



A MANUAL FULL OF SEEDS FOR A
CREATIVE APPROACH ON RESILIENCE
AND BRAVERY IN EDUCATION.



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cesie
the world is only one creature



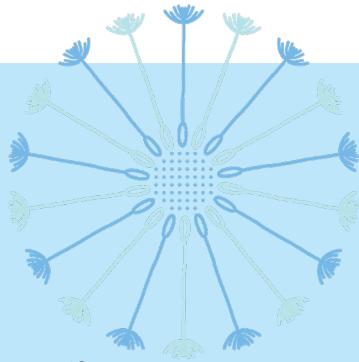
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ADDITIONAL TOOLS





TOOL 5: HAMMOCK TIME TO PRACTICE COLLECTIVE SUPPORT

WHY?

- To find solutions for a question or dilemma using the wisdom of your peers
- To support each other in challenges in life/school/work
- To build resilience and trust through mutual support and advice

HOW?

We will start with an individual reflection. We then work in trios. And at the end there can be a collective sharing. We work in 3 rounds of 'consultation' where in each round one participant is bringing a topic and the others are coaching. So that everybody has an equal opportunity to receive and give coaching. Examples of topics/challenges:

- Look back at a difficult experience at school
- How to cope with the stress of exams?
- To find solutions how to handle a conflict in the friends circle

WHAT?

Materials

- Paper and pens
- Timer for each group or timesignal (f.e. bell or singing bowl) used by facilitator
- Photography tool: mobile phones or cameras

Timing

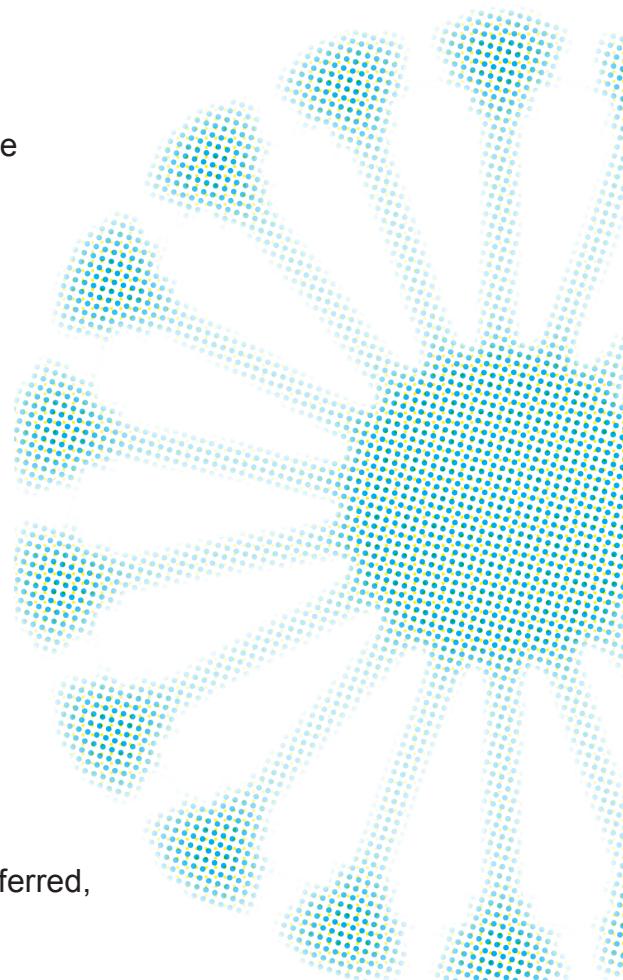
- 35 minutes for the session outline
- Make it 50minutes if you want to add a quick check-in or a step in the circle sharing

Space

- Small groups of 3 chairs, knee-to-knee seating preferred, no table

Groupsize

- Groups of 3 - can be used in large groups



SESSION OUTLINE

1. Explain the why of this tool. (3 minutes)
2. Give students time to reflect on which topic they will bring. (1 minute)
3. Assign students randomly to a trio (using for example counting 1-2-3 or using 3 different colours). (1 minute)
4. Each round consists of 10 minutes. We will do 3 rounds.

- Student brings in the topic. (1 minute)
- Peercoaches ask clarifying questions to understand the challenge or difficulty. (2 minutes)
- Student turns around their back facing the coaches.
- The coaches generate ideas, suggestions, advice. (4 minutes)
- Student turns round again and chooses what fits for them or feels the most valuable
- (2 minutes)
- Now switch roles and start the next round

EXTENDED VERSION

If you have more time, it really is a plus if you can share with each other some of the valuable insights or advice that were gained during this exercise.

You can use the tool 'Step in the circle' to share so that there can be a spreading of the wisdom. (refer to manual p. 21 for more instructions on 'Step in the circle')

PHOTOGRAPHY PROMPT

In step two of the session where you give participants time to reflect, invite them to take a photograph that represents the difficulty. (10 minutes)

After the coaching in trios, give them an opportunity to again take a picture that represents how they are going to meet the difficulty. What approach/tool/strategy will they use? (10 minutes)

If you have time, do a sharing round using the principles of Tool 1/check-in with two rounds reflecting on the feeling evoked by the difficulty and/or how they are meeting the difficulty.

