** of the person conducting the classes are also crucial. They should be able to conduct classes in the children's native language

PLEASE NOTE!

It is worth emphasising once again that the script is material that should be worked with by the person conducting the classes, who should be properly prepared for it. Even the best-designed workshop programme does not guarantee educational success. The people conducting the classes are responsible for the educational results. Their competencies, knowledge and experience in workshop work with groups are important.

Children and youth with the experience of forced migration have often found themselves or still find themselves in many difficult, often traumatic situations. The reality they live in

while in Poland often does not give them a sense of security or stability. Therefore, it is particularly important to emphasise that the **decision on how to conduct classes based on the scripts presented here always rests with the person or persons conducting the classes**. It is permissible to modify the educational activities presented here on an ongoing basis in such a way that it is possible to achieve the intended goals which serve to develop and strengthen the mental resilience of specific children participating in the activities. **Trainers should make decisions about possible modifications to the workshop programme based on their own experience, professional knowledge and observed group dynamics** as well as the specific needs, situation and conditions of individual workshop participants.

We assume that classes based on the presented scripts will be conducted by one person. That being said, if possible, we encourage workshops to be conducted by two people. If there is a need for individual support for a child, one trainer can provide it, and the other person will continue working with the entire group.

Location of classes and room equipment

We recommend that the workshops be conducted at school or in various places of local activity, such as: community centres, libraries, local activity centres.

The room in which the workshops are to be held should be equipped with a board on which you can write and to which you can attach flipchart sheets. Chairs in the room should be arranged in a circle. During workshops, benches and tables should be moved to the sides of the room, as they will not be needed.

PLEASE NOTE!

It is advisable to hold the entirety of workshops in one room.

Workshops scripts

Construction of the “ReSET” workshops

Workshops are designed as one-time meetings that last 2 hours and 15 minutes. They are conducted in three blocks – each of them lasts 45 minutes. Two breaks are planned between blocks of classes.

In this publication, we present three versions of the “ReSET” workshop script. The first is dedicated to children aged 7–9. The second one was created to conduct classes for children aged 10–13. Based on the last script presented here, you can conduct classes for young people aged 14–15.

About the Polish Migration Forum Foundation and the authors

About the authors

Zuzanna Rejmer – intercultural psychologist, psychotraumatologist, psychotherapist undergoing certification, trainer and advisor in the field of social skills and intercultural competencies. Since 2004, she has been working with people with migration experience, including young forced migrants. Since 2008, associated with the Polish Migration Forum Foundation.

On a daily basis, she conducts training and consultations and implements projects supporting integration with the migration experience in Polish schools. She supports multilingual families in using the potential of their native languages. She conducts workshops and individual consultations for parents, children and adults. She trains people working in a multicultural context (including career counsellors, teachers, psychologists). She supervises the work of intercultural assistants working in schools.

Author and co-author of publications aimed at developing intercultural competencies of education workers, including: *Different at Polish school. A practical guide for teachers who work in culturally mixed groups*. Author of the concept and co-author of the “ReSET” workshop programme. Leader of the training team conducting these workshops.

Olesia Onoshko – pedagogue with ten years of professional experience, an educator and specialist, with practical skills regarding intercultural communication in working with children, youth and parents. Her passion is supporting others in their emotional and psychological development. Throughout her time working as a pedagogue, she acquired extensive knowledge and skills, gaining experience in both therapeutic and educational work. At work, she places great emphasis on creating a safe and supportive educational space.

Co-author of the “ReSET” workshop programme. Trainer involved in conducting workshops.

Viktoriya Demchenko – psychologist, Ukrainian by origin. Certified crisis consultant, TPT therapist, art therapist. For over five years, she has been conducting trainings and workshops to develop competencies and social skills. She works individually and in groups with adults, children and youth. Her main professional interests include: trauma, emotions, difficult experiences, mourning; in her work she focuses on self-esteem, self-assessment and self-acceptance. She gained experience in working with children and youth by working on a hotline and a trust chat, as well as by supporting people seeking help in connection with the war in Ukraine.

Co-author of the “ReSET” workshop programme. Trainer involved in conducting workshops.

Yuliana Shevchuk – psychologist (graduate of the Faculty of Psychology at the University of Warsaw), cognitive-behavioural psychotherapist, trainer; she comes from Ukraine. For the last few years, she has been working mainly therapeutically, also supporting people with emigration experiences. She has experience in running support groups, psychological skills trainings and group therapy.

Co-author of the “ReSET” workshop programme. Trainer involved in conducting workshops.

Nataliia Marchenko – graduate of psychology at MAUP University, Kiev; comes from Ukraine. Certified Gestalt psychotherapist and psychologist. She supports children and youth with war experience in adaptation, integration and educational issues, and develops social skills. She conducts individual and group psychotherapy for children, youth and their parents.

Co-author of the “ReSET” workshop programme. Trainer involved in conducting workshops.

Mariia Sobol – certified in Poland occupational therapist, art therapist, trainer, intercultural educator and psychotherapist in training. She comes from Ukraine, has personal experience of migration, graduated in international economics from the Vasyl’ Stus Donetsk National University, a psychotherapy student at the Collegium Verum in Warsaw. For several years, she has been conducting psychoeducational and development classes, individual consultations and support groups for children, youth and adults. Since the beginning of the invasion in Ukraine, she has been actively working with Ukrainian refugees focusing on integration and social adaptation, trauma and PTSD therapy.

Co-author of the “ReSET” workshop programme. Trainer involved in conducting workshops.

Marharyta Olshanska – graduate of the Faculty of Psychology of the Oles Honchar Dnipro National University; Ukrainian by origin. She has been conducting psychological training for children and youth for over ten years. She has experience working at a Family Development Centre and at school. After the outbreak of the war in Ukraine, she moved to Poland, where she works with Ukrainian children, helping them adapt and integrate.

Co-author of the “ReSET” workshop programme. Trainer involved in conducting workshops.

Script 1

Script of psychoeducational classes strengthening mental resilience
intended for implementation with children aged 7–9
who have experienced forced migration

authors:

Zuzanna Rejmer, Viktoriya Demchenko, Olesia Onoshko,
Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

script developed by:

Olesia Onoshko

Group size:

5–15 people

General objectives:

Strengthening mental resilience (resiliency) in children and youth, i.e.:

- regaining/building faith in one's own potential and strength;
- developing the ability to overcome adversities – coping constructively with problems and the accompanying emotions, as well as building the personal and social competencies needed for this.

Specific objectives:

- strengthening positive self-assessment – increasing self-esteem;
- developing self-acceptance;
- strengthening skills concerning compliance with rules;
- shaping and strengthening the ability to cope with problems;
- developing decision-making skills;
- developing the ability to adapt to changes;
- improving the emotional intelligence of workshop participants;
- getting to know each other, integration – meeting the needs of belonging, friendship, acceptance;
- improving skills that strengthen relationships with peers – listening to others, empathetic attitude;
- developing team cooperation skills;
- acquiring skills in coping with stress, caused in particular by difficult war experiences and the need for forced migration.
- developing skills in constructive conflict resolution;

Results of participation in classes:

- participants know what mental resilience is, they know and can explain what helps and what hinders coping with adversities;
- children can better adapt to changes in their lives and cope with difficulties;
- young people understand the role of social rules in life and are able to follow them;
- participants notice and are able to name their own emotions and mood, and know how to deal with them;
- participants are more integrated, have a sense of community and belonging;
- children are aware of their own skills and strengths – they have better self-esteem;
- young people can cope with stressful situations, they can calm down and compose themselves;
- participants have better developed decision-making skills;
- children gain greater teamwork skills – they have greater communication skills and are more empathetic.

Work methods:

directed conversation, active listening, game, work in pairs and groups, individual work, manual work, staging, work with the body (physical and breathing exercises), fairy tale therapy.

Duration:

3 teaching hours (3 x 45 min); there are 2 breaks in between classes.

COURSE OF CLASSES

Introduction

Przebieg krok po kroku:

- 1 Invite the children to sit on chairs arranged in a circle.

Start the class by greeting participants.

” Say: *I would like to welcome you to the “ReSET – Relations, Strength, Emotions, Care”. My name is.... and I am...*

- 2 Then briefly talk about what will take place at today’s workshops. Say:

” *Each of us experiences different emotions every day, sometimes we have to take on challenges and go through stressful situations, which is why it is so important to develop our inner strength and learn how to turn it into our super power. One that will help us in difficult moments in life. These will be classes full of fun and learning! It is important to establish rules before starting the workshops. Those rules will help us create a pleasant atmosphere during the classes.*

Activity 1. | Workshop Code | 5–7 min

Author/Source: Zuzanna Rejmer, Viktoriya Demchenko, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

Establishing and adopting rules enabling comfortable and safe work for all participants, building a sense of security

Materials needed:

rule cards (with graphics symbolising individual rules) – **Attachment No. 1**, magnetic board, magnets

Process step by step:

- 1 Hang pictures with the rules on the board.

- 2 Say:

These are the rules I want to propose to you:

— **rule number 1: “Workshop duration”**. The workshops will last 2 hours 15 minutes, with 2 breaks of 10 minutes each;

— **rule number 2: “1-1-1”**. This means that only one person will speak at a time and only on one topic;

- **rule number 3: “Raise your hand”**. If you want to say something or ask a question, signalise it by raising your hand. I would like to hear all your voices and hear your opinions. If we all speak at once, it may be difficult;
- **rule number 4: “No marks”**. I encourage you to share your thoughts; by speaking your mind, you will be able to learn from each other. Every opinion you have will be important;
- **rule number 5: “Teamwork”**. Today, you will work together as a team, helping each other. It is important that you treat each other with respect – this means that you should use friendly words and phrases, be nice to each other, and help each other;
- **rule number 6: “No, thank you”**. During the classes, you will be able to refuse to participate in one of the activities, but you will only be able to use this option once;
- **rule number 7: “STOP”**. Every person, including the trainer, has the right to say “STOP” if someone violates the rules. This will be a way to remind you of the need to follow them;
- **rule number 8: “No phones”**. The use of phones and other electronic devices will be prohibited during the workshops.

- 3 When you finish discussing the rules that will apply during workshops, ask the children to gesture to indicate whether they agree to the rules presented being applied in class. Ask those who agree with the rules to raise their thumbs up (making the so-called “OK” gesture). Say: *Do you have anything to add? Is there anything else that is important to you? Can we agree on these rules?*

Comments and methodological tips

If children do not agree to follow any of the rules presented, explain that these rules are necessary. They are supposed to improve work during the workshops and help everyone feel important and heard, so that we can work well together. Explain participants’ doubts and reservations until everyone accepts the rules with a thumbs up gesture.

Activity variants

Rules can be introduced arbitrarily by just announcing them, or it can be done in cooperation with the children. In this case, children guess what is in the pictures with the rules and name what they see.

Activity 2 | We're getting to know each other | 7-10 min

Author/Source: Zuzanna Rejmer, Viktoriya Demchenko, Olesia Onoshko,
Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

getting to know each other, building a sense of security, integration

Materials needed:

one mascot of your choice; labels with names (e.g. self-adhesive address labels for letters) depending on the number of people in the room (participants + trainer); marker.

Process step by step:

- 1 Sit in a circle with the children.
- 2 Start by introducing the mascot – tell the children what its name is and what its mood is today. You can say: *Now that we have the rules in place, I invite you to have fun and get to know each other. You already know my name, and now I would like to get to know each of you. Also meet our guest (the mascot). This is....., he/she is joyful and full of energy.*
- 3 Now pass the toy to the child sitting next to you. Ask them to introduce themselves in the same way as the mascot. You can say: *Please tell us your name and what mood you are in today.*
- 4 When the child introduces themselves, thank them for it and ask them to pass the mascot to the person sitting next to them.
- 5 The rest of the children in the circle present themselves in the same way.
- 6 As children talk about themselves, write each child's name on the labels.
- 7 After the presentation, give everyone stickers with their names and ask them to stick them on their clothes in a visible place.

Comments and methodological tips

The activity is usually performed with great enthusiasm, make sure everyone listens carefully to the speaker, you can say: *Remember that you are here also to learn many interesting things about yourself and others – listen to each other.*

Activity variants

If the workshops are run by two trainers, while one is conducting the activity, the other one is writing the names on the labels.

Activity 3 | Everyone who... | 10–20 min

Author/Source: nieznany

Purpose:

integration of participants, creating a good atmosphere during the workshops, increasing energy in the group

Materials needed:

chairs (for all workshop participants minus the chair for the trainer).

Process step by step:

- 1 Place chairs in a circle and ask the children to sit on them.
- 2 Let the children know what the task will be and that you will also take part in it. Tell them that all of you will soon be switching places and the person who cannot find a seat will stand in the middle instead of you. Tell them that in a moment you will mention one of your features/traits. Anyone who has the above-mentioned feature/trait should get up from their seat and find a new chair to sit on. The person who has not found a free chair stands in the middle of the circle and has some characteristic that other people in the group may also have.
- 3 Stand in the centre of the circle and say: *Everyone who...* (here mention any feature/trait that applies to you, but also to other players in the game) *...changes seats*. For example, everyone who likes to draw, or everyone who came from Ukraine, or everyone who ate breakfast today, etc.
- 4 Participants who have this feature/trait look for a new place to sit.
- 5 The person who has not found a place for themselves stands in the centre of the circle. They become the new host. Now they are the one who has to name a feature/trait that they possess. They begin with the words “Everyone who...”
- 6 Gradually increase the difficulty of the task, encouraging children to move away from simple and obvious features/traits to more complex ones, such as character traits and strengths.

Comments and methodological tips

Before starting the activity, participants should be made aware of the safety rules, the prohibition of pushing one another and the rule that only one participant can sit on one chair. Make sure there is enough space in the room to perform the activity.

About 5-6 “hosts” should end up in the middle of the circle mentioning their characteristics.

Activity 4 | Cat lessons: how to take care of yourself and enjoy life | 10–15 min

Author/Source: Olesia Onoshko, Viktoriya Demchenko

Purpose:

developing the ability to adapt to changes, introducing the topic of mental resilience

Materials needed:

a sheet of paper from a flipchart pad; a marker; a picture or drawing of a cat (**Attachment No. 2**); masking tape.

Process step by step:

- 1 Stick the picture of a cat (Attachment No. 2) in the centre of the flipchart sheet so that there is space to write down the information the children suggest. Hang the sheet on the board.
- 2 Say: *Look at the picture. Cats are adorable and cute, but they can also be an inspiration to nurture our well-being. I suggest you use the example of a cat to think about how we can take care of ourselves and become more resilient and ready for various situations. Give examples of what a cat usually does. How does it behave? What does it like to do?*
- 3 Children will list different cat behaviours. Write their answers on the board. Comment on the traits mentioned by children, referring to mental resilience. For example:
 - if a child says that a cat likes to sleep, say: *Just like cats who can spend most of the day napping, it is important that we take time to rest and relax, this will allow us to regenerate and wind down.*

On the piece of paper with the cat picture write down: **“Rest”**;

- if a child says that a cat likes to play, say: *Cats are able to enjoy simple things, such as sunshine or playing with a simple box. Similarly, we should learn to appreciate and enjoy the small pleasures in life. Let's focus on the positive aspects, on finding joy and being grateful for what we have.*

On the piece of paper with the cat picture write down: **“Positive attitude”** and **“Being active”**;

- If a child says that a cat can scratch you, if it doesn't like something or someone has insulted it, say: *Let's be aware of our emotions and needs and give ourselves time and space to satisfy them.*

On the piece of paper with the cat picture write down: **“Get to know your emotions”**;

- if a child says that a cat is constantly cleaning itself or eating, say: *By observing cats, we can see that they perfectly recognise their own needs and express them. Similarly, we should learn to listen to our body and mind and respond to our own needs.*

On the piece of paper with the cat picture write down: **“Follow your needs”**;

- if a child says that a cat likes to be petted or, conversely, that it likes to be alone, say: *Cats are independent, but they also need the company of others. Like them, we humans are social creatures and need healthy relationships with other people. Let's make sure to build and maintain close relationships with family, friends and community. Let's seek support, share our feelings and experiences, and offer support to others in need.*

On the piece of paper with the cat picture write down: **“Stay in contact with others”**;

- if a child says that the cat adapts well to new places, say: *Sometimes we may feel uncertainty and fear when faced with a new situation or a new place. But just like cats, after some time we start to adapt, explore the new place, create a safe space for ourselves and so we become more and more confident.*

On the piece of paper with the cat picture write down: **“Adaptation”**.

- 4 Summarise: *As you have noticed, observing cats can help us discover many interesting things in ourselves and in the environment around us. After the break, we will continue our work and learn another interesting thing.*

Comments and methodological tips

Learning from cats is a metaphor you can apply to your own life. Not all participants need to have experience with cats, but they can benefit from listening to others' responses. If the children do not name any cat behaviours, you can do it. For example, by giving any of the examples above.

10-Minute break

Activity 5 | “If I were a cat...” | 15–20 min

Author/Source: Olesia Onoshko

Purpose:

building self-esteem, searching for one’s strengths

Materials needed:

2–3 sets of cards with pictures of cats, prepared, printed and cut out of paper (depending on the number of children) – see **Attachment No. 3**.

Process step by step:

- 1 Divide everyone into 2–3 groups depending on the number of participants; if there are fewer than 10 children, do not divide them into groups.
- 2 Ask the children to sit on the floor, not on chairs.
- 3 Say: *Now I would like to propose to you an unusual activity that will help you discover your strengths by looking at the world through the eyes of a cat. Yes, you heard me right, today you will all become cats for a moment!*
- 4 Give each group the same set of pictures of cats (**Attachment No. 3**), warning that for now we are ONLY looking at the pictures, so that everyone has time and opportunity to look at each cat drawing.
- 5 Ask each person in the team to choose one picture that they think best suits them, is most similar to them, has the same or a similar feature or talent.
- 6 After the children have selected the pictures, combine the groups into one (if there is more than one group) so that it is possible to further present the selected card to all workshop participants.
- 7 Each participant presents the picture they have chosen to the others and explains their choice (e.g. someone chose a cat with brushes and paints because they love to paint).
- 8 Ask the children: *What did you learn about yourself from this activity? What did you learn about others?*

Comments and methodological tips

You can also let the children keep the cat pictures as souvenirs.

Activity 6 | The world of emotions | 10 min

Author/Source: Viktoriya Demchenko, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

improving the emotional intelligence of workshop participants, developing the ability to recognise emotions and understand peace as a state of balance

Materials needed:

“palette of emotions” printout (**Attachment No. 4**), “emotions cards” (**Attachment No. 5**), marker, A4 sheet of paper (can be in a colour other than white), adhesive gum

Process step by step:

- 1 Invite the children to sit on chairs in a circle.
- 2 Draw the participants’ attention to the picture of a cat on the flipchart (**Attachment No. 3**) and attach to it an A4 sheet of paper with the inscription: “Get to know your emotions”; Say: *Emotions are natural and we all have them. Sometimes we may feel very happy when something wonderful happens, and other times we may feel sad or worried. It is important that we understand that all emotions are valuable and necessary.*
- 3 Present the “Palette of emotions” (**Attachment No. 4**) and emphasise: *Emotions are like the language of our body. They tell us how we feel and what exactly we are experiencing at a given moment. The emotions we experience influence our everyday actions. Having a full range of emotions is also important because it makes our lives interesting.*
- 4 Present the pictures with emotions (**Attachment No. 5**) and ask the children to look at the pictures and raise their hand to say what emotions they are and how they recognise a given emotion.
- 5 Ask children whether all emotions are necessary and whether there are any that may bother us.
- 6 Don’t comment on the children’s answers right away. Say: *Let’s check in a moment what’s the deal with these emotions.*
- 7 Then invite the children to participate in the next activity.

Comments and methodological tips

When we talk about emotions, it is very important not to ask leading questions or to indicate in which case a specific emotion may appear.

It may happen that some children start talking about various difficult situations they find themselves in and the emotions they experience. Be careful not to delve into this topic, because there will not be enough time during the workshops to provide care for children with difficult experiences. Don’t encourage other people to share their experiences, but don’t forbid them from doing so either. Normalise by saying that different emotions appear in difficult situations and that all of them are important and necessary. Try to summarise and say that we can learn to deal with difficult emotions.

Activity 7 | Fairy tale about a magical forest of emotions and a little bunny |
10–15 min

Author/Source: Olesia Onoshko, Zuzanna Rejmer

Purpose:

psychoeducation on emotions, understanding one's own feelings and learning methods of dealing with them

Materials needed:

text of the fairy tale (see: **Attachment No. 6**).

