

Take your time

3 steps to the activity realisation



Step 1 – preparation phase

To implement this exercise, as a first step, you would think about your target group. Put yourself in their shoes and imagine unknown situations they might have had to deal with in their lives and how they might have reacted to them. Based on your preliminary notes, prepare some scenarios/unknown situations that you can discuss with the young people in Step 2. The aim is to discuss and identify coping mechanisms so that they can better understand how they react when faced with the unknown. Next, prepare some guiding questions to use in Step 2. Lastly, collate all the material you need for this activity.

Step 2 – activity phase

Firstly, start a conversation / brainstorming activity with young people on what they think about roadblocks and setbacks. Ask them to identify situations that they would categorise as roadblocks/setbacks. Next, discuss how they would react to those situations. The notes and thoughts you have prepared in Step 1 will help you guide the discussion, providing examples where adequate. Explain to students that it is only natural for unknown or ambiguous situations to be perceived as threats, making us avoid such situations. Highlight and encourage young people to perceive the unknown as an opportunity to learn from i.e. have them regard mistakes as signposts.

Then, have the young adults work in pairs, providing them with the prepared examples of scenarios and unknown situations. Guiding questions can be:

- ✓ How does this situation make you feel and why?
- ✓ What are possible ways of dealing with it?
- ✓ What effect/consequences does this have?
- ✓ Are there other ways/options to face the situation?
- ✓ What can the unknown teach us? What is the value of it?

Their task is to discuss the situations and to identify possible ways of handling it. Encourage them to change their perspectives, to look at challenges or roadblocks in a positive way. Provide them with support, whenever you see fit.

Lastly, the young adults present their results to the group.

Step 3 – wrap up phase

Dedicate another 10 to 20 minutes to reflect with young people on the exercise and results of their group work. Discuss what they have learnt during the exercise. Especially highlight useful positive coping behaviours to raise the awareness.



Type of activity:

Crisis measures – how to respond and react

Value of the activity:

This activity aims at strengthening young people's ability to deal with unfamiliar situations. By discussing examples of unknown situations/experiences, how to deal with them, and how they make us feel, young people will be able to change their perspectives, being able to regard the unknown as opportunity to learn and grow.



Timing:

Preparation: 20 min.

Implementation: 30-60 min.

Checking learning progress: 10-20 min.



Activity follow-up:

<https://www.essentiallifeskills.net/9-best-tips-to-deal-with-crisis.html>



Other value case box components:

Implement this exercise with people, who already know each other.



Value quoted: