

How do we want to live together?

3 steps to the activity realisation



Step 1 – preparation phase

The pandemic, with curfews, the closure of schools, shops and leisure facilities, and the call for physical distance, has dramatically changed our lives and our daily routine.

The focus of the exercise is on the emotional well-being of the young people and giving them space to come to terms with the time spent in family isolation. For young people, the loss of their peer group, their friends and the loss of familiar daily structures and routines is particularly stressful.

Briefing:

The exercise can be carried out in a school context as well as in an out-of-school context.

- Brainstorming to find topics from the young people's living environment (family, classroom, schoolyard, peer group, leisure time, sports club).
- Form small groups of 4-6 young people/group.
- Young people with similar/same topics get together in a group.

Step 2 – activity phase

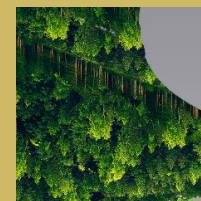
Implementation of core activity:

- ✓ The young people create a storyboard and develop dialogues from situations from their life and experience and implement it in a small role play.
- ✓ Presentation in the plenary
- ✓ The audience observes and looks for possible solutions to the problem presented.
- ✓ Clarifying questions are welcome
- ✓ Feedback from the audience and
- ✓ Subsequent presentation with solution-oriented outcome

Step 3 – wrap up phase

After the role play, discuss the young people's findings. Guiding questions for this can be:

- ✓ How did you feel in your role?
- ✓ What did you feel/think about the problem situation?
- ✓ Which opportunities did you see in changing the way you approach/solve a problem?
- ✓ Which consensus did you reach during the role play?
- ✓ What can you use for future decision-making processes?



Type of activity:

Role play (with brainstorming activity)

Value of the activity:

This exercise will train the ability to understand different mindsets (fixed and growth). The young adults will learn how to identify problem situations. The focus is on a solution-oriented approach. Thinking skills are enhanced, realistic insights into different mindsets are provided.



Timing:

preparation: NN min.
implementation: 180 min.
checking learning progress: NN min.



Activity follow-up:

e.g. further reading – links on methods/tools (for the professional)

<https://www.jmd-respekt-coaches.de/>



Other value case box components:

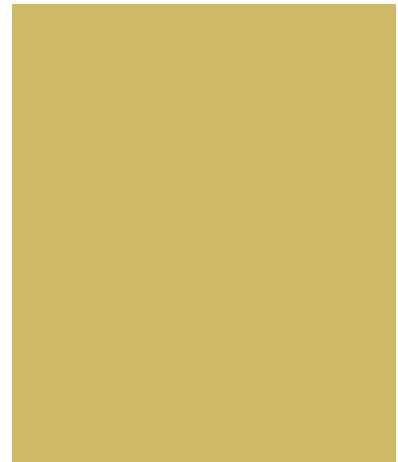
Exercise to be implemented in a trustful atmosphere



Value quoted:

V What did you learn for yourself from the situation?

Discussing these questions in the group, you can highlight the positive approaches the participants employed, when in their role. This way, young adults will become more aware of their positive communication ability. Also, discuss instances, which were challenging in terms of employing a solution-oriented approach. Discuss their suggestions how such situations can be handled in a positive way. Further, reflecting the outcome of the role play and questions will strengthen positive and empathic social behaviour beyond the exercise.



Your notes:

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