Process step by step:

- 1 Ask participants to sit comfortably and prepare to listen to the story.
- 2 Read the fairy tale to the children (**Attachment No. 6**).
- 3 Ask children what they think about emotions right now. Do we need all of them or just the nice ones? Referring to the fairy tale, ask: *Have you understood that each emotion plays a unique role in our lives?*
- 4 Summarise the activity. You can say: *Do you now agree that all emotions are important and necessary? Emotions are not good or bad - they are part of our human nature and how we express and deal with them matters.*

Comments and methodological tips

Remember to read aloud clearly and loudly, using dynamic narration. Maintain a good rhythm while reading the text as it keeps the audience interested and engaged.

10-minute break

Activity 8 | Shore, sea, shark | 5–10 min

Author/Source: Viktoriya Demchenko, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

exercises for concentration of attention, development of the ability to adapt to changes

Materials needed:

ball of yarn

Process step by step:

- 1 Roll out a ball of yarn on the floor and say this is our shoreline.
- 2 Ask the children to line up along the unrolled yarn. On one side there is the shore, on the other there is the sea.
- 3 Inform that “Shore, Sea, Shark” is a dynamic game in which participants must perform various activities depending on the words they hear from the trainer.
- 4 Say to the children: *When I say “shore”, you stand still. When I say “sea”, take a step back and stand behind the line as if you were in the water. And when I say “shark”, make shark movements with your hands (i.e. raise your arms above your head, imitating a shark’s fin).*
- 5 Then start saying these three words in any order. Try to increase your pace as you go on.
- 6 Then suddenly say a new word: “ice cream”. Observe the children’s reactions, then determine what the movement will be for this word and tell them that from now on they will make 4 moves, i.e.: “shore”, “sea”, “shark” and “ice cream”.
- 7 After some time, unexpectedly say a new word again, e.g. “butterfly”. Usually, one of the children begins to imitate the flight of a butterfly, and others begin to repeat it.
- 8 End the game by saying the word “shore” and then invite everyone to sit in a circle for a moment to discuss what happened during the game.
- 9 To sum up, tell the children that unexpected changes can make the situation hard to understand. Sometimes we don’t know what to do and we may end up following the crowd. We often encounter various surprises in life, but it is important that we are able to adapt to new situations and remain flexible and vigilant.

Activity variants

Instead of the words “ice cream” and “butterfly”, you can use any other word, as long as the children can easily imitate it.

Activity 9 | Breath of balance | 5 min

Author/Source: Agnieszka Stażka-Gawrysiak, Anna Teodorczyk⁹

Purpose:

acquiring the ability to unwind, relax and cope with stress

Materials needed:

none, possibly a leaflet (available for download from the Polish Migration Forum Foundation website).

Process step by step:

- 1 Ask the children to sit comfortably in their chairs.
- 2 Then say: *Imagine that you are holding a beautiful flower in one hand and a candle in the other. Now close your eyes and gently lift the flower to your nose. Inhale deeply through your nose, pretending to smell the scent of this beautiful flower. Imagine that this scent affects your body and mind and brings you peace and relaxation. Then exhale calmly through your nose onto the other hand so as not to extinguish the candle. Focus on lengthening your exhale. On each exhalation, try to extend its duration. Imagine that by exhaling slowly and deeply, you are releasing tension and stress.*
- 3 Children take several slow and deep breaths in and out, mentally visualising smelling a flower.
- 4 Then say: *Slowly open your eyes. How are you feeling now? Did this exercise help you? Do you feel more relaxed now?*
- 5 Summarisation: *Remember that you can return to this exercise any time you feel stressed or need a break.*

Activity variants

You can extend this activity by discussing the methods of coping with stress described in the Polish Migration Forum Foundation Support yourself. How to Look After Your Wellbeing? brochures.

After discussing these exercises, it is worth handing out printed leaflets to children (available on the Polish Migration Forum Foundation website in Polish, English, Ukrainian and Russian), which also include examples of other breathing exercises.

9 The activity was based on the book: A. Stażka-Gawrysiak, *Self-Regulation. Opowieści dla dzieci o tym, jak działać, gdy emocje biorą górę* (Self-Regulation. Stories for children about how to act when emotions take over), Kraków 2020.

Activity 10 | Learning to relax | 5 min

Author/Source: unknown

Purpose:

acquiring the ability to unwind, relax and cope with stress

Materials needed:

none

Process step by step:

- 1 Ask the children to stand up and do the following exercise.
 - 2 Say: *Let's start by clenching our hands tightly. Please squeeze your hands tightly as if you wanted to create as much tension as possible in the muscles of your hands and forearms.*
 - 3 Children make a move of pressing their hands tightly.
 - 4 Say: *Now try to hold this tension for a few seconds (count down: 5, 4, 3, 2, 1) and feel how the muscles in your hands and forearms work. It's like if you were preparing for something difficult and now it's time to relax.*
 - 5 Then suggest that the children, as they exhale through their nose, make a quick downward movement as if they wanted to shake off and relax their hands.
 - 6 Say: *Now notice that you feel your hands. What sensations accompany your hands? Do you feel the difference between tension and relaxation? Maybe you feel that your hands are lighter and more relaxed?*
 - 7 Summarisation: *Remember that when you are stressed or feel tense, you can do this exercise to relax your muscles and feel better.*
-

Activity 11 | Emotional first aid kit | 15–20 min

Author/Source: Viktoriya Demchenko, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

developing imagination and creative activity, learning ways to relax, developing teamwork skills

Materials needed:

crayons, markers, pastels, one pack per group; one sheet of flipchart paper for each group.

Process step by step:

- 1 Divide the children into 2-3 groups depending on the number of participants; if there are fewer than ten children, do not divide them into groups.
- 2 Ask the children to create a piece of artwork. Say: *And now I invite you to take part in an exercise – you will create artwork that will help us in creating something very important and valuable. I would like you to create a unique first aid kit containing all the tools that will help you in difficult times. Think about what calms you down, what makes you feel safe and good.*
- 3 Each group receives a card from a flipchart block, crayons, markers, pastels.
- 4 Then each child traces his or her hand on the flipchart card given to his or her group. They write their name in the middle of the drawn hand and, in each finger, they write a way that helps them deal with difficult emotions or life situations (e.g. sports, music, walks, family).
- 5 Then, children working in one group check who wrote the same methods and connect their drawn hands with lines.
- 6 Finally, children present their work to other groups (if they worked in separate and not in one group).
- 7 Summarise by pointing out to children that they have many common methods for dealing with difficult situations.

Activity variants

You can draw the sun in the centre of the card and trace the rays to the hands. Instead of descriptions of methods, children may also use drawings or diagrams.

Activity 12 | Smiling circle | 5 min

Author/Source: Viktoriya Demchenko, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

calming down the group, saying goodbye, arousing positive emotions

Materials needed:

one mascot of your choice (can be the one used in activity 2).

Process step by step:

- 1 Ask the children to stand in a circle.
- 2 Pick up the mascot.
- 3 Tell the children that you are about to pass the toy to the person next to you. The person who receives it is to talk about one thing they liked the most or one they remembered during today's workshops, and then they are to pass the toy to the person next to them.
- 4 The children pass the toy to each other and talk about what they "take" with them from the workshops.
- 5 When the toy is back in your hands, tell the children that we will say goodbye with a smile on our face, which will soon also be travelling around the circle.
- 6 Smile at the child standing to your right or left and ask them to pass their smile on to the person standing next to them.
- 7 Children pass their smile on to each other until it returns to you.
- 8 Thank participants for the time spent together. You can say: *Dear children, thank you for the wonderful time we spent together talking about your strengths, emotions and how to deal with stress.*

Attachments to the activities:

Attachment No. 1 Cards with rules

Attachment No. 2 Picture or drawing of a cat

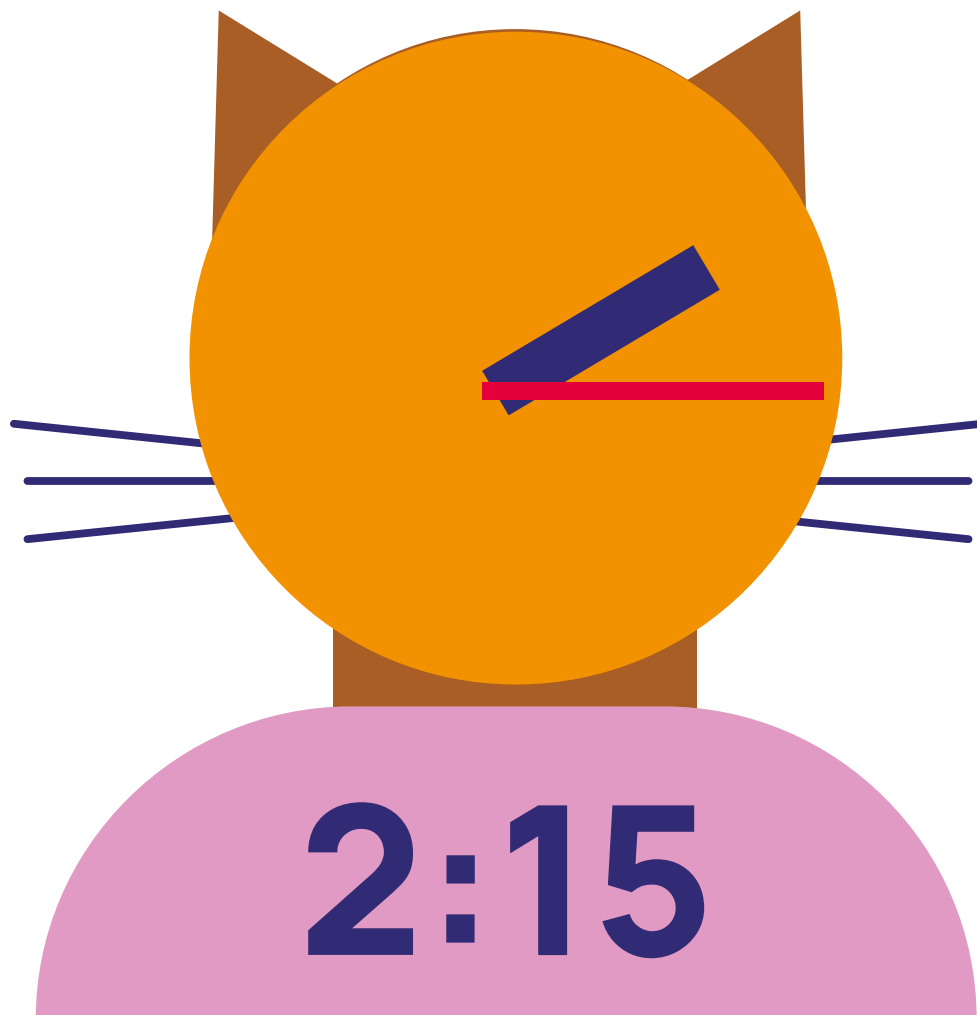
Attachment No. 3 Picture or drawing of a cat

Attachment No. 4 Palette of emotions

Attachment No. 5 Emotions cards

Attachment No. 6 Therapeutic fairy tale

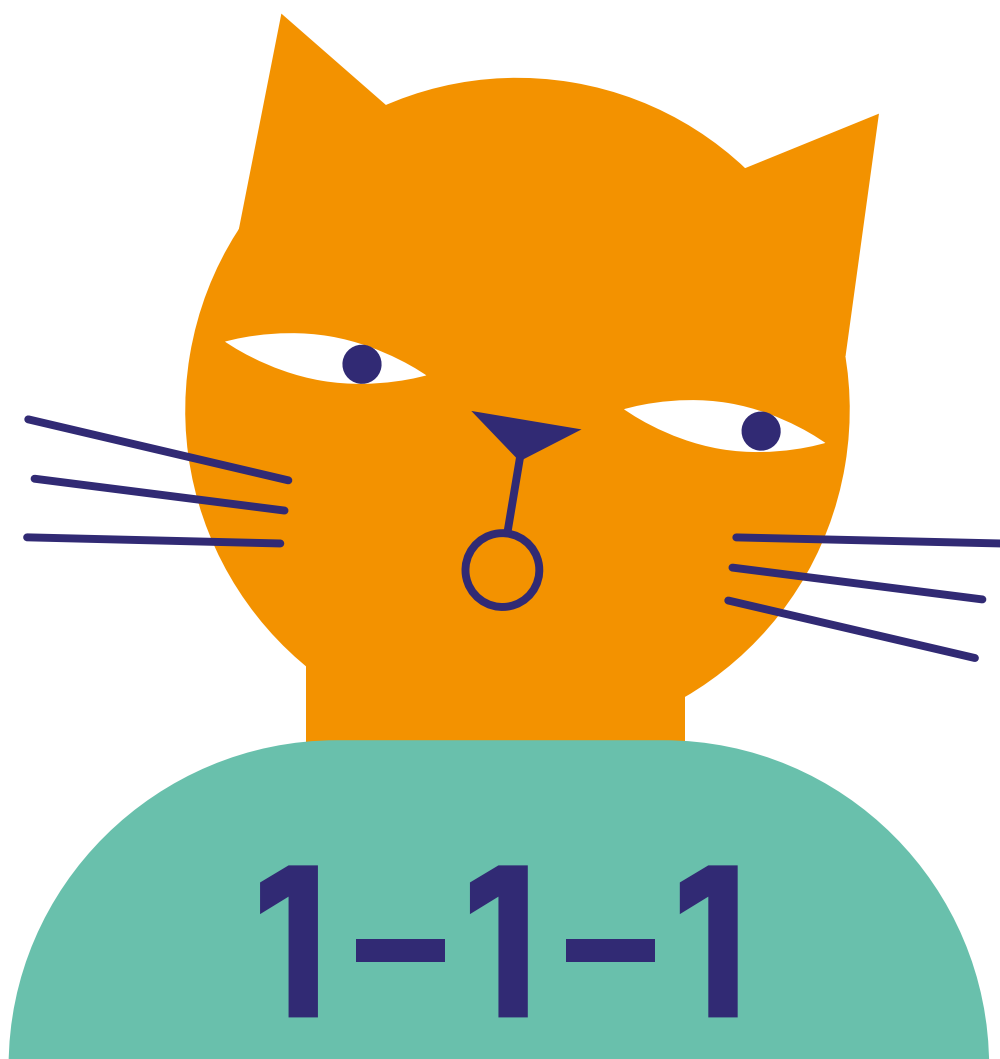
Workshop Code



Rule No. 1

Workshop duration

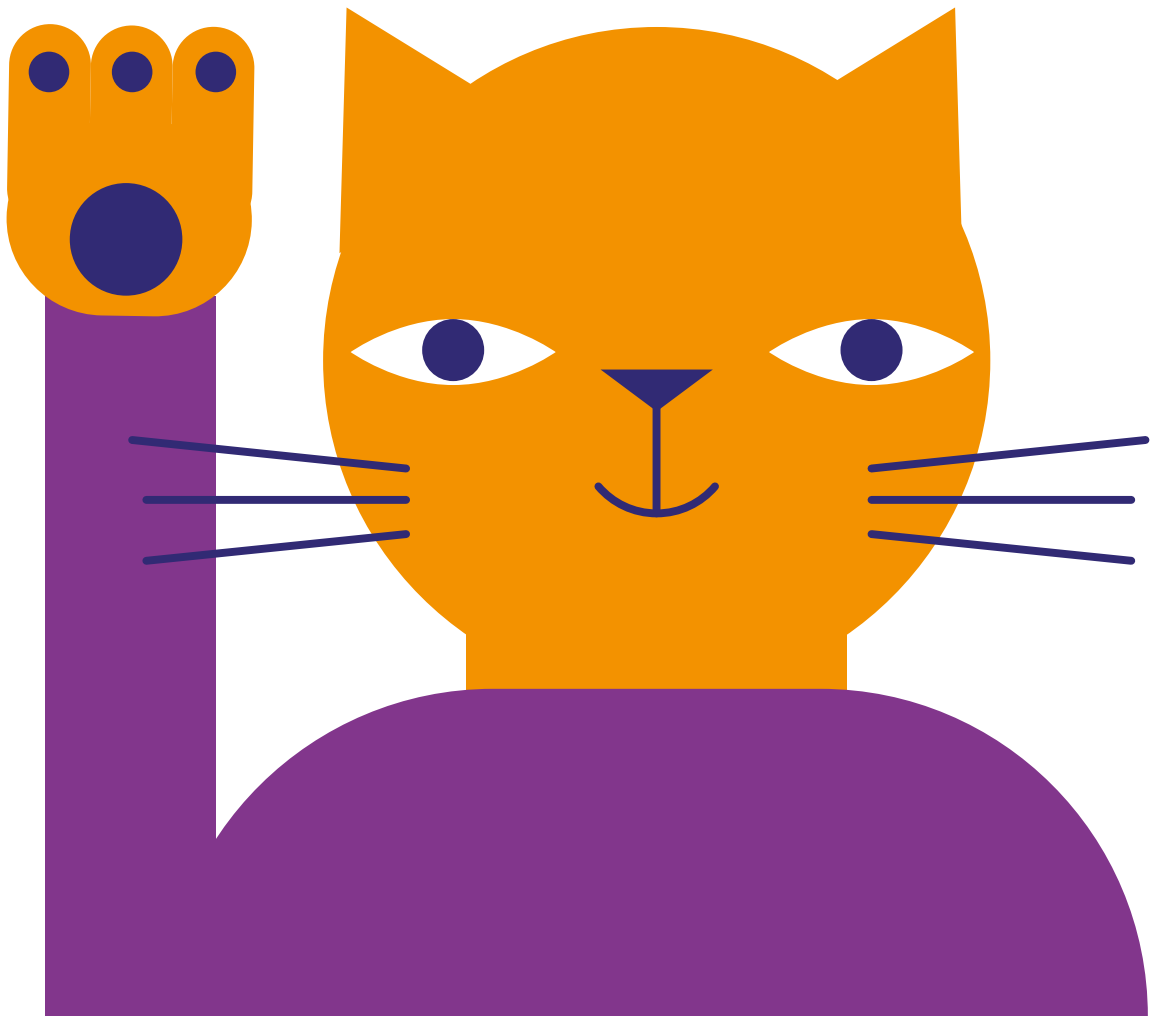
Workshop Code



Rule No. 2

1-1-1

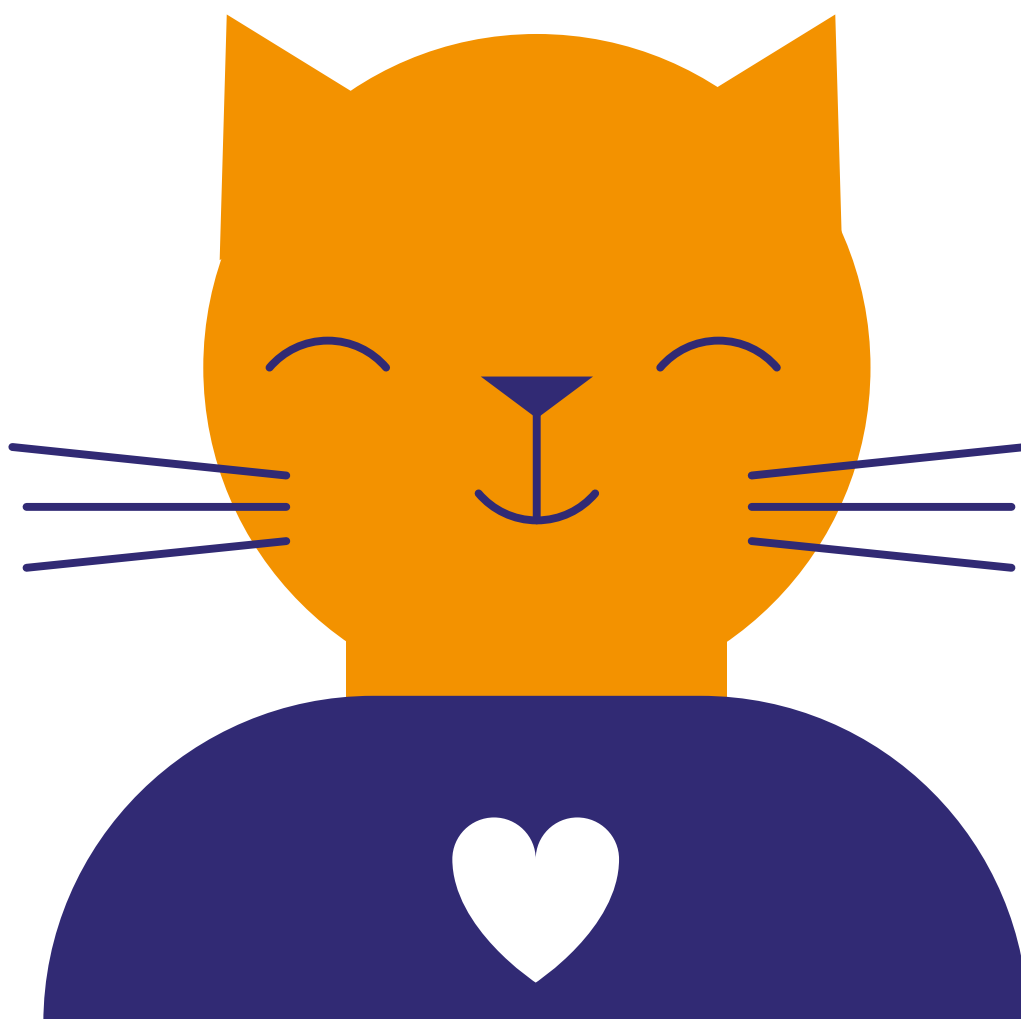
Workshop Code



Rule No. 3

Raise your hand

Workshop Code



Rule No. 4

No marks

Workshop Code



Rule No. 5
Teamwork

Workshop Code



Rule No. 6

No, thank you

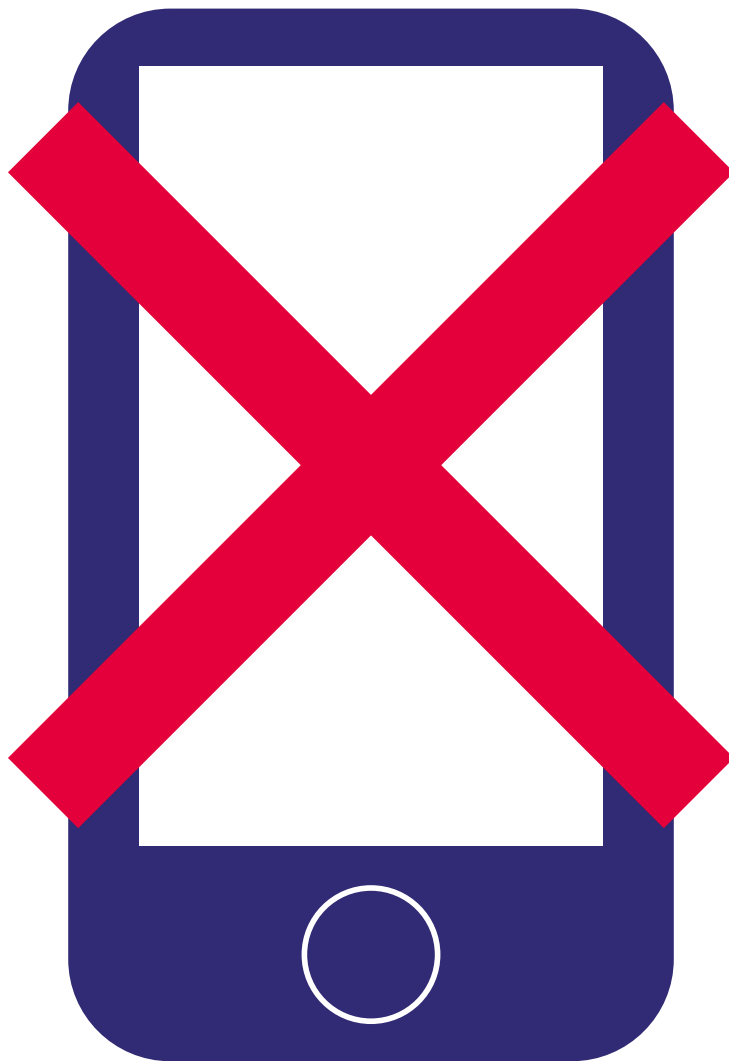
Workshop Code



Rule No. 7

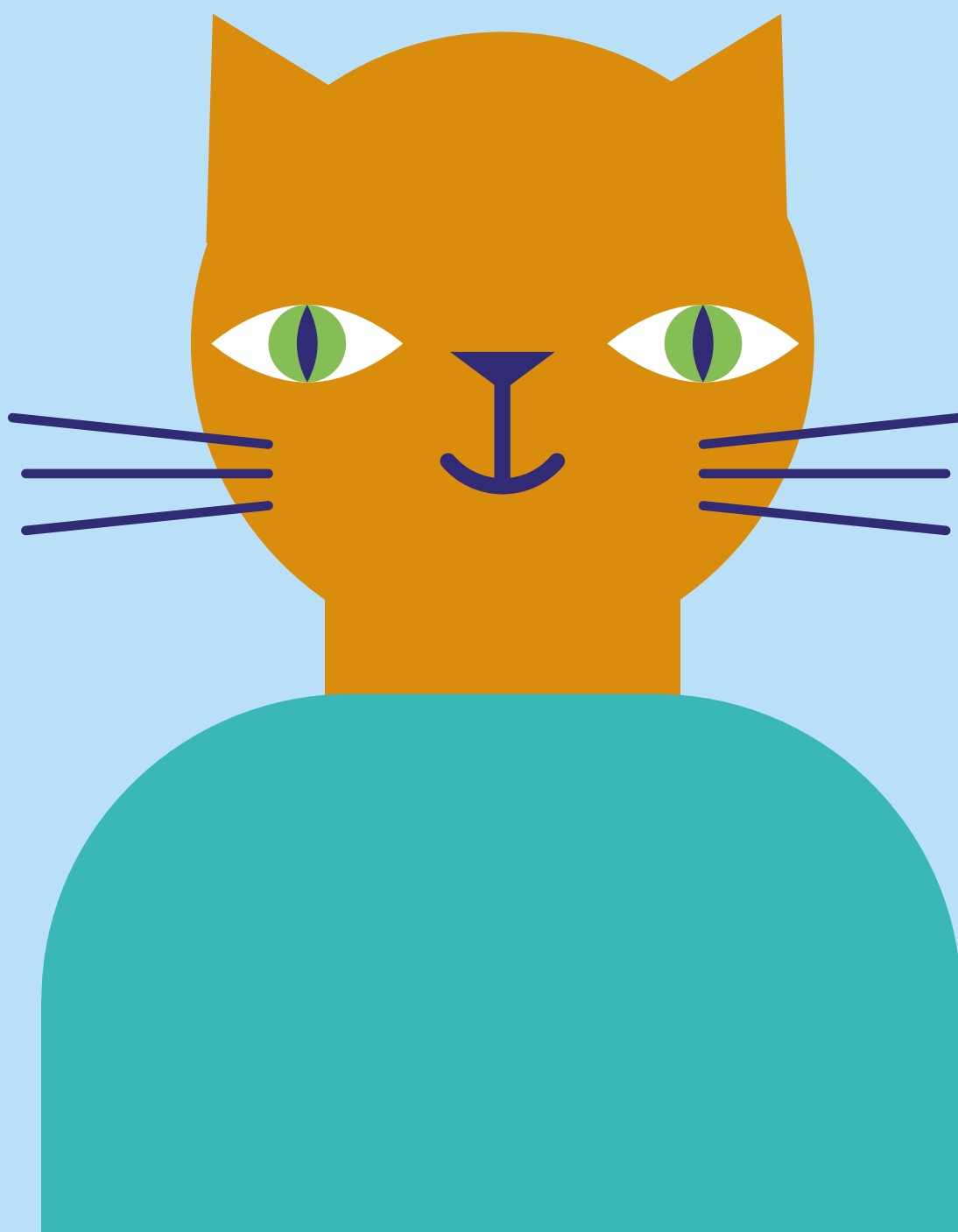
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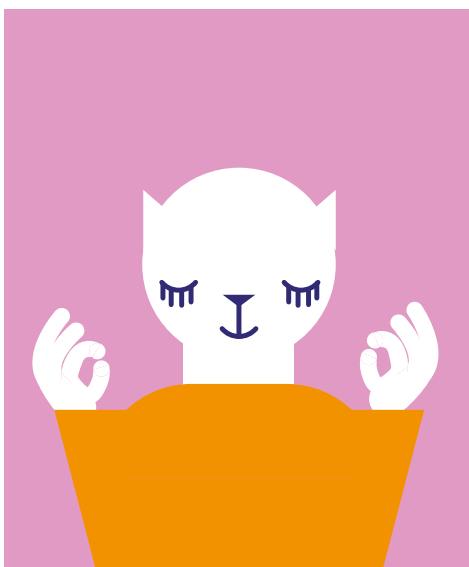
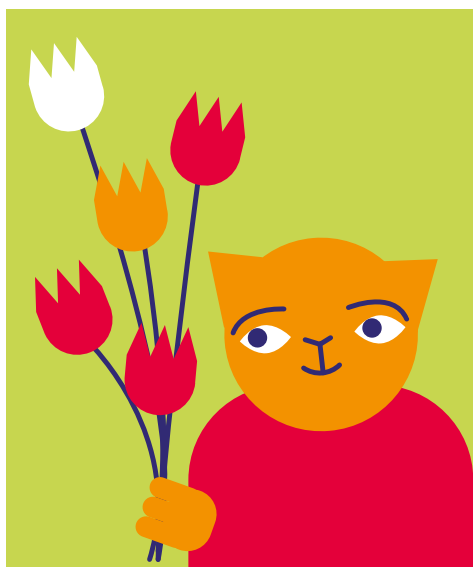
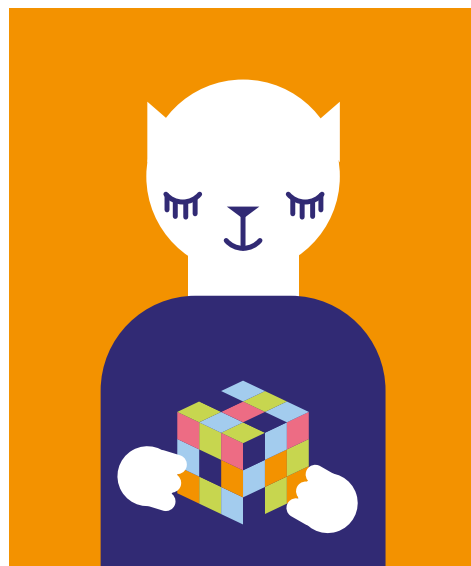
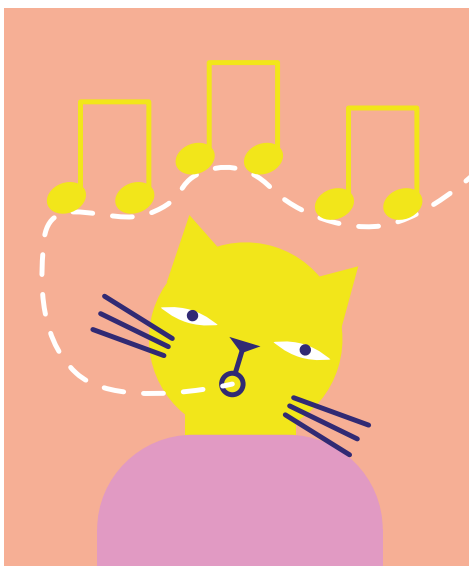
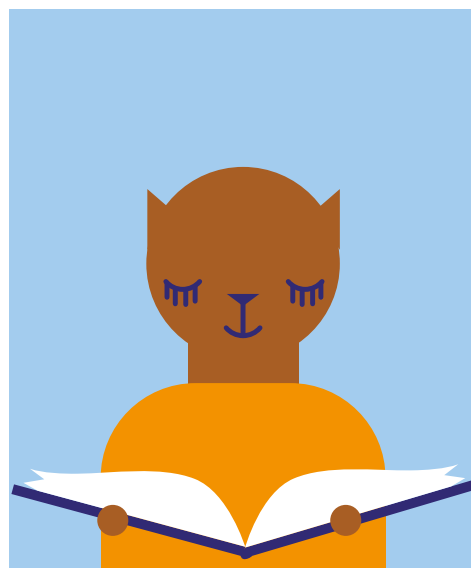
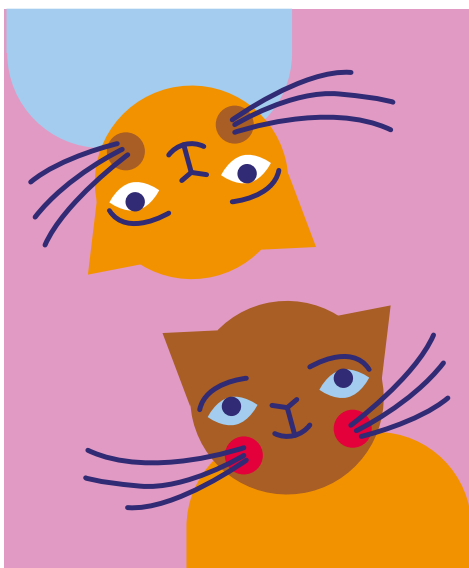
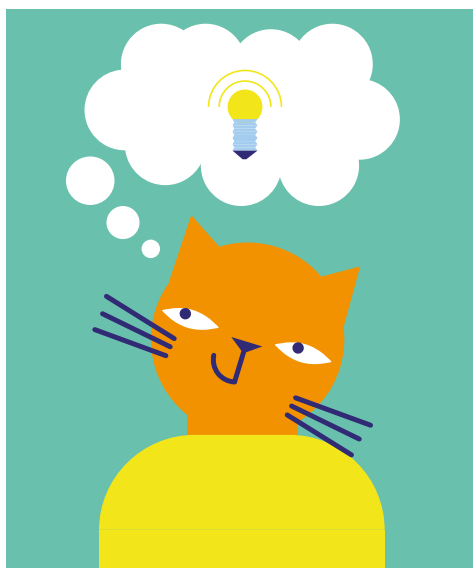
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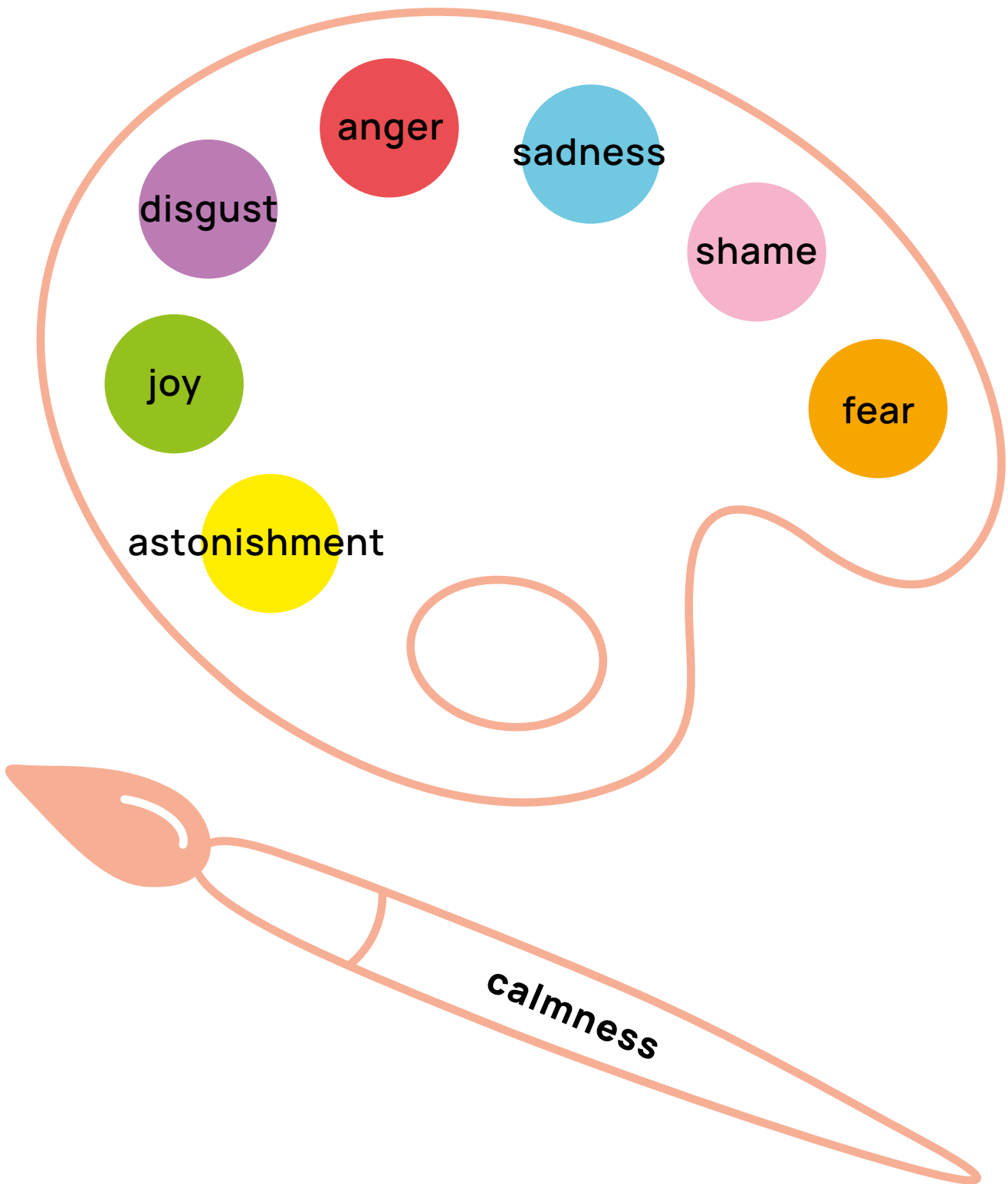
Rule No. 8

No phones





Palette of emotions



Emotions cards



joy

sadness

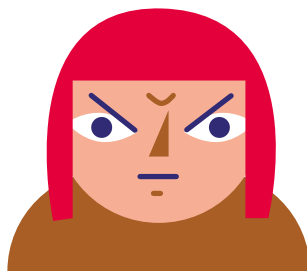
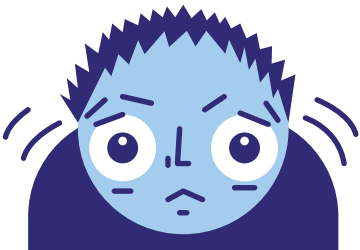
calmness

disgust

astonishment

fear

anger



Fairy tale about a magical forest of emotions and a little bunny

There was once a magical forest where different emotions lived, such as Fear, Sadness, Anger, Joy and Disgust. They all had their homes here and lived together in harmony. Each of them was important and played a unique role.

There was also a little bunny named Bundle living in the forest. He loved to play, jump around and play tricks, he was full of energy and joy. But he didn't like experiencing difficult emotions like Fear, Sadness and Anger. He was very friendly with Joy. He often visited her in her cozy cottage in the forest. He believed that only positive emotions were important and wanted his life to be full of only pleasant feelings. However, he really disliked Fear, Sadness and Anger. These emotions visited Bundle several times, but the bunny always pretended that he was not at home. He hid from them and never opened the door to his cozy den for them. Eventually Fear, Sadness and Anger stopped visiting him. The bunny was very happy about this.

One day, when Bundle was happily running through the forest as usual, he noticed a sad hedgehog who was crying, but Bundle didn't know how to feel sorry for him or how to help him. Bundle didn't understand why the hedgehog was so sad. He didn't think about it too much, just continued playing, ignoring hedgehog's sad face. But the animals in the forest began to say that the bunny was selfish and didn't want to help anyone.

One day, Bundle the bunny decided to leave the forest and went on a journey. He wanted to reach the land of Great Happiness, where there are no difficult and unpleasant emotions. He set off on a long adventure, full of joy and enthusiasm.

Bundle was delighted. He wandered full of energy and enthusiasm. He felt constantly happy and carefree. During his journey, Bundle met various interesting beings and found himself in various situations. For example, he found a mushroom in the forest that someone had picked. The mushroom looked a bit old, but still appetising. So, he ate it. Unfortunately, his stomach started to hurt immediately afterwards. If the bunny smelled the mushroom, the feeling of disgust would discourage him from eating it and tell him that if the mushroom smells very bad, it must be spoiled.

One night, when Bundle was walking through the forest, he heard wolves howling. Usually, such a sound made him feel afraid and anxious, but Bundle decided that he would not let these feelings ruin his mood. Instead of looking for shelter, the bunny continued his merry wandering through the forest.

Unfortunately, Bundle was not aware of the danger he was in. One of the wolves, who was hungry and had a taste for the bunny, followed Bundle. But Bundle continued to wander happily. Suddenly he met a squirrel sitting on a tree. She stopped him and asked him why he wasn't hiding, there were wolves nearby. Isn't he afraid that he might be eaten by them? The bunny was surprised by the squirrel's questions. Why should he hide, he felt no fear. And now he felt embarrassed. He didn't know what to do. So, he asked the squirrel for advice. She told him to

quickly hide in a hole and spend the night there, so that in the morning, in the daylight, he could continue his journey safely. The bunny listened to her advice. But sitting in the hole, he thought that if he had felt fear, it would have told him earlier what he should do. He began to think, what if all emotions, even the less pleasant ones, are necessary? What if they convey some important message? Thinking about this, he fell into a deep sleep.

The next day, Bundle continued his journey and, wandering, he reached a certain kingdom called the Palette of Emotions, where he met the Sages. The Sages were wise owls who had knowledge of all emotions. The owls told Bundle that all emotions are important, even the difficult ones. They explained to him that fear helps to ensure your safety, sadness allows you to release pain and cope with suffering, and anger gives you the strength to change and say that you do not agree to something unpleasant. Disgust can prevent you from eating something harmful.