JOURNALING PROMPT

Invite students to write 10 lines about what they learned from a topic another student brought in. (Specify that their learning is based on a topic another student brought, not their own.) You could use these reflective questions:

- What hit home for you in the challenge or difficulty your peer talked about?
- Which advice would be as well valuable to you/ in your life?
- What is one thing that stood out for you during this exercise?

Let the students pair up and share what they have written. Let them then make a *WordCloud* with 10 words they have in common about this experience. Present this to the whole group.

BODYWORK PROMPT

Invite the group of 3 to make a freeze frame of how they evaluate their cooperation during this exercise. Go around and film (with your mobile phone) the freeze frames. Let the trios unfreeze and watch the 'aftermovie' together; inviting each trio to comment on their freeze frame.

TIPS

1. Mix the trios to the maximum.
2. Keep timing tight.
3. Explain the difference between asking questions to clarify and the point where you start giving advice, ideas, coach.
4. If there is a need to build more trust, add safety rules in the beginning.

Remember: Questions on self-understanding may be more powerful than advice about what to do.

BACKGROUND INFORMATION

Reference: This tool is inspired by the tool Troika Consulting, a Liberating Structure. You can find more information on www.liberatingstructures.com.

TOOL 6: SUN SHINES ON

TO EXPLORE GROUP ENERGY

WHY?

- To energise the group
- To develop emotional literacy
- To generate active learning and safe sharing

HOW?

Sun Shines On is an energising group activity that develops emotional literacy and promotes active learning and safe sharing. Participants sit in a circle with one person standing in the middle, who says “The sun shines on...” followed by something true about themselves. Everyone it applies to must swap seats while the person in the middle tries to sit down. The game progresses from visible truths to non-visible truths and then to feelings (“I feel...when...”), encouraging deeper reflection and empathy. Clear rules ensure safety and honesty, while a debrief afterwards helps participants reflect on their experiences and learning.

WHAT?

Materials

- Flipchart or whiteboard to write down *grains of truth*.

Timing

- 5 minutes to explain
- 20 minutes for 3 rounds
- 10 minutes to debrief and harvest the *grains of truth*

Space

- Open space
- Chairs in a circle facing into the circle

Group size

- 8 to 40 students



SESSION OUTLINE

1. Ask participants to sit in a circle with bags/ coats cleared to one side. Take away one chair so that you are left standing.
2. Stand in the middle of the centre and ask participants to think of somewhere hot in the world.
3. Using a suggestion from the group (eg Egypt) ask them to imagine that they are on the beach in that place and it is really hot. Fortunately they all have sun loungers and are lying in the shade but you (the person in the middle) don't have one and so you are feeling hot, sweaty and grumpy and would really like a place in the shade. The way you are going to get a place is to say 'the sun shines on...' and then something that is true to you and hopefully true to others.

ROUND 1

4. For this first round, keep the topic around anything that is true to you (the person in the middle) that is visible to everyone. (for example: "the sun shines on anyone who... is wearing a blue shirt/ has brown hair")
5. If it is also true and visible for other people in the group then they will get up and move places.
6. During that time you will try to get an empty seat and there will be one person left standing who will say 'sun shines on...' something true and visible about them etc.

ROUND 2

7. After a few rounds move the game on to the second stage: something that is true but not visible. (for example, "the sun shines on anyone who.... has a sibling/likes playing games")

ROUND 3

8. After playing that for a few rounds move it to the last stage is about feelings: (for example "the sun shines on anyone who feels angry when someone ignores me")

DEBRIEF

9. Debrief: How was that? Why was it fun/boring etc.? What did we learn in the 3rd round? How did it feel to be in the middle?

TIPS

1. It must be true about the person in the middle.
2. Keep safe – no running or barging.
3. If it's unsafe the game will be stopped.
4. You can't swap seats with your neighbour.
5. If you leave your seat you have to go. You must commit to finding a new seat even if you realise you stood up by mistake.



EXTENDED VERSION

These reflection activities deepen learning from the game by encouraging participants to explore their feelings, insights, and experiences in creative ways. They can be done individually or in small groups after playing.

PHOTOGRAPHY PROMPT

Ask students to take a photo that represents how you felt when:

1. you were “in the middle”.
2. you were the only one to stand up
3. everyone stood up
4. when nobody stood up

Create three photos reflecting on how you felt during the different rounds: one for visible truths, one for invisible truths, and one for feelings.

JOURNALING PROMPT

1. Describe a moment in the game when you felt most connected to others. Why?
2. How did your feelings shift as the game moved from visible truths to emotions?
3. Reflect on what it felt like to share something personal versus something visible.
4. What did you learn about yourself from hearing others’ statements?

BODYWORK PROMPT

Invite students to:

1. Shape their body into a freeze frame to express how it felt to be “in the middle,” then return to a neutral pose.
2. Use movement to show the journey of connection, vulnerability, energy or excitement of the game.
3. In pairs or groups, create a freeze-frame (tableau) of a moment from the game.
4. Finish with a grounding exercise (breathing, stretching) to release emotions stirred up by the game.