And it is then that Bundle understood that due to the lack of certain emotions, he felt empty and lonely as he could not understand other animals and be a true friend who not only plays with his friends, but also can help others in need. He realised that all emotions are important and that you cannot choose only the positive ones. Various emotions are an integral part of our lives and allow us to enjoy life to the fullest.

The bunny returned to his forest with new knowledge and skills. Now he could appreciate both joy and sadness, both surprise and fear and anger. After returning to his hometown, he explored each of the emotions he had previously rejected. He met with Sadness, Fear and Anger. Now he knew that each emotion was necessary and it was worth making friends with each of them.

From then on, Bundle enjoyed every moment of his life, regardless of what emotions accompanied him at a given time. Even when he was sad, angry or afraid, he knew that these emotions wanted to tell him something very important. He listened to them, and they felt that whenever Bundle did not reject them and listened to their clues, they could quickly leave and make room for the happy feelings full of energy.

Script 2

Script of psychoeducational classes strengthening mental resilience
intended for implementation with children aged 14–15
who have experienced forced migration

authors:

Zuzanna Rejmer, Viktoriya Demchenko, Olesia Onoshko, Nataliia Marchenko,
Marharyta Olshanska, Yulianna Shevchuk, Mariia Sobol

script developed by:

Mariia Sobol

Group size:

5–15 people

General objectives:

Strengthening mental resilience (resiliency) in children and youth, i.e.:

- regaining/building faith in one's own potential and strength;
- developing the ability to overcome adversities – coping constructively with problems and the accompanying emotions, as well as building the personal and social competencies needed for this.

Specific objectives:

- strengthening positive self-assessment – increasing self-esteem;
- developing self-acceptance;
- strengthening skills concerning compliance with rules;
- shaping and strengthening the ability to cope with problems;
- developing decision-making skills;
- developing the ability to adapt to changes;
- improving the emotional intelligence of workshop participants;
- getting to know each other, integration – meeting the needs of belonging, friendship, acceptance;
- improving skills that strengthen relationships with peers – listening to others, empathetic attitude;
- developing team cooperation skills;
- acquiring skills in coping with stress, caused in particular by difficult war experiences and the need for forced migration.
- developing skills in constructive conflict resolution.

Results of participation in classes:

- participants know what mental resilience is, they know and can explain what helps and what hinders coping with adversities;
- children can better adapt to changes in their lives and cope with difficulties;
- young people understand the role of social rules in life and are able to follow them;
- participants notice and are able to name their own emotions and mood, and know how to deal with them;
- participants are more integrated, have a sense of community and belonging;
- children are aware of their own skills and strengths – they have better self-esteem;
- young people can cope with stressful situations, they can calm down and compose themselves;
- participants have better developed decision-making skills;
- children gain greater teamwork skills – they have greater communication skills and are more empathetic.

Work methods:

game, discussion, brainstorming, art therapy, active listening, fairy tale therapy, body work (physical and breathing exercises), work in mini groups (team), work in pairs.

Duration:

3 teaching hours (3 x 45 min); there are 2 breaks during classes.

COURSE OF CLASSES

Introduction

Introduce yourself, say what the purpose of your meeting is and how long the workshops will last. Say: *I would like to welcome you to the “ReSET – Relations, Strength, Emotions, Care” workshops. My name is..., I’m... a trainer and I’m about to conduct very unusual workshops for you. During these classes we will have fun and learn together! We will spend together the equivalent of 45 minutes times three. The workshops will give you the opportunity to develop many different skills and learn many interesting things about yourself and other participants. I also want to show you how you can develop your strength and the ability to cope with various situations. Even the very difficult ones. Are you ready to have fun and learn together?*

Activity 1 | Workshop Code | 5–10 min

Author/Source: Zuzanna Rejmer, Mariia Sobol, Olesia Onoshko, Viktoriya Demchenko, Nataliia Marchenko, Yuliana Shevchenko, Marharyta Olshanska

Purpose:

establishing and adopting rules enabling comfortable and safe work for all participants, building a sense of security

Materials needed:

Cards with rules (with graphics symbolising individual rules) – Attachment No. 1, magnetic board, magnets, couple of blank A4 sheets of paper, colourful markers.

Materials needed:

- 1 Hang pictures with the rules on the board (**Attachment No. 1**)

Say: *So that we can all feel good in this group during this meeting, I would like to propose a few rules that will help give some framework to our activities.*

What should you do before starting any activity or game? You should set the rules.

- 2 Ask participants to look at the board, and then discuss the rules by saying: *These are the rules I want to propose to you:*

- **rule number 1: “Workshop duration”**. The workshops will last 2 hours 15 minutes, with 2 breaks of 10 minutes each;
- **rule number 2: “1-1-1”**. This means that only one person will speak at a time and only on one topic;
- **rule number 3: “Raise your hand”**. If you want to say something or ask a question, signalise it by raising your hand. I would like to hear all your voices and hear your opinions. If we all speak at once, it may be difficult;
- **rule number 4: “No marks”**. I encourage you to share your thoughts; by speaking your mind, you will be able to learn from each other. Every opinion you have will be important;
- **rule number 5: “Teamwork”**. Today, you will work together as a team, helping each other. It is important that you treat each other with respect – this means that you should use friendly words and phrases, be nice to each other, and help each other;
- **rule number 6: “No, thank you”**. During the classes, you will be able to refuse to participate in one of the activities, but you will only be able to use this option once;
- **rule number 7: “STOP”**. Every person, including the trainer, has the right to say “STOP” if someone violates the rules. This will be a way to remind you of the need to follow them;
- **rule number 8: “No phones”**. The use of phones and other electronic devices will be prohibited during the workshops.

- 2 Ask the children: *Do you have any questions? Is there anything else that is important to you? Do you have any rules you would like to add to this list? Can we agree on these rules?*

If the children have questions, answer them. If participants indicate another rule that is important to them, present it in a graphic form next to other rules (see comments and methodological tips).

Then say: *If you agree, make the “OK” gesture, raise your thumbs up. If you disagree, give me thumbs down.*

Comments and methodological tips

If any participant makes a thumbs down gesture, ask why they did it. Listen to their explanations and clarify doubts. Then emphasise that rules are needed. They are supposed to improve work during the workshops and help everyone feel important and heard, so that we can work well together. Ask the person who did not agree to a given rule whether they can agree to it after these additional explanations. Explain participants’ doubts and reservations until everyone accepts the rules with a thumbs up gesture.

Some people in the group may suggest additional rules that are important for them to feel safe and at ease, such as confidentiality. Such rule can be adopted if everyone in the group accepts it. If additional rules appear, present them in the form of a graphic symbol (draw on an A4 sheet of paper) and place them next to the other rules.

Activity 2 | Magic dice of questions | 10–15 min

Author/Source: Zuzanna Rejmer / modification by Natalii Marchenko

Purpose:

getting to know the participants, integration, building a sense of security and trust

Materials needed:

a soft dice with transparent pockets, printed cards with questions (**Attachment No. 2**), self-adhesive stickers (address stickers/envelope labels), optional balloon and marker (see: Activity variants).

Process step by step:

- 1 Ask participants to sit in a circle with you.
- 2 Place a piece of paper with questions in each pocket of the dice (**Attachment No. 2**).
- 3 Take the dice in your hand and say: *I roll the magic dice. What does the dice want to ask us? When one of you grabs the dice, first say your name, then read the question and answer it.*
- 4 Then throw the dice to one of the children and ask them to introduce themselves and read the question. The question that they are supposed to read is the one the participant sees on the side of the dice, without having to turn it. The child introduces themselves and answers the question.
- 5 Ask the child who is holding the dice to throw it to anyone in the circle. The next child introduces themselves, answers the question on the dice, and then throws the dice to someone of their choice who has not yet introduced themselves.
- 6 While the children introduce themselves, write their names on the stickers/labels.
- 7 After completing the activity (i.e. after each participant has had a dice in their hands), distribute the stickers to everyone and ask them to stick them on their clothes on their chests and keep them there until the end of the workshops.

Comments and methodological tips

Help participants. In situations where a person cannot answer the question or has difficulty answering it, you can suggest another question or ask the group for help.

Activity variants

If you do not have a soft plush dice with pockets, you can use a balloon instead, on which you can write the questions from **Attachment No. 2**.

Activity 3 | Everyone who... | 10–20 min

Author/Source: unknown

Purpose:

integration of participants, creating a good atmosphere during the workshops, increasing energy in the group

Materials needed:

chairs (for all workshop participants minus the chair for the trainer)

Process step by step:

- 1 Place chairs in a circle and ask the children to sit on them.
- 2 Let the children know what the task will be and that you will also take part in it. Tell them that all of you will soon be switching places and the person who cannot find a seat will stand in the middle instead of you. Tell them that in a moment you will mention one of your features/traits. Anyone who has the above-mentioned feature/trait should get up from their seat and find a new chair to sit on. The person who has not found a free chair stands in the middle of the circle and has some characteristic that other people in the group may also have.
- 3 Stand in the centre of the circle and say: *Everyone who...* (here mention any feature/trait that applies to you, but also to other players in the game) *...changes seats*. For example, everyone who likes to draw, or everyone who came from Ukraine, or everyone who ate breakfast today, etc.
- 4 Participants who have this feature/trait look for a new place to sit.
- 5 The person who has not found a place for themselves stands in the centre of the circle. They become the new host. Now they are the one who has to name a feature/trait that they possess. They begin with the words “Everyone who...”
- 6 Gradually increase the difficulty of the task, encouraging children to move away from simple and obvious features/traits to more complex ones, such as character traits and strengths.

Comments and methodological tips

Before starting the activity, participants should be made aware of the safety rules, the prohibition of pushing one another and the rule that only one participant can sit on one chair. Make sure there is enough space in the room to perform the activity.

About 5-6 “hosts” should end up in the middle of the circle mentioning their characteristics.

Activity 4 | My strengths | 10–15 min

Author/Source: Zuzanna Rejmer i Marta Piegat- Kaczmarczyk

Purpose:

searching for strengths, developing and strengthening self-esteem

Materials needed:

cards with a list of strengths (**Attachment No. 3**), an even number of candies (different types, 2 of each type – so that there is one for each workshop participant) or cards with pictures to draw (**Attachment No. 4**).

Process step by step:

- 1 Divide participants into pairs in a random way; it is recommended not to pair friends or siblings.

Pairs can be picked by:

- drawing a card with the same picture (see: **Attachment No. 4**),
- drawing the same type of candies.

- 2 Tell the children that now, in pairs, they will tell each other a short story from their lives. It has to be a situation from which they emerged victorious and when they managed to achieve something.

Ask one child from each pair to raise their hand. Tell them that they will be the first to tell the story, while the other person in the pair will listen to them and mark the traits, they see in the storyteller on the strengths card (see **Attachment No. 3**). These are supposed to be traits that a given person has demonstrated during the story being told.

- 3 Invite children to do begin the task.
 - First, let one participant tell their story to another one who listens carefully and marks on the list of strengths (**Attachment No. 3**) those that the storyteller, according to the listener, used in a given situation and which helped them emerge victorious. Give children 5-7 minutes to tell their stories.
 - Then have the children switch roles. Let those who have spoken now listen, and let those who have listened now speak.
- 4 After completing the activity, inform the children that they should now exchange cards with their strengths marked (**Attachment No. 3**) so that each person receives their list of strengths at the end of the activity.

Comments and methodological tips

If children have trouble choosing or remembering a specific situation in their life in which they achieved success, you should help them.

It's worth asking leading questions. e.g. *What trait do you think helped Olesia pass the English exam and get the highest mark?*

It may happen that very creative participants will find a strength of theirs that is not on the prepared list. In such case, ask them to write this strong trait in the blank space at the bottom of the paper.

10-Minute break

Activity 5 | Parable “The Butterfly Lesson” | 10–15 min

Author/Source: unknown

Purpose:

stimulating the imagination, shaping and strengthening the ability to cope with problems, introducing the topic of mental resilience

Materials needed:

none

Process step by step:

- 1 Tell the children a parable:
One day, a chrysalis began to hatch from its cocoon. A man sat down on the ground and watched as it squeezed its body through the tiny hole. Suddenly the chrysalis stopped. The man came to the conclusion it had no strength left, so he decided to help it. He picked up scissors and cut open the butterfly cocoon. He expected that the chrysalis would turn into a butterfly and begin to move and spread its wings so that it could fly away and start living. That didn't happen! The chrysalis had a frail body and looked nothing like a beautiful butterfly. It remained a creature crawling on the ground, with a haggard body and shrivelled wings.
- 2 Ask the participants: *Why did this happen?*
- 3 After the participants share their responses, say: *In his kindness, the man could not have known that the fight between the chrysalis and the cocoon lasts until its wings fully develop, and that the butterfly is able to fly when it overcomes the cocoon's resistance.*
- 4 Then invite the children to talk about: *Why do we, humans, need difficult situations in our lives?*
- 5 To summarise the activity, say:
Overcoming difficulties is necessary in life so that we can develop, mature, grow and build our strength.

PLEASE NOTE!

Direct the conversation to emphasise the benefits of difficult situations.

Activity 6 | Resiliency palm | 15–20 min

Author/Source: Mariia Sobol, Olesia Onoshko, Zuzanna Rejmer

Purpose:

developing teamwork skills, acquiring knowledge about what mental resilience is and what are the factors that help and hinder in coping with adversity; gaining knowledge on how to develop mental resilience

Materials needed:

- a sheet of flipchart paper with a drawing of a palm tree trunk,
- previously cut out colourful paper palm leaves (**Attachment No. 5**),
- double sided adhesive tape,
- previously cut out figures of elephants or worms (**Attachment No. 5**),
- photo of a palm tree (in electronic form or A4 printout) – **Attachment No. 6**,
- markers.

Process step by step:

- 1 Ask participants to sit in a circle.
- 2 Start a conversation about mental resilience.
 - a) Display the photo of a palm tree on the interactive board or show a picture of it (**Attachment No. 6**).
 - b) Ask the children what they associate a palm tree with.
 - c) Listen to the children's answers and comment on them.
- 3 To complete and summarise the children's statements, say: *The palm tree is very resistant to hurricanes because it is flexible. It is not afraid of the wind or storms. During hurricanes, the leaves of the palm tree fold in such a way that it is even more resistant to breaking. The palm has the ability to adapt to changes in its environment. Thanks to this, it can survive even the most dangerous hurricane. After a storm, the palm tree returns to its original shape. It can be said that it is characterised by resiliency.*

We, humans, can also be like palm trees. We can develop our own resiliency, i.e. our resistance, thanks to which we can better cope with difficulties and stressful situations.

Each of us has already encountered certain difficulties, like the butterfly from the story (see: activity 5). For example, you fell and got up many times before you learned to walk. Before you learned to speak a given language, you only spoke single words. Now you speak not only your native language, but also a little or very well in other languages. Maybe you have a hobby (maybe it's sports or painting) in which you have achieved some success. All these skills give you resilience and you can use them in various difficult situations, and the good news is that resilience can be further developed!

Now I invite you to an exercise during which we will consider what traits and skills you have that increase your resilience and help you cope with difficulties. We will also consider what can weaken and make it difficult to cope with challenges.

- 3 Show the “mental resilience palm” drawn on a piece of paper that has no leaves.
- 4 Give the participants palm leaves previously cut out of coloured paper (2-3 leaves for each participant) – Attachment No. 5, then each person is to write on the leaves the traits, skills and other factors that they possess and that help them cope with difficulties, i.e. allow them to survive difficult and uncomfortable situations, e.g. making a presentation in front of the class, changing schools, moving to another country/city.
- 5 Children stick the leaves to the palm tree.
- 6 In the next stage, participants receive cut-out shapes of elephants or worms on which they are to write what they think makes it difficult for them to cope with problems. Once they have written down the impeding factors on the pieces of paper they received, they stick them under the tree.
- 7 Read aloud what participants wrote and present it to the group. Say: *Today we work on developing mental resilience by recognising our strengths and skills that help us cope with difficulties (palm leaves) and reduce factors that bother us (elephants or bugs).*

Comments and methodological tips

Encourage children to use as many palm leaves or paper elephants as needed to write down all the factors that are important to them.

Activity 7 | The world of emotions | 20–25 min

Author/Source: Zuzanna Rejmer, Mariia Sobol, Viktoriya Demchenko, Olesia Onoshko, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchenko

Purpose:

developing the ability to recognise emotions, improving the emotional intelligence of workshop participants, learning methods of dealing with emotions; developing team cooperation skills

Materials needed:

emotion cards (set) – **Attachment No. 7**, several A4 sheets of paper and a few pens (5 pcs.).

Process step by step:

- 1 Ask children if they know what emotions are.
- 2 Refer to the children's answers and then define the concept of emotion. Say: *The word "emotion" comes from the Latin "emotio", which means strong feeling, excitement, agitation. Emotions contain information about our needs. They are characterised by the fact that they appear suddenly and are always associated with arousal. We feel them in our body. They appear and then disappear.*
Emotions are natural and we all have them. Sometimes we may feel very happy when something wonderful happens, and other times we may feel sad or worried. Each of us can experience different emotions in the same situation. For example, if we encounter a frog on the road, some of us may feel disgust, some of us may feel fear, fascination or delight.
- 3 Ask the children to name different emotions. As children name different emotions, write their suggestions on the board.
- 4 Divide the children into groups of 4-5 people. Create a maximum of 5 groups.
- 5 Give each group the materials from **Attachment No. 7** (cut out pictures with emotions and their names).
- 6 Tell the participants that their task will be to match the pictures with the names of the emotions.
- 7 When the groups have finished working, check that everyone has completed the task.
- 8 Ask the children to think as a group: "Do we need all emotions?" (write this task on the board).
- 9 Give the groups a minute to agree on their answers, then ask one person in the group to say what they agreed on.
- 10 Comment on the groups' responses only after they have all said what they have established. Say: *We need all emotions because each of them wants to tell us something important, e.g. anger tells us that we don't like something (e.g. a person's behaviour). Joy does the opposite. It tells us that something is pleasant and that it is worth doing it more often. Sadness tells us that something is important to us. It tells us that something ends, we lose something*

and we should slow down and give ourselves time to say goodbye. It is worth listening to your own emotions and wondering what they are telling us. It happens that we can feel some of these emotions very strongly. So strongly so that it's difficult for us. Then we either try to hide those emotions deep inside so as not to feel them, or we do some thoughtless things under the influence of emotions, e.g. we shout at others out of anger. Therefore, we should learn ways to deal with strong emotions.

- 11 Say that now each team will work with one emotion you have indicated.
- 12 Assign each team one emotion (fear, sadness, or anger). It may be that two teams will work with the same emotion.
- 13 Give the groups something to write and an A4 piece of paper. Ask the participants to write down at least one idea for constructive (good, positive) way of coping with a given emotion on their sheet of paper.
- 14 Give the children about 2 minutes to complete the work (groups only need to have one idea each).
- 15 When the teams have finished, ask them to share their ideas one by one. Have one person from each group say what their answer is.
- 16 To sum up, you can add your own method of coping to the ones mentioned by the children.

Comments and methodological tips

PLEASE NOTE!

It may happen that some children start talking about various difficult situations they find themselves in and the emotions they experience. Be careful not to delve into this topic. Don't encourage other people to share their experiences, but don't forbid them from doing so either. Normalise by saying that different emotions appear in difficult situations and that all of them are important and necessary. Instead, try to summarise and say that we can learn to deal with difficult emotions. Point out to the children that the methods talked about during this activity or the methods that will be discussed in a moment are very helpful.

BREAK

Activity 8 | Emotional first aid kit | 5–10 min

Author/Source: unknown

Purpose:

relieving tension in the body, acquiring the ability to unwind, relax and cope with stress

Materials needed:

rubber anti-stress balls

Process step by step:

- 1 Introduce the activity by saying: *During the previous activities you worked with great commitment.* Now I offer you exercises that you can do when you want to relax or relieve tension.
- 2 **Pushing match.** Ask participants to form pairs. Together with a selected participant, demonstrate how to do this activity. Pairs of participants stand facing each other and stretch their arms forward so that their hands touch each other. First, one participant applies pressure to the other while the other maintains their stand. Then the second participant presses and the first holds out. Then they both press on each other's hands with equal force and create a state of balance.
- 3 **Stress ball.** Each pair receives a stress ball. First, one child from the pair squeezes the ball in one hand alternately (5 times), tensing and relaxing the muscles. Then they move the ball to their other hand and do the same thing. They squeeze the ball (5 times) to tense and relax the muscles. When they complete the activity, they pass the ball to the second person in the pair, who is now to perform the activity.
- 4 **Jump in place.** Participants perform jumps in place 10 times, holding hands.
- 5 **Wet dog.** Ask the children to imagine that they are a dog that has just come out of a lake and is now shaking itself off and to show the “wet dog” movements.
- 6 Children thank each other for working together in pairs.
- 7 Invite the children to sit in a circle. Ask how they feel after the exercises.

Comments and methodological tips

Ask participants to work carefully and gently with their partner.

Activity variants

Individual work with pressure applied to the wall in the “Pushing match” activity.

Activity 9 | Tower of Babel | 15–20 min

Author/Source: Mariia Sobol, Olesia Onoshko, Viktoriya Demchenko, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchenko

Purpose:

group integration, developing teamwork skills and constructive conflict resolution skills; strengthening decision-making skills, stress resistance (working under time pressure)

Materials needed:

3 sets of construction blocks (straws), 1 set per team, or other materials (see activity variants below).

Process step by step:

- 1 Divide the participants into 2 or 3 groups (approx. 4-6 people per team).
- 2 Ask the teams to find a place for themselves in the room (free space without tables and chairs).
- 3 Give the teams materials: construction sets, – straws or other materials (see activity variants below).
- 4 Say: *Within 5 minutes, you have to familiarise your teams with the principles of building with a construction set and establish a common team strategy on how to build a tower. This is a preparatory stage, once it is completed you will not be allowed to talk and your time will be limited. The team that builds the tallest tower that stands for at least 2 minutes and does not fall over wins. Each team member must be involved in the teamwork.*
- 5 Invite children to learn how to build a tower. Give them 5 minutes.
- 6 Invite children to the main task. Say that within 7 minutes each team must build the highest tower possible without using words (they cannot talk, they must remain silent). The team that builds the tallest tower wins.
- 7 When time runs out and teams have built their towers, inspect them.
- 8 Invite all the children to discuss the task in a circle.

Questions to discuss the activity:

- How did they find working together?
- Was it difficult for the team to reach an agreement and find a common solution?
- Was there a leader in the team?
- How was the strategy created?
- What was difficult?
- Were all team members involved in building the tower?
- What was the role of each participant?
- Was everyone equally committed to the team's work? And what was the division of work among group members?

- According to whose idea was the tower constructed?
 - Would it be easier to build alone or in a team?
 - What would they change next time if they had a second chance?
 - What was helpful?
 - What skills did they use during the activity?
- 9 Summarise. Say: *Only agreement and understanding can make people strong. The source of many problems are misunderstandings and divisions that appear between people. When we are united around a common goal and work together, it is easier to achieve this goal. In a similar way, difficulties and challenges in life are easier to overcome when you are in a team.*

Comments and methodological tips

During group work, you can look closely at each participant and find out what role he or she plays, as well as what relationships exist between the participants (applies to a group in which everyone knows each other).

Activity variants

You can use other materials during the activity, e.g. give each team a ream of A4 sheets of paper, cocktail straws and adhesive tape or a stapler, sweet marshmallows, wooden sticks, etc. The rules of the game can also be varied, e.g. the team that builds the most original structure wins.

Activity 10 | “The Power of Your Breath” – a series of exercises | 5–10 min

Author/Source: unknown

Purpose:

presentation of emotion regulation techniques, training in emotion regulation – coping with stress

Materials needed:

none

Process step by step:

- 1 Ask the children to sit in a circle (the exercises can be performed both while sitting and standing).
- 2 Make a short introduction: *One of the most effective ways to move from violent emotions to a state of balance and calm is doing some breathing exercises.*
- 3 Before you start a series of breathing exercises, familiarise the children with the basic principles:
 - you should breathe slowly,
 - focus on your breathing,
 - inhale through the nose,
 - exhale through your mouth,
 - the exhalation should be about twice as long as the inhalation.
- 4 Demonstrate the following exercises and ask the children to look at you and repeat your actions.

Square Breathing. Before the exercise, draw a square on the board. Then instruct children how to do the exercise step by step:

Step 1. Look at the upper left corner of the square and inhale for a count of four.

Step 2. While holding your breath, mentally count to 4 and at the same time move your gaze to the upper right corner of the square.

Step 3. Then, while exhaling and mentally counting to 4, move your gaze to the lower right corner.

Step 4. While holding your breath, mentally count to 4 and at the same time move your gaze to the lower left corner.

Make sure to count out loud and that the children take breaths as you count. Inhale – 1, 2, 3, 4; hold the breath – 1, 2, 3; exhale – 1, 2, 3, 4; stop – 1, 2, 3. It is important to inhale and exhale calmly and count all the time. The lengths of the “sides” of the square can be shortened or extended as desired. You can also, as a conductor, show an imaginary square along the sides of which the group breathes.

Butterfly hug.. Children cross their arms on their chests and place their hands on their biceps. Each of them imagines that they are a butterfly sitting on a flower on a warm day and calmly moving its wings. The wings are the children's hands, which they begin to move alternately, patting themselves on the biceps gently.

The trainer says: *Inhale slowly through your nose, as if you were smelling a beautiful rose; exhale slowly through your mouth through a small opening in your closed lips, as if you were extinguishing a candle. Continue to alternately tap your biceps with your hands.* Ask the children to focus on this activity and the sensations in their body. They can close their eyes.

Cocoa. Put your hands in the shape of a basket and imagine that there is a cup of warm, delicious cocoa in them. Imagine what colour it is, how it smells, what it feels like when a warm mug touches your hands. Now start blowing on the cocoa as if it was a bit too hot and you wanted to cool it down. Pull your lips together to resemble a bird's bill and blow straight into the cup.

5 Summarise the series of exercises, say: *These simple exercises will help you quickly return to a state of balance and achieve peace.* They can be performed anywhere.

Comments and methodological tips

Make sure that the activities are performed slowly, properly and with full concentration of attention.

Activity 11 | The strength of my mental resilience | 10–15 min

Author/Source: Maria Sobol, Olesia Onoshko

Purpose:

summarising and consolidating the discussed content and practiced skills, answering questions and closing the training

Materials needed:

“resiliency palm” (group work, collage from activity 6), Polish Migration Forum Foundation brochure (**Attachment No. 8**).

Process step by step:

- 1 Ask the children to sit in a circle.
- 2 Say that the workshops are slowly coming to an end and refer to the “resiliency palm” (the one from activity 6).
- 3 Remind the children that today we worked on:
 - searching for and developing one’s strengths;
 - increasing self-esteem, self-assessment and self-acceptance;
 - the ability to recognise and deal with emotions,
 - communication skills,
 - teamwork skills;
 - skills in dealing with difficult and unexpected situations;
 - shaping and strengthening the ability to cope with problems;
 - developing decision-making skills;
 - developing the ability to adapt to changes;
- 4 Say: *Let’s take a look again at the leaves of the “resiliency palm” and the factors that help us be mentally resilient. Then read what was written on the leaves.*
- 5 If some important factors of mental resilience are missing, add them and emphasise their role. These factors may be: awareness of one’s strengths, teamwork, relationships and communication with others, decision-making skills and strategies for coping with stress, acceptance and understanding of emotions, and ways of dealing with strong emotions.
- 6 Now move on to the factors that the children considered to be reducing their mental resilience, i.e. the “elephants” or “worms” (children’s doubts, fears and difficulties that were marked by the participants on the “resiliency palm”). Read all the disrupting factors one by one and discuss them. Make sure children know how to deal with those that make it difficult for them to cope with challenges.

You can say, for example: *Misha wrote that his lack of confidence prevents him from being mentally resilient.* Then emphasise the fact that every person has strengths and you talked about that today. Say to the children: *Today Misha will take with him a list of his strengths and maybe his creativity helps him cope with difficulties.*

- 6 Refer to the difficulties and resources of other children in the group.
- 7 Then ask whether the children now know how to deal with emotions (e.g. they know physical and breathing exercises and other methods proposed by the group). Ask them to share some of these exercises.
- 8 Take the “elephants” or “worms” off the tree and remove them from the paper.
- 9 Tell the children that the fears and doubts they know how to work with will now become fertiliser for our “resiliency palm”.
- 10 Ask the children if they want to comment or ask anything else. Answer the children’s questions.
- 11 Tell the children where they can go for support in the future if they need it: *There are many places and institutions in Poland that help children and their parents free of charge. For example, the Polish Migration Forum Foundation offers the opportunity to receive free, individual advice from a psychologist.*
- 12 Encourage the children to read the brochure prepared by specialists from the Polish Migration Forum Foundation. The brochure includes practical tips on support, as well as breathing exercises, anti-stress methods, in addition to phone numbers for a psychologist to make an appointment, and many other useful things (**Attachment No. 8**).

Activity 12 | Farewell in a circle – “circle of certainty” | 5 min

Author/Source: Zuzanna Rejmer, Mariia Sobol, Viktoriya Demchenko, Oesia Onoshko, Nataliia Marchenko, Yuliana Shevchuk, Marharyta Olshanska

Purpose:

feedback from participants, closing the workshops, saying thanks, saying goodbye

Materials needed:

a toy, e.g. a small “heart” mascot.

Process step by step:

- 1 Ask the participants to stand in the so-called “circle of certainty”.
 - 2 Pick up the “heart” mascot.
 - 3 Tell the children that you will now pass the toy around the circle. The participant who holds the “heart” in their hands at a given moment says what they leave the workshops with.
 - 4 Give the toy to one of the participants.
 - 5 Ask: *How do you feel after the workshops? What will you remember and “take” with you?*
 - 6 When the child has spoken, ask them to pass the toy to the person on their right/left. The following children tell the group what they finished the workshops with.
 - 7 When all the children have spoken, summarise what they have said, thank them and say: *Remember that there is strength in each of you. There is a whole world waiting of you. I wish you a wonderful life. I also wish that you can use the knowledge acquired during these workshops, and be able to overcome difficulties as well as practice your resilience.*
 - 8 End the workshops with a round of applause.
-

Attachments to the activities:

Attachment No. 1 Pictures with rules

Attachment No. 2 Printable dice questions

Attachment No. 3 Check-list of strengths

Attachment No. 4 Picture cards

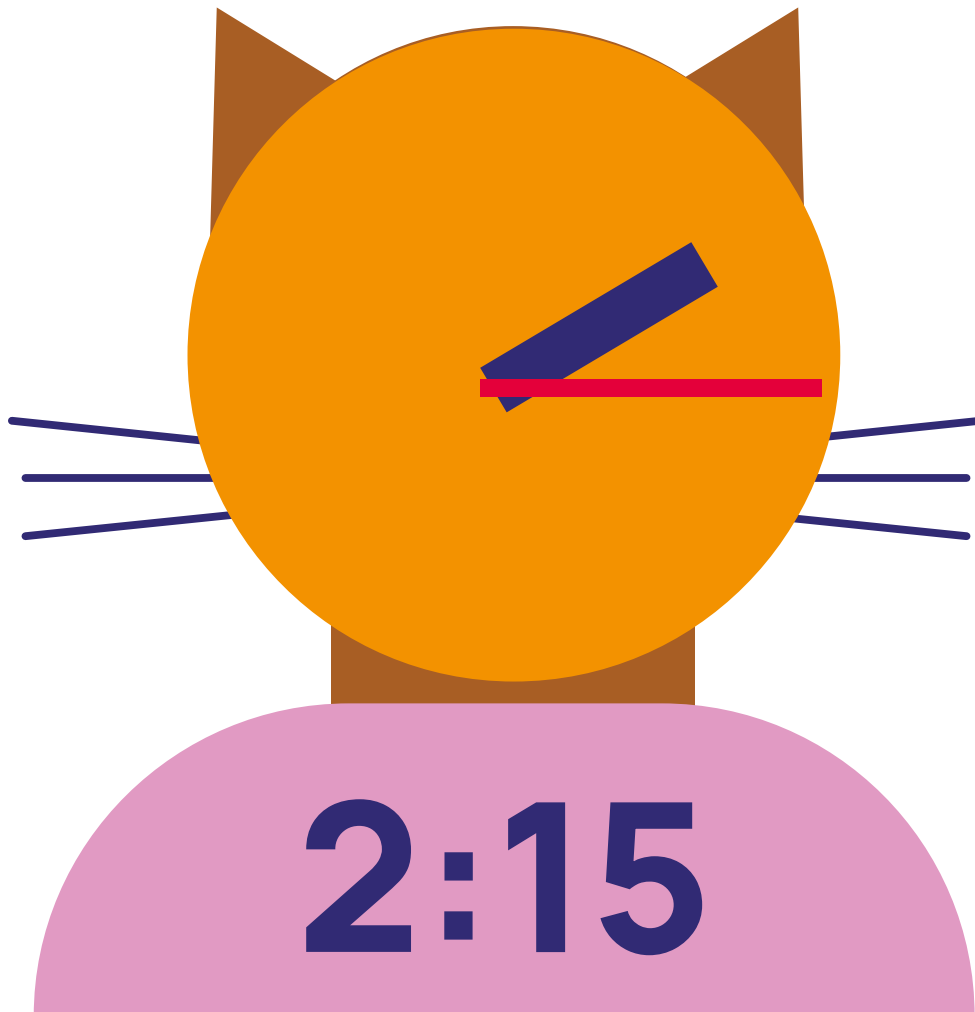
Attachment No. 5 Templates of palm leaves and “elephants” or “worms” for cutting out of coloured paper

Attachment No. 6 Photo of palm trees

Attachment No. 7 Set of emotion cards

Attachment No. 8 Brochures of the Polish Migration Forum Foundation.

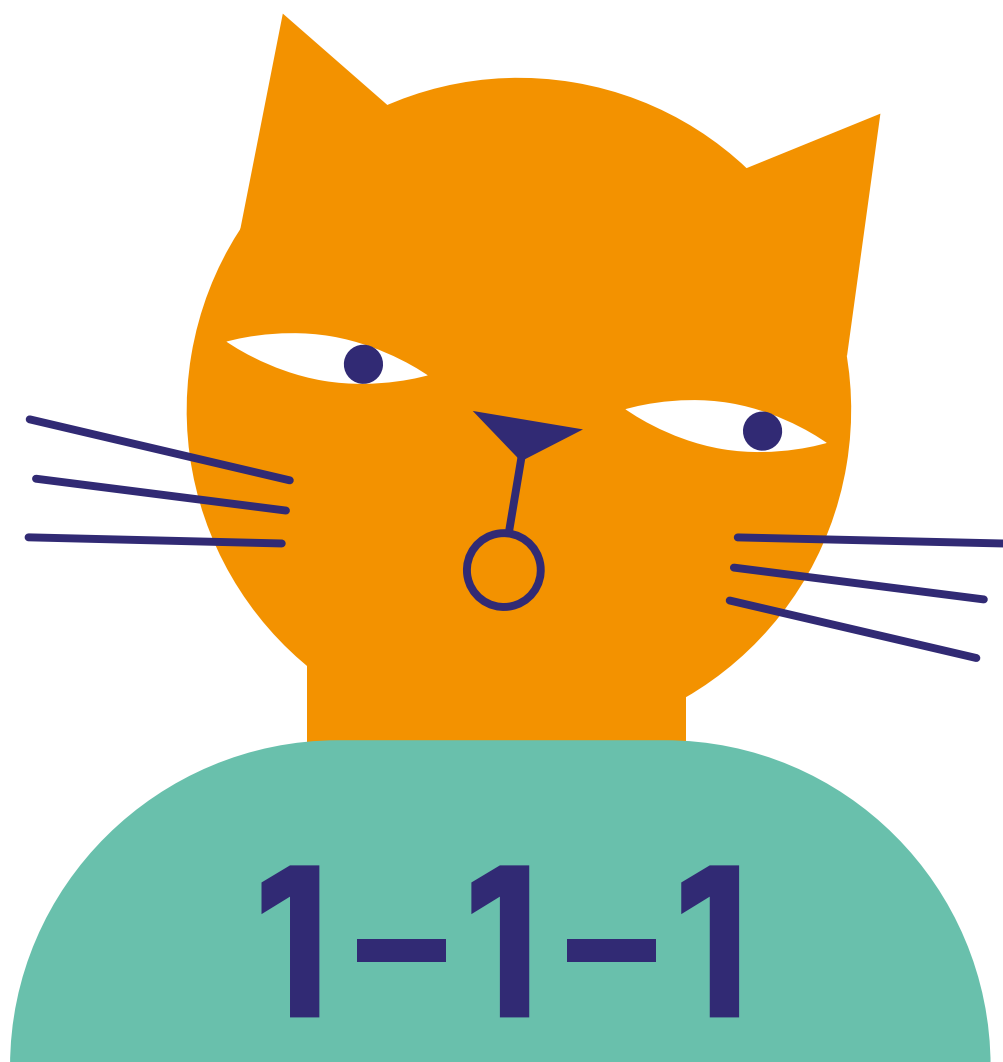
Workshop Code



Rule No. 1

Workshop duration

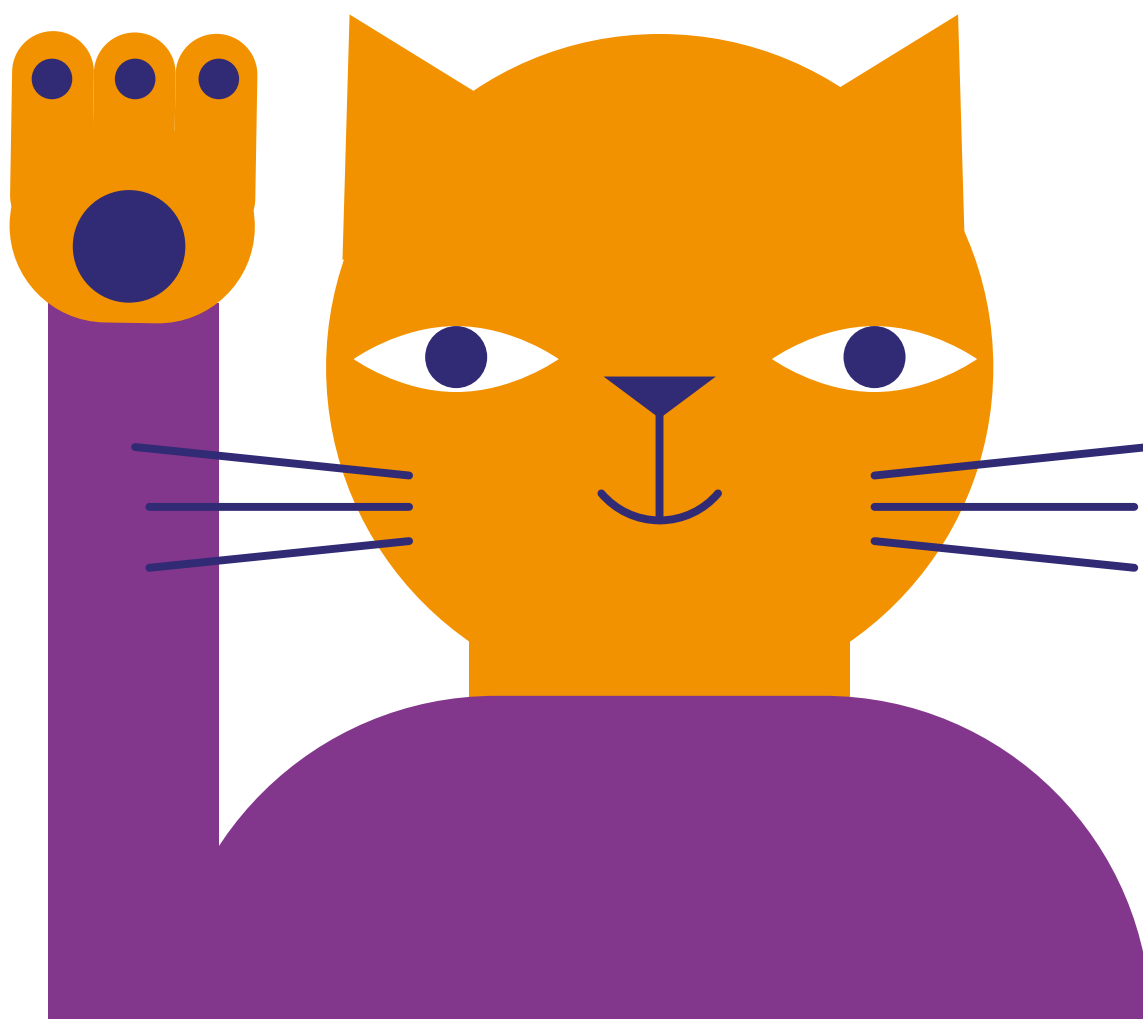
Workshop Code



Rule No. 2

1-1-1

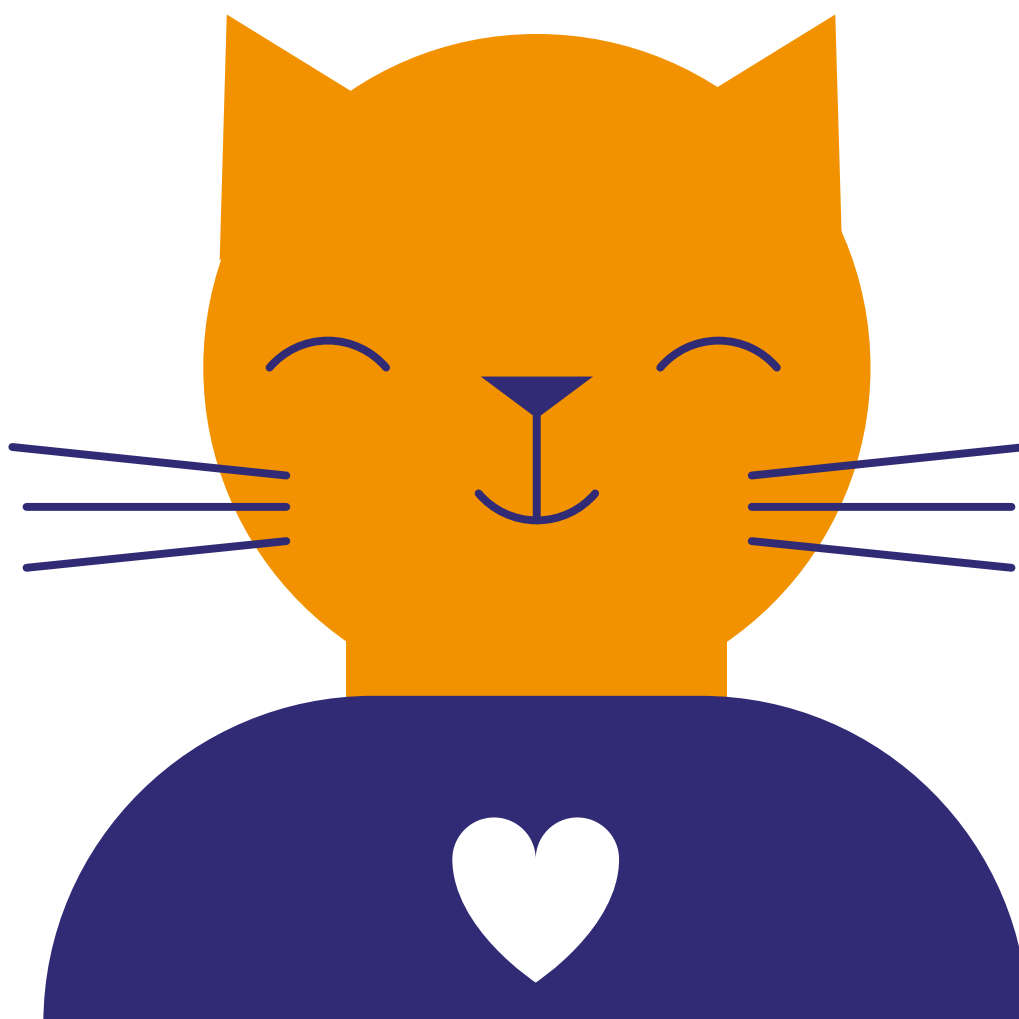
Workshop Code



Rule No. 3

Raise your hand

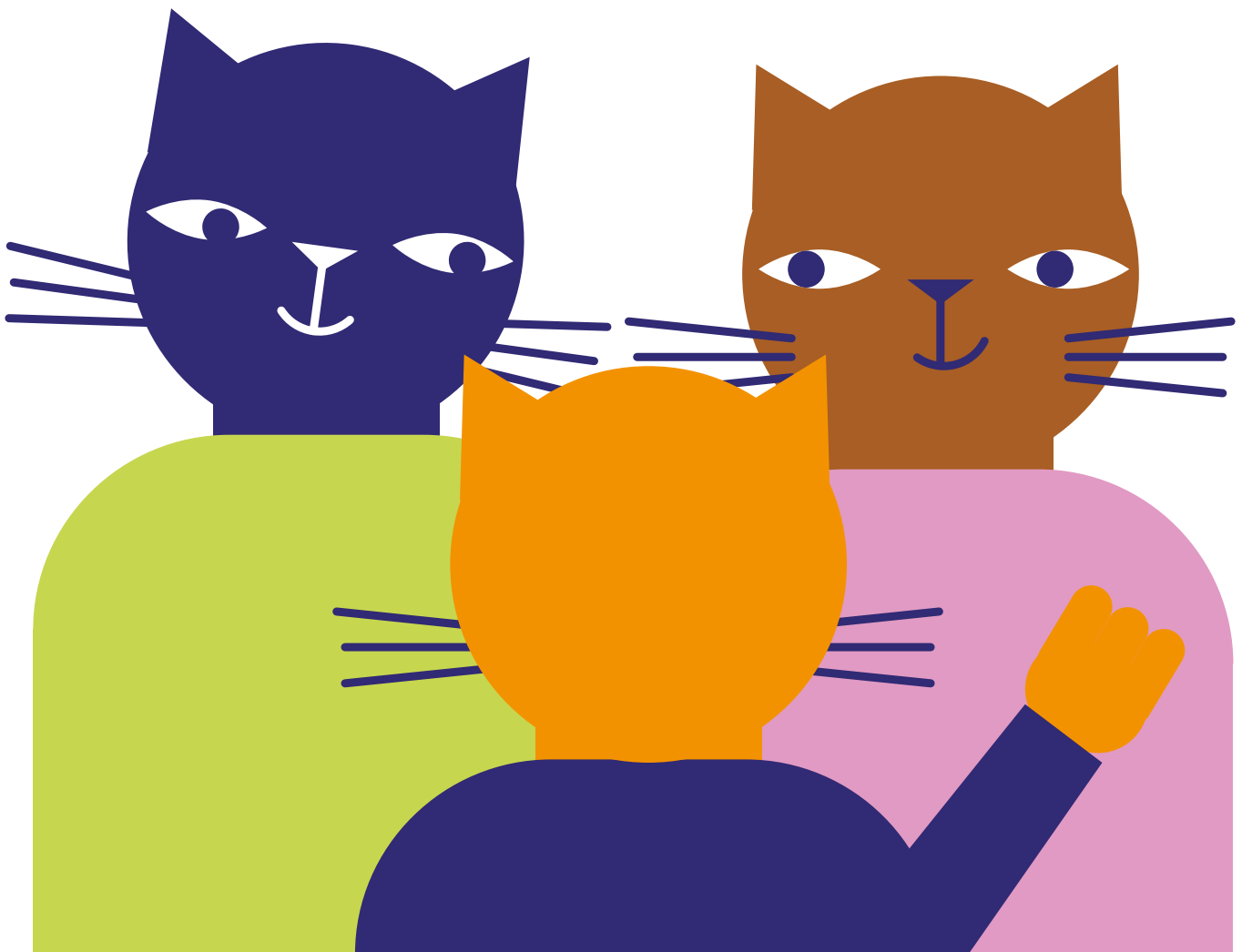
Workshop Code



Rule No. 4

No marks

Workshop Code



Rule No. 5

Teamwork

Workshop Code



Rule No. 6

No, thank you

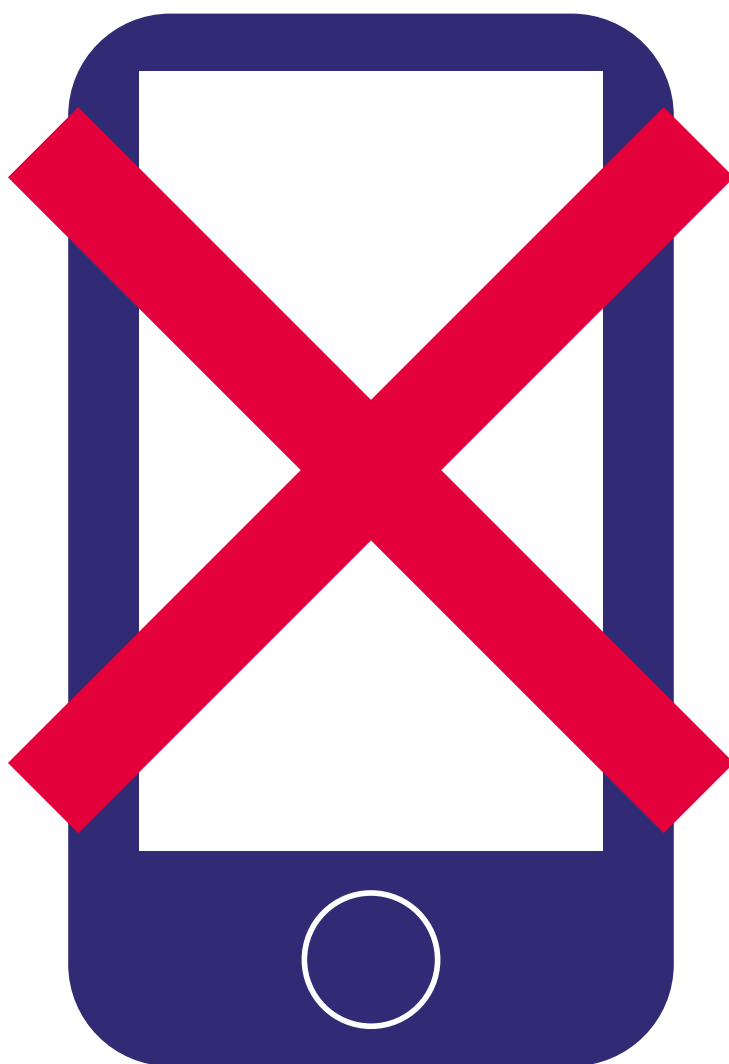
Workshop Code



Rule No. 7

STOP

Workshop Code



Rule No. 8

No phones

Printable dice questions

Who have I helped recently?

To a deserted island I would take with me....

Ask your neighbour on the right what she/he would like to know about you

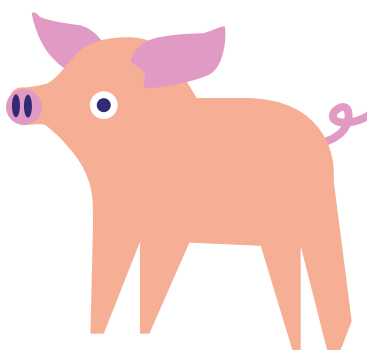
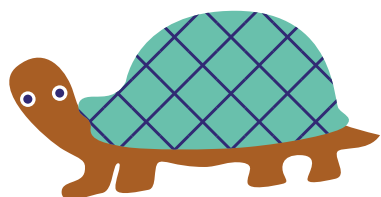
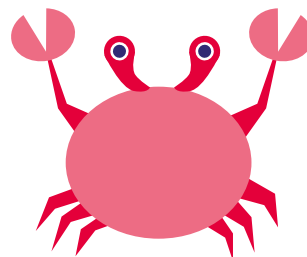
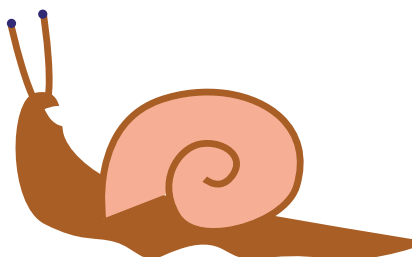
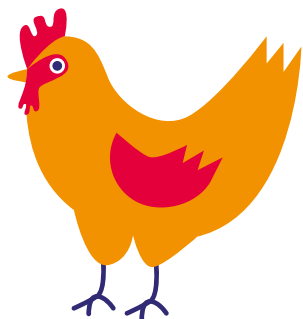
In the future I would like to be...

What I appreciate most in people...

The powers of which superhero would I like to have and why?

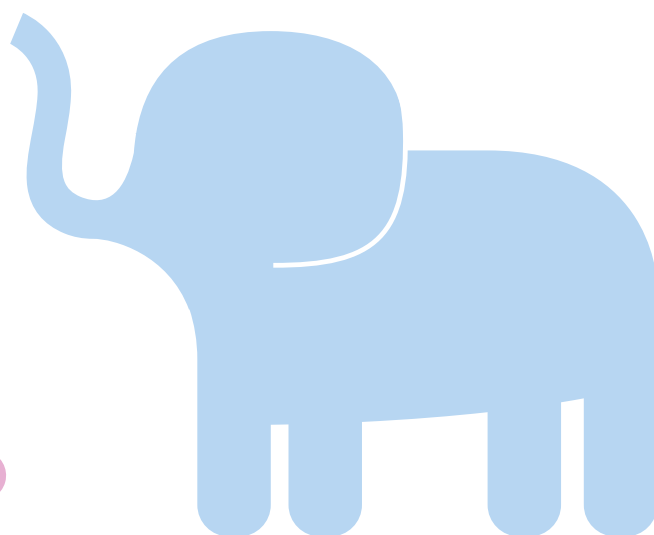
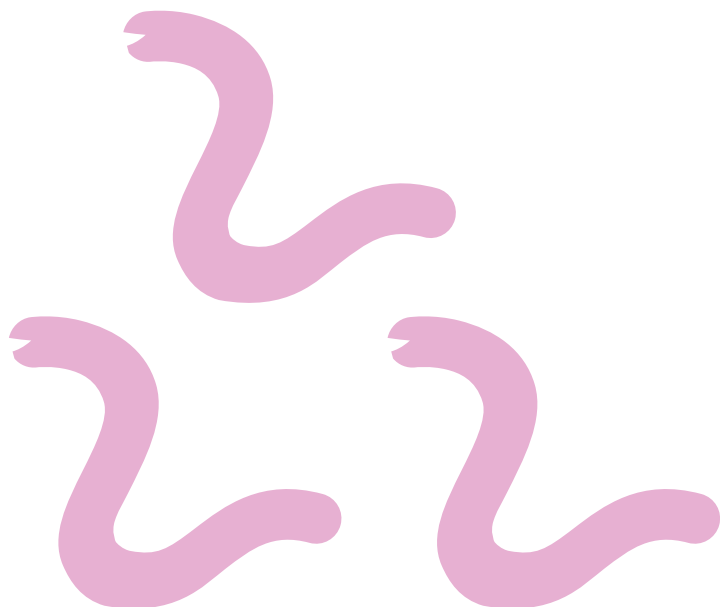
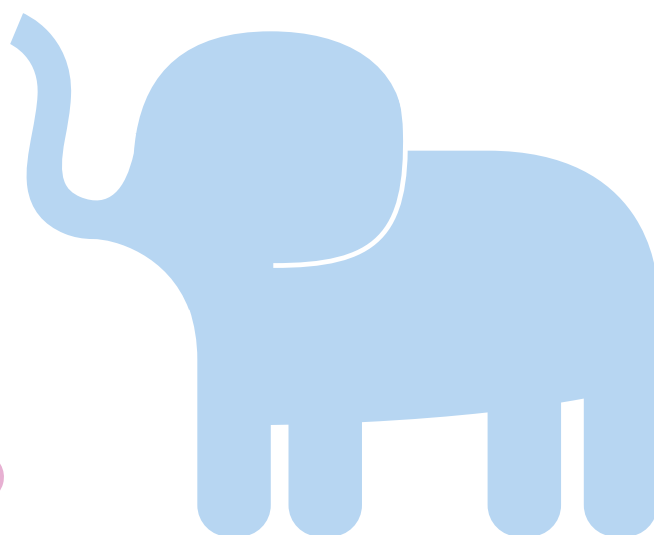
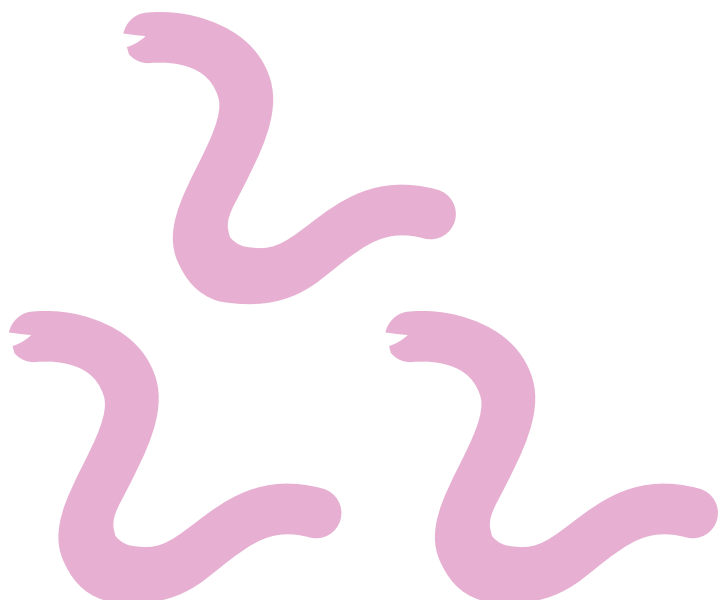
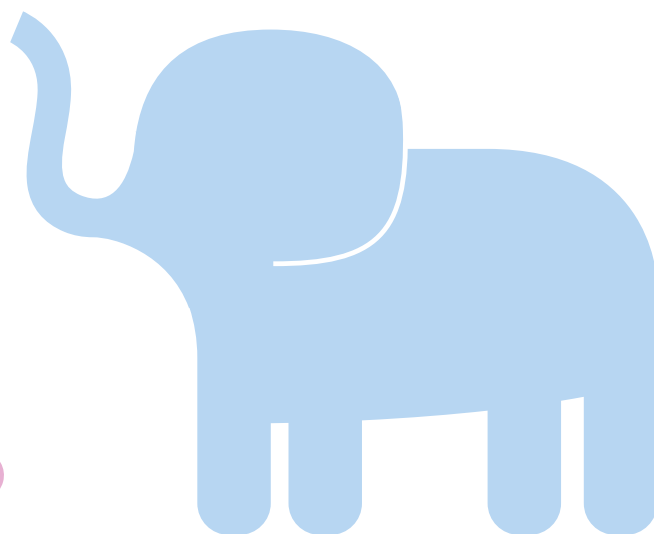
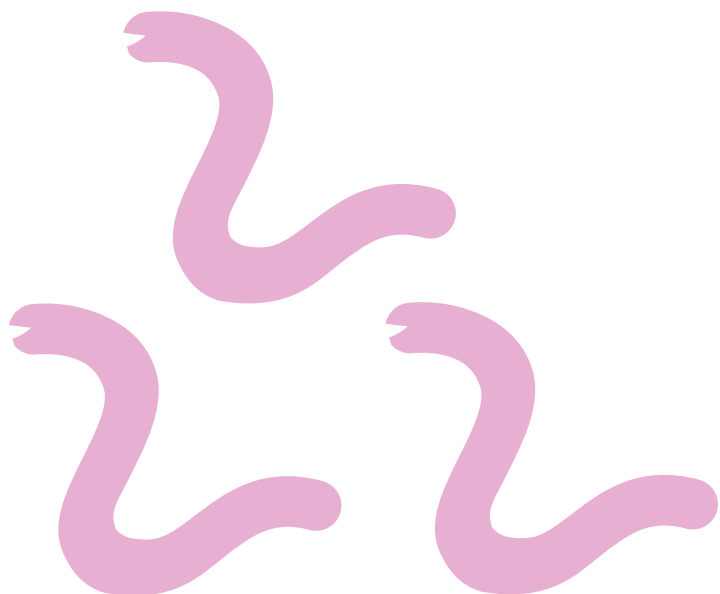
Check-list of strengths

- ☐ Reliability
- ☐ Responsibility
- ☐ Determination
- ☐ Courage
- ☐ Perseverance
- ☐ Diligence
- ☐ Honesty
- ☐ Wisdom
- ☐ Discipline
- ☐ Fidelity
- ☐ Spirituality
- ☐ Analytical skills
- ☐ Creativity
- ☐ Versatility
- ☐ Alertness
- ☐ Charisma
- ☐ Communication skills
- ☐ Activity
- ☐ Sense of humor
- ☐ Optimism



Please note: print in duplicate, cut out







Emotions cards



joy

sadness

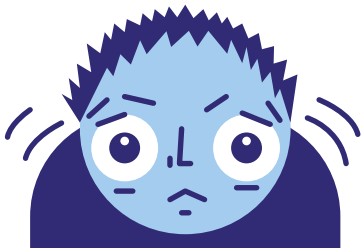
calmness

disgust

astonishment

fear

anger



Script 3

Script of psychoeducational classes strengthening mental resilience
intended for implementation with children aged 10–13 who have
experienced forced migration

authors:

Zuzanna Rejmer, Viktoriya Demchenko, Olesia Onoshko, Natalia Marchenko,
Margaryta Olshanska, Yulianna Shevchuk, Mariia Sobol

script developed by:

Viktoriya Demchenko

Group size:

5–15 people

General objectives:

Strengthening mental resilience (resiliency) in children and youth, i.e.:

- regaining/building faith in one's own potential and strength;
- developing the ability to overcome adversities – coping constructively with problems and the accompanying emotions, as well as building the personal and social competencies needed for this.

Specific objectives:

- strengthening positive self-assessment – increasing self-esteem;
- developing self-acceptance;
- strengthening skills concerning compliance with rules;
- shaping and strengthening the ability to cope with problems;
- developing decision-making skills;
- developing the ability to adapt to changes;
- improving the emotional intelligence of workshop participants;
- getting to know each other, integration – meeting the needs of belonging, friendship, acceptance;
- improving skills that strengthen relationships with peers – listening to others, empathetic attitude;
- developing team cooperation skills;
- acquiring skills in coping with stress, caused in particular by difficult war experiences and the need for forced migration;
- developing skills in constructive conflict resolution.

Results of participation in classes:

- participants know what mental resilience is, they know and can explain what helps and what hinders coping with adversities;
- children can better adapt to changes in their lives and cope with difficulties;
- young people understand the role of social rules in life and are able to follow them;
- participants notice and are able to name their own emotions and mood, and know how to deal with them;
- participants are more integrated, have a sense of community and belonging;
- children are aware of their own skills and strengths – they have better self-esteem;
- young people can cope with stressful situations, they can calm down and compose themselves;
- participants have better developed decision-making skills;
- children gain greater teamwork skills – they have greater communication skills and are more empathetic.

Work methods:

game, discussion, brainstorming, collages, fairy tale therapy, body work (physical and breathing exercises), teamwork, pair work, “being here and now” techniques, meditation, music therapy, presentation.

Duration

3 teaching hours (3 x 45 min); there are 2 breaks during classes.

COURSE OF CLASSES

Introduction

Przebieg krok po kroku:

- 1 Start the class by greeting participants.
- 2 Briefly talk about yourself and what will take place during the training.

Say: *I would like to welcome you to the “ReSET – Relations, Strength, Emotions, Care” workshops. My name is.... and I am... During these workshops, we will talk about mental resilience, understand what it is, what influences it, and also deal with some of its important elements – our strengths and emotions. We will have a fun and productive 3 hours spent together. And now I invite you to participate in the first activity, which will concern the rules of our workshops.*

Activity 1 | Workshop Code | ok. 5 min

Author/Source: Viktoriya Demchenko, Zuzanna Rejmer, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Yuliana Shevchuk, Marharyta Olshanska

Purpose:

Establishing and adopting rules enabling comfortable and safe work for all participants, building a sense of security

Materials needed:

rule cards (with graphics symbolising individual rules) – **Attachment No. 1**, magnetic board, magnets

Process step by step:

- ① Stick the cards with the rules (Attachment No. 1) in a place visible to children – on a magnetic board or wall.
- ② Say: *So that we can all feel comfortable around each other during this meeting, I would like to propose a few rules that will help us create a friendly atmosphere during our classes, make it nice and make everyone feel good here.*

Ask the children to look at the board, then discuss the rules by saying:

These are the rules I want to propose to you:

- **rule number 1: “Workshop duration”**. The workshops will last 2 hours 15 minutes, with 2 breaks of 10 minutes each;
- **rule number 2: “1-1-1”**. This means that only one person will speak at a time and only on one topic;
- **rule number 3: “Raise your hand”**. If you want to say something or ask a question, signalise it by raising your hand. I would like to hear all your voices and hear your opinions. If we all speak at once, it may be difficult;
- **rule number 4: “No marks”**. I encourage you to share your thoughts; by speaking your mind, you will be able to learn from each other. Every opinion you have will be important;
- **rule number 5: “Teamwork”**. Today, you will work together as a team, helping each other. It is important that you treat each other with respect – this means that you should use friendly words and phrases, be nice to each other, and help each other;
- **rule number 6: “No, thank you”**. During the classes, you will be able to refuse to participate in one of the activities, but you will only be able to use this option once;
- **rule number 7: “STOP”**. Every person, including the trainer, has the right to say “STOP” if someone violates the rules. This will be a way to remind you of the need to follow them;
- **rule number 8: “No phones”**. The use of phones and other electronic devices will be prohibited during the workshops.

- 3 Ask the children: *Do you have any questions? Is there anything else that is important to you? Do you have any rules you would like to add to this list? Can we agree on these rules?* If the children have questions, answer them. If they indicate another rule that is important to them, present it graphically and place it on the board next to you.
- 4 Then say: *If you agree, make the “OK” gesture, raise your thumbs up. If you disagree, give me thumbs down.*
- 5 If there is someone who does not agree to the rules, clear up their doubts (see comments and methodological tips).
- 6 When all participants commit to following the proposed rules, say: *Now that we have the rules in place, I invite you to have fun and get to know each other better.*

Comments and methodological tips

If any participant makes a thumbs down gesture, ask why they did it. Listen to their explanations and clarify doubts. Then emphasise that rules are needed. They are supposed to improve work during the workshops and help everyone feel important and heard, so that we can work well together. Ask the person who did not agree to the introduction of a given rule whether they can agree to it after these additional explanations. Work with participants' doubts and reservations until everyone agrees to the rule by making a thumbs up gesture.

Activity variants

Rules can be introduced arbitrarily by just announcing them, or it can be done in cooperation with the children. In the latter case, children guess what is in the pictures with the rules and name what they see.

Activity 2 | Who am I meeting today? | ok. 10 min

Author: unknown

Purpose:

getting to know each other, building a sense of security and trust

Materials needed:

sticky notes – letter labels (depending on the number of children: from 5 to 15 pieces), markers.

Process step by step:

- 1 Place all the children in a circle. You too stand with them and say your name.
- 2 Do any movement that will mean your name (e.g. squat, smile, raising your arms up or putting your right leg forward).
- 3 Ask the child on your right to repeat your name and your move, then to say their name and show their own move.
- 4 Ask the children to introduce themselves in the same way, repeating the name and movement of the previous person.

Comments and methodological tips

While the children introduce themselves, the trainer writes their names on sticky notes. The trainer then gives each child a card with their name on it. Children are supposed to stick them on their clothes, on their chests. It is important to tell the children very clearly and precisely that the sticky notes should remain in the same place until the end of the workshops.

Activity 3 | Everyone who... | 10–20 min

Author/Source: unknown

Purpose:

integration of participants, creating a good atmosphere during the workshops, increasing energy in the group

Materials needed:

chairs (for all workshop participants minus the chair for the trainer)

Process step by step:

- 1 Place chairs in a circle and ask the children to sit on them.
- 2 Let the children know what the task will be and that you will also take part in it. Tell them that all of you will soon be switching places and the person who cannot find a seat will stand in the middle instead of you. Tell them that in a moment you will mention one of your features/traits. Anyone who has the above-mentioned feature/trait should get up from their seat and find a new chair to sit on. The person who has not found a free chair stands in the middle of the circle and has some characteristic that other people in the group may also have.
- 3 Stand in the centre of the circle and say: *Everyone who...* (here mention any feature/trait that applies to you, but also to other players in the game) *...changes seats*. For example, everyone who likes to draw, or everyone who came from Ukraine, or everyone who ate breakfast today, etc.
- 4 Participants who have this feature/trait look for a new place to sit.
- 5 The person who has not found a place for themselves stands in the centre of the circle. They become the new host. Now they are the one who has to name a feature/trait that they possess. They begin with the words “Everyone who...”
- 6 Gradually increase the difficulty of the task, encouraging children to move away from simple and obvious features/traits to more complex ones, such as character traits and strengths.

Comments and methodological tips

Before starting the activity, participants should be made aware of the safety rules, the prohibition of pushing one another and the rule that only one participant can sit on one chair. Make sure there is enough space in the room to perform the activity..

Activity 4 | Resiliency map | 15 min

Author/Source: Viktoriya Demchenko

Purpose:

introduction to the topic of mental resilience, explanation of the concept of resiliency

Materials:

printed words “RESISTANCE” and “RESILIENCY” (**Attachment No. 2**), flipchart, markers.

Process step by step:

- 1 Ask the children to sit in a circle.
- 2 Hang a piece of paper with the word “RESISTANCE” in the middle of the board or flipchart (see: **Attachment No. 2**).
- 3 Ask the children if they understand this word and what associations they have with it.
- 4 Write children’s answers around the word “RESISTANCE” to create a mind map.
- 5 Refer to what the children said. Say: *Everything you know about resistance is very important because it helps you take better care of yourself, feel good and be healthy. Just as we take care of our body and its resistance, it is important to take care of our emotions and mind. We have physical resistance, but there is also mental resilience, which we call “RESILIENCY”.*
- 6 Hang a piece of paper with the word “RESILIENCY” on the board (see: Attachment No. 2).
- 7 Ask the children: *What helps you have mental resilience? What comes to your mind when you think of a mentally resilient person?*
- 8 Around the word “RESILIENCY” write down all the children’s associations regarding this issue, e.g. “self-esteem”, “knowledge of one’s strengths”.
- 9 Summarise by saying: *All these qualities and things you mentioned can be strengthened and developed. And that’s what we do during these workshops. I invite you to participate in the next activity.*

Comments and methodological tips

Instead of changing the words “resistance” and “resiliency” on the board, you can write them on a flipchart in large block letters.

Activity 5 | “If I were a cat...” | 20 min

Author/Source: Olesia Onoshko

Purpose:

building self-esteem, searching for one’s strengths

Materials needed:

2–3 sets of cards with pictures of cats, prepared, printed and cut out of paper (depending on the number of children) – see **Attachment No. 3**.

Process step by step:

- 1 Ask the children to sit on the floor, not on chairs.
- 2 Divide everyone into 2–3 groups depending on the number of participants; if there are fewer than 10 children, do not divide them into groups.
- 3 Say: *Now I would like to propose to you an unusual activity that will help you discover your strengths and look at the world from a cat’s perspective. Yes, you heard me right, today you will all become cats for a moment!*
- 4 Give each group the same set of pictures of cats (see: **Attachment No. 3**), making it clear that for now we are ONLY looking at the pictures, so that everyone has time and opportunity to look at each kitten.
- 5 Ask each person in the team to choose one picture that they think is most similar to them, has the same or a similar feature or talent.
- 6 If there were 2 or 3 groups, then after the children have selected the pictures, combine the subgroups into one team. Have all the children sit in a circle.
- 7 Each participant presents the picture they have chosen to the others and explains their choice (e.g. someone chose a cat with brushes and paints because they love to paint).
- 8 Ask the children:
 - What did they learn about themselves thanks to this activity?
 - What did they learn about others?
 - What traits/features presented on the selected picture do they like the most?
 - Was there anything they found difficult during this activity? If so, what was it?

Comments and methodological tips

You can let the children keep the printed pictures as souvenirs.

10-MINUTE BREAK.

Activity 6 | The world of emotions | 20 min

Author/Source: Zuzanna Rejmer, Viktoriya Demchenko, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Marharyta Olshanska, Yuliana Shevchuk

Purpose:

psychoeducation about emotions, developing the ability to recognise emotions

Materials:

pictures with emotions (**Attachment No. 4**), marker/chalk for the board, scissors.

Process step by step:

- 1 Ask the children to sit on chairs in a circle.
- 2 Start a conversation about emotions by referring to the previous activity. Ask the children how they felt when they noticed that they had some characteristics similar to those of cats. Let the children have their say.
- 3 Write the children's answers on the board (names of the emotions they experienced during the previous activity).
Then say: *Looking at the board, we can see that you have listed many so-called positive emotions. However, in life we experience different emotions. Now I will show you pictures with various other emotions presented in them. Your task will be to name the emotion you see on the child's face in the picture. Are you ready?*
- 4 Show pictures of children expressing various difficult emotions one by one (**Attachment No. 4**). Ask the children to raise their hands if they want to say what emotion they see. Pick individual children to voice their answers. Write down the names of the emotions mentioned by the children on the board.
- 5 Ask if the participants would like to mention any other emotions that may be coming to their mind right now. Write down the emotions mentioned by the children on the board (no more than 10).
- 6 Ask children if all emotions are important.
- 7 Listen to the children's answers and then summarise: *Emotions are natural and each of us experiences them. Sometimes we may feel very happy when something wonderful happens, and other times we may feel sad or worried. It is important that we understand that all emotions are important and necessary. For example: anger tells us that we don't like something, say a person's behaviour. Joy does the opposite. It tells us that something feels good and that we want to do it more often. It is worth listening to your own emotions and wondering what they are telling us. Although it may happen that we feel some of them very strongly. So strongly that it may be difficult for us to feel them. Then we may do various things that are not good for us in the long run, e.g. we may try to hide our emotions deep inside and not feel them, or under the influence of emotions we may do thoughtless things, e.g. we may shout at others out of anger. Therefore, you should learn ways to deal with strong emotions.*

Comments and methodological tips

PLEASE NOTE!

It may happen that some children start talking about various difficult situations they find themselves in and the emotions they experience. Be careful not to delve into this topic. Don't encourage other people to share their experiences, but don't forbid them from doing so either. Normalise by saying that different emotions appear in difficult situations and that all of them are important and necessary. Try to summarise and say that we can learn to deal with difficult emotions. Point out to the children that the methods that we will talk about in a moment and which will be presented in the next activities are very helpful.

Activity 7 | Stress ball | 5–7 min

Author/Source: Viktoriya Demchenko, Zuzanna Rejmer

Purpose:

developing skills to cope with stressful situations

Materials needed:

small rubber balls (number adjusted to the number of participants + one for the trainer), or a brochure *Support yourself. How to look after your wellbeing?* (available to download on the website of the Polish Migration Forum Foundation).

Process step by step:

- 1 Ask the children to stand in a circle.
- 2 Take the balls and give one to each child. Say: *Now we will have some fun. What you are holding in your hands are not ordinary balls, but “stress balls”. We will squeeze them quickly and then very slowly loosen our grip.* In a moment we will do 10 quick hand compressions and 10 slow hand releases. While gradually relaxing the hand, we will count backwards, from “10” to “0”.
- 3 Do the activity together.
- 4 After 10 sets of tightening and loosening the ball, ask the participants what they feel, whether they feel hot or cold, whether they have more or less energy. Ask what emotions they feel. You can ask directly if anyone feels calm.
- 5 Summarise: *Whenever we feel angry, anxious, uncomfortable or sad, we may tense and relax our hands, arms, or other parts of the body. This will help you deal with a difficult situation faster.*

Activity variants

You can extend this activity by discussing the methods of coping with stress described in the Polish Migration Forum Foundation brochure *Support yourself. How to look after your wellbeing?*

After discussing these exercises, it is worth handing out printed leaflets to children (available on the Polish Migration Forum Foundation website in Polish, English, Ukrainian and Russian), which also include examples of other breathing exercises.

Activity 8 | Bouquet of strengths | 15 min

Author/Source: Zuzanna Rejmer, Olesia Onoshko, Viktoriya Demchenko, Nataliia Marchenko, Mariia Sobol, Marharyta Olshanska

Purpose:

strengthening self-esteem, developing cooperation and teamwork skills, integration

Materials needed:

large sheets of paper (flipchart paper), crayons or markers, sheets of paper with a list of strengths (**Attachment No. 5**).

Process step by step:

- 1 Divide the children into 2 or 3 groups of 4-5 people each.
- 2 Give each group a list of strengths, crayons and a large sheet of flipchart paper.
- 3 Ask one person from each group to draw a large vase on the flipchart.
- 4 Ask each participant to draw a flower (with 6 petals) in a vase.
- 5 Have each child sign the flower with their name.
- 6 Ask the children to write their strengths and/or positive traits and talents in the petals of their flowers. If children have difficulty identifying their characteristics, give them a list of strengths (**Attachment No. 5**) and ask them to check whether they have any of the characteristics mentioned on this list.
- 7 If any of the strengths, characteristics or advantages are repeated, have the children write them on their vase.
- 8 After finishing the work, discuss the drawings of all groups. Ask the children to present the traits, talents and strengths that are shared by everyone in the group. Let each member of a given team read their one trait, talent, strength that they have (preferably it should be a unique trait, but it is not necessary).
- 9 Summarise the activity: *By working together, you could learn how much you have in common (read the common strengths the children wrote on their vases) or what makes you different (read examples of traits that are not repeated). Remember that if someone in the group has a special trait, talent or strength, they can talk about it, e.g. how to learn a given skill or how to use it to help others. It's good that you are similar and at the same time extraordinary and unique.*

PLEASE NOTE!

If someone doesn't know their strengths or talents, you can ask individuals in the group to try to guess what talents that person has. The trainer can also help in naming the internal resources of individual children.

10-MINUTE BREAK.

Activity 9 | Ball of yarn | 10 min

Author/Source: Mariia Sobol, Marharyta Olshanska

Purpose:

acquiring skills in ecological ways of stress reduction and emotional self-control, group integration, increasing self-esteem, consolidating the known methods of coping with stress

Materials needed:

ball of yarn

Process step by step:

- 1 Ask participants to sit in a circle.
- 2 Say: *Now we will pass the yarn on to each other and create a “web of resilience”. The rules are as follows: each person says their own way to deal with stress. Those who like a given way of dealing with stress (i.e. they also use this method or want to try it) raise their hand. Then the person who holds the ball of yarn throws it to one of the people who raised their hand. At the same time, they hold a piece of yarn in their hand (e.g. they wrap it around their finger).*
- 3 You can start like this: *When I’s overwhelmed with feelings, I spend time with my dog. Anyone who likes this method, who has already used it or wants to try it, raises their hand.* With one hand, grab the yarn (e.g. wrap it around your finger) and with the other, throw the ball of yarn to a selected person (one of the participants who raised their hand).
- 4 Another person shares their way of dealing with stress. They hold the thread with one hand and pass the ball of yarn to the next person with the other. Children pass the ball of yarn around until everyone has the thread in their hands. This will create a “spider web”.
- 5 Say: *We have a beautiful “web of mental resilience”. If any of us weren’t here today, the web would look completely different. In a group, it is much easier to deal with difficult emotions and situations. Other people’s support gives each of us enormous resources and strength. Now you see a “web of resilience” woven from threads, but in fact, there is an invisible web between people all the time, thanks to which we have the opportunity to share difficult emotions, give and receive support, and help others cope with stress. Remember that!*
- 6 Thank the children for working together and invite them to the next, last activity.

Comments and methodological tips

In the second stage of the activity, remind the children that they should only mention ecological methods of coping with stress, i.e. those that do not harm the child, other people or things.

Activity 10 | What do I take with me? | 10 min

Author/Source: unknown

Purpose:

summarising the workshops, calming down the group and making children aware of what they have learned

Materials needed:

colourful post-it-type sticky notes for each participant, pens or markers and a board.

Process step by step:

- 1 Ask the children to sit on chairs in a circle.
- 2 Say: *Now each of you will get one coloured sticky note. Write down one thing you learned today.*
- 3 After children have written their feedback, invite others to share what they wrote.
- 4 Ask all the children to stick their notes on the board.

Comments and methodological tips

You can place more sticky notes in the middle of the room. Tell the children that you are putting them there in case someone wants to add more things they learned today.

Activity 11 | Circle of gratitude or gesture of “gratitude” in a circle | 5 min

Author/Source: Viktoriya Demchenko, Zuzanna Rejmer, Olesia Onoshko, Mariia Sobol, Nataliia Marchenko, Yuliana Shevchuk, Marharyta Olshanska

Purpose:

ending the workshops, integration, strengthening a positive mood

Materials needed:

none

Process step by step:

- 1 Ask the children to stand in a circle with you.
- 2 Thank them for participating in the workshops: *Thank you for being active participants of the workshops, for your commitment and fruitful work. Now I invite you to thank each other with a gesture of “gratitude”.*
- 3 Ask the person on your left to show the person on their left any gesture of “gratitude” (e.g. a heart, thumbs up, or other gesture).
- 4 The person to whom the gesture of “gratitude” is addressed should reciprocate it. Then they should show their own gesture to the person on their left.
- 5 The activity ends when each participant in the circle shows a gesture of “gratitude” to the person standing on their left.

Attachments to the activities:

Attachment No. 1 Workshop Code

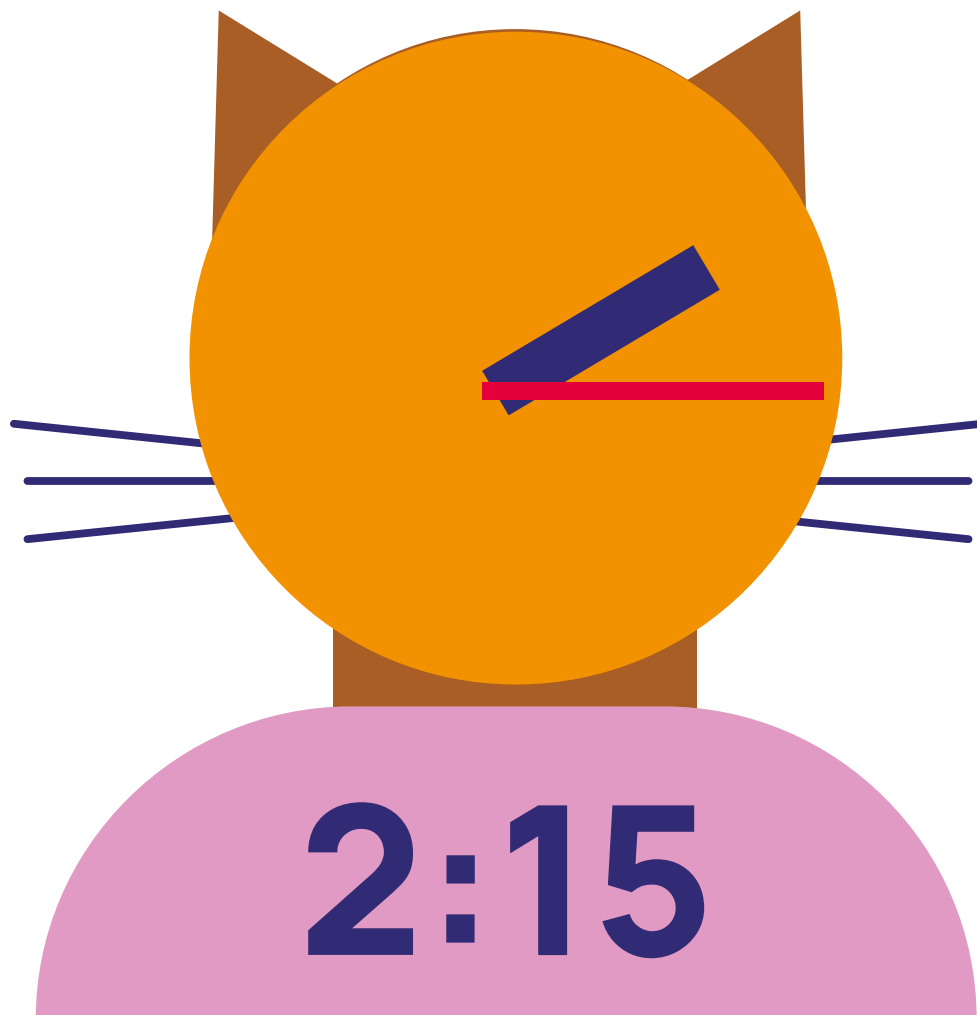
Attachment No. 2 The word “resistance”, the word “resiliency”

Attachment No. 3 Metaphorical cards – pictures of cats

Attachment No. 4 Pictures of emotions

Attachment No. 5 Strengths.

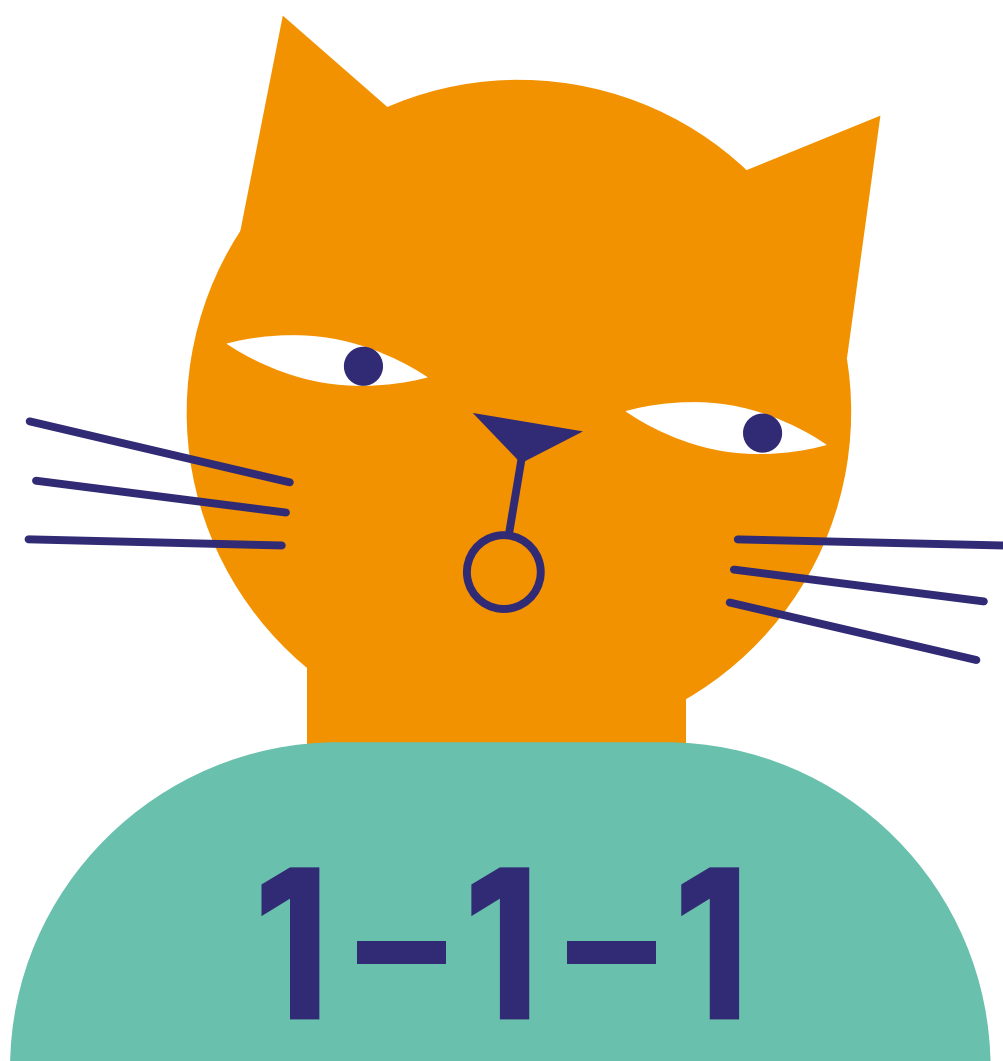
Workshop Code



Rule No. 1

Workshop duration

Workshop Code



Rule No. 2

1-1-1

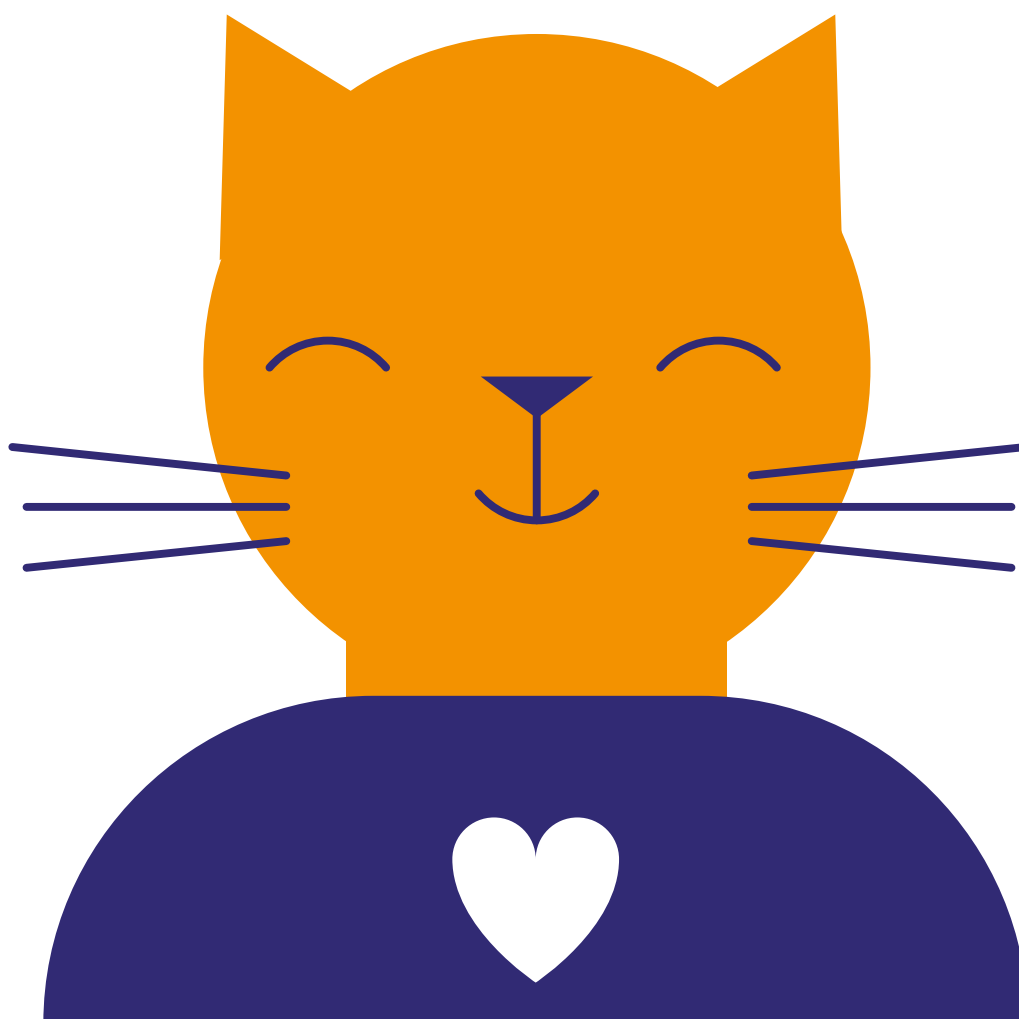
Workshop Code



Rule No. 3

Raise your hand

Workshop Code



Rule No. 4

No marks

Workshop Code



Rule No. 5
Teamwork

Workshop Code



Rule No. 6

No, thank you

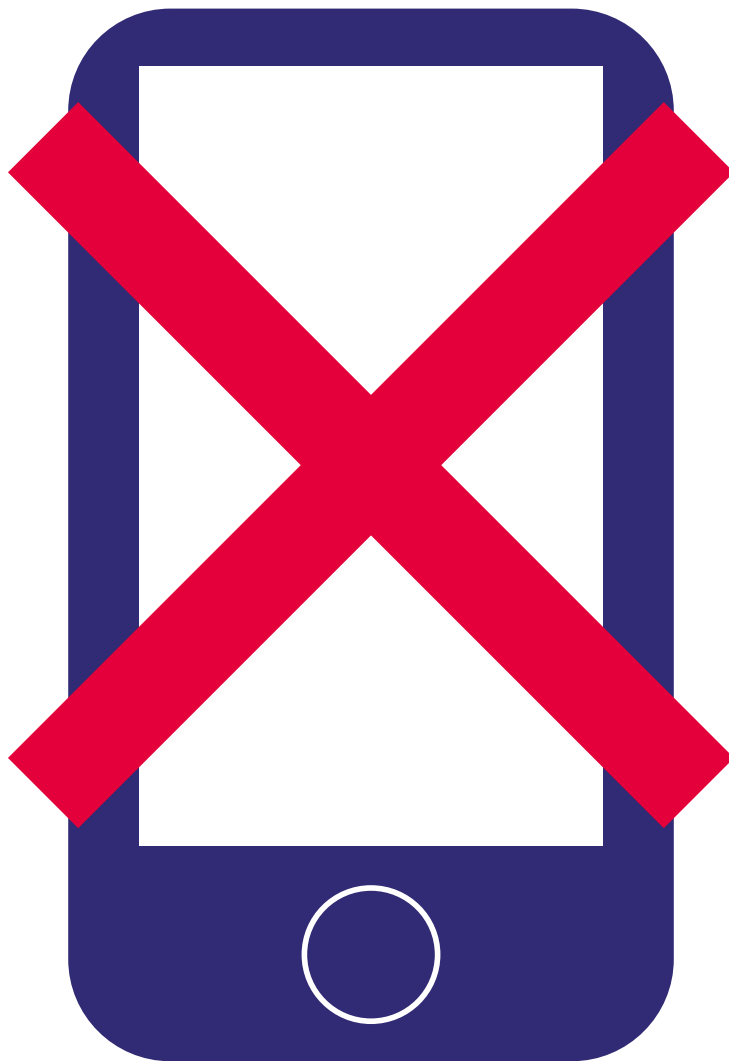
Workshop Code



Rule No. 7

STOP

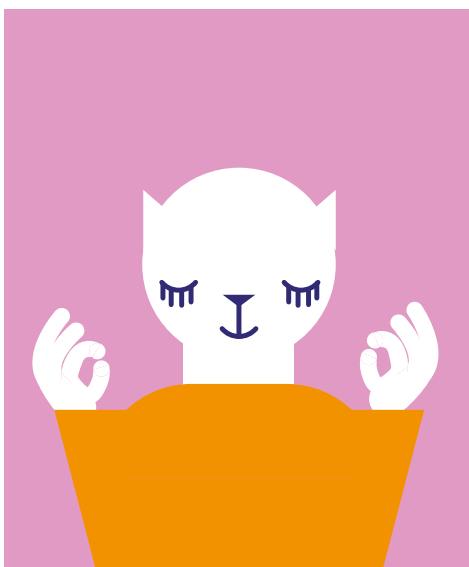
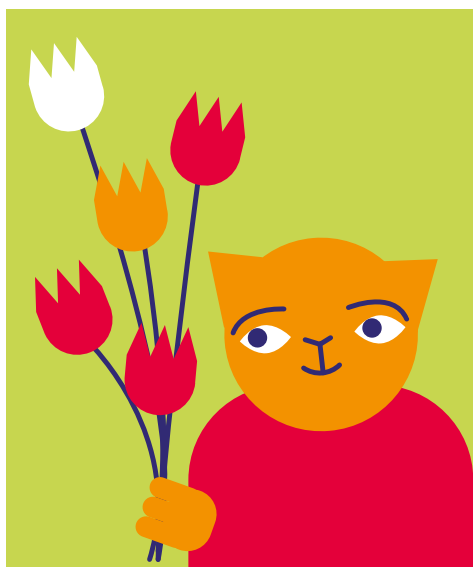
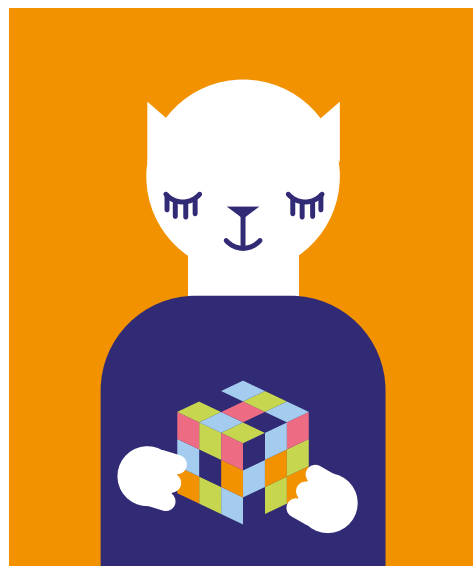
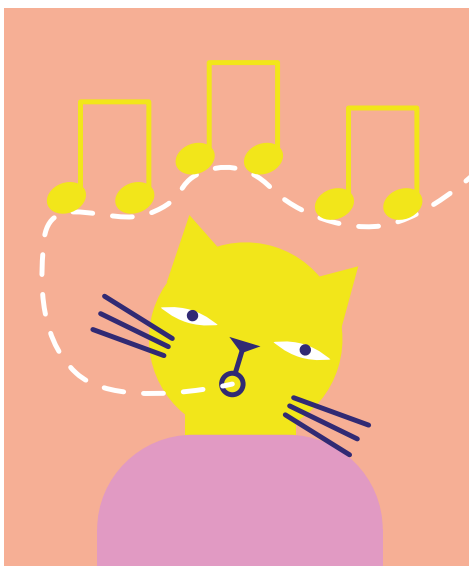
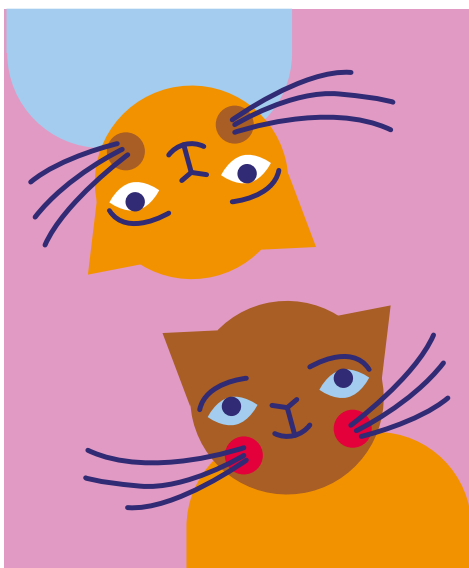
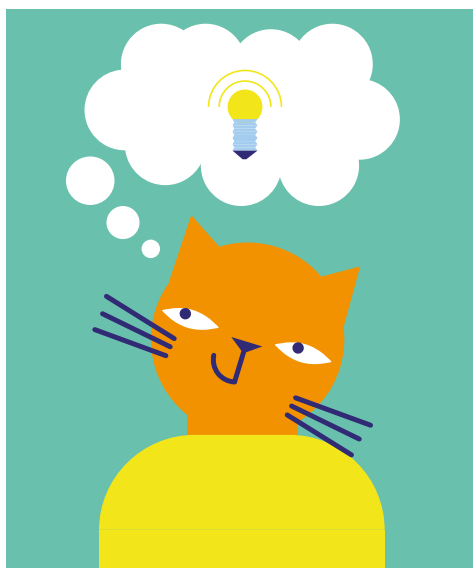
Workshop Code



Rule No. 8

No phones





Emotions cards



joy

sadness

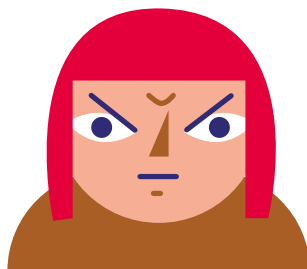
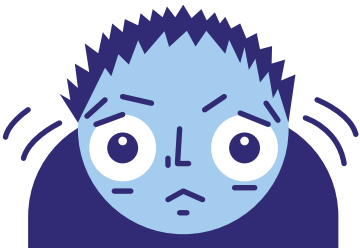
calmness

disgust

astonishment

fear

anger



My strengths:

- ☐ I have a lot of ideas.
- ☐ I am creative.
- ☐ I like creating new things.
- ☐ I am curious about the world.
- ☐ My friends often ask me for advice.
- ☐ I read a lot.
- ☐ I like to develop my skills.
- ☐ I like making others laugh.
- ☐ I can enjoy small things.
- ☐ Other people say I have a sense of humour.
- ☐ I like to surround myself with beautiful things.
- ☐ I am prudent.
- ☐ I like to be ahead of time.
- ☐ I am inquisitive.
- ☐ I can admit my mistake if it turns out that I was wrong.
- ☐ I am open to what other people say.
- ☐ I am full of energy.
- ☐ When I come up with something, I persistently strive to make it happen.
- ☐ I do my homework, even if it is too difficult or boring for me.
- ☐ I don't give up when something goes wrong.
- ☐ I can wait, for example, for my turn.
- ☐ I can resist temptation, e.g. I don't eat all my sweets at once.
- ☐ I save my pocket money for bigger things.
- ☐ I like to overcome my fears.
- ☐ If I care about something, I commit to it despite the fear I feel.
- ☐ I like to dream and plan my future.
- ☐ I know I can handle various situations.
- ☐ I believe that cool things will happen to me in the future.
- ☐ I believe that I can learn new things, improve my skills, become better at what I do.
- ☐ I'm not afraid of making mistakes.

- ☐ I like reading and hearing about the lives of famous scientists, athletes and explorers.
- ☐ I imagine things and wonder what I can do to make them happen.
- ☐ I trust people.
- ☐ When I have a problem, I think about what to do to solve it.
- ☐ I am often chosen to be a group leader, e.g. during sports activities or outdoor games.
- ☐ When I come up with something, I can encourage others to get involved, e.g. in some fun game.
- ☐ I can convince others not to give up.
- ☐ I often tell others that I love them.
- ☐ I feel important.
- ☐ I like helping others.
- ☐ When someone is sad, I try to cheer them up.
- ☐ I'm not afraid to express my opinion out loud.
- ☐ I always say what I think, even if others don't like it.
- ☐ I have my own dressing style that expresses who I am.
- ☐ I can get along with different people.
- ☐ I like working in a group, e.g. taking part in group projects and team games.
- ☐ I notice the many good things that happen to me.
- ☐ I often remember cool events I took part in.
- ☐ I like to thank others for what they do for me and for others.
- ☐ I do many things quietly, not counting on reward or praise.
- ☐ I can often guess why my friend acted in a certain way.
- ☐ I'm good at listening to others.
- ☐ I know the names of many emotions and use them often.
- ☐ I notice emotions in other people. I know when someone is sad, when someone is angry or happy.
- ☐ I believe that everything happens for a reason, that everything has a meaning.
- ☐ I like myself and I think I'm cool.
- ☐ I know what things give me pleasure (they give me energy, make me smile) and I do them often.



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Types of support we offer (on-site and online) include:

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- legal support
- casework support (in dealing with specific matters, e.g. education, health, official matters)
- educational support (we train people working in schools, we specialise in intercultural assistantships)
- support of career advisors
- support of consultant for legalisation of stay
- business advisor support
- support from midwives
- other support, especially dedicated to women, people with disabilities, youth, children, seniors, parents and guardians, teachers.

Our help is free of charge!

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