

The body of photographic resources



OBJECTIVES:

- Identifying the competences/ skills/resources of each learner
- Learning to solve difficulties by taking into account and complementing the different resources present in the group.



AXES:

Paradigm of good care, Sense of belonging, Identification of internal and external resources
Active identification and resolution of problems/ challenges ongoing



AGE GROUPS:

Children from 6 to 12 years old



STEP BY STEP DESCRIPTION OF THE ACTIVITY

»» Introduction to the activity

The pupils are divided into subgroups of 4 or 5 children (depending also on the number of polaroids available, as one camera per group will be necessary).

»» 1st part of the activity: Identifying the group's resources

Each group is given a large sheet of paper with a human silhouette drawn in as much detail as possible.

The children are asked to think about and choose one resource/capacity they have, the one that represents them the most, and if they have difficulty identifying it, the other members of the group can help.

Once identified, each child is asked to represent that capacity with his/her/their body and a polaroid picture is taken.

After each child has his/her/their photo/resource, they are invited to paste it on the silhouette drawn on the sheet, on the part of the body that best represents that ability (e.g.: for playing football it could be a photo of kicking a ball and then paste it on the foot of the drawing).

»» 2nd part of the activity: The group's resources in the face of difficulties

The facilitator retrieves the bag containing all the problem situations (see "Preparation") and invites a child to take out, without looking, a card. After reading it out, the children in the group are invited to think about how to solve the problem using all the resources found in the pictures on the drawn body.

Once the solution is found, the same steps are repeated with another card from the bag, until there are none left or the time runs out. It is important that at least 3 problem situations are used (see examples in "Preparation").

»» 3rd part of the activity: Presentation of solutions

Each group presents its resources and solutions to the rest of the class.

>> Closing of the activity

Reflection:

What did you think of the activity?

Were you able to use the resources to overcome the situations?

Conclusion: we have different skills: cognitive, physical, emotional and we can adapt them to different situations. With our friends and peers we can combine these skills, as if they were ingredients in a cake, which will allow us to create new "recipes" (strategies) to cope with problematic situations.



MATERIALS:

- As many large sheets as there are groups, with a human silhouette drawn as detailed as possible.
- One polaroid camera per group
- One opaque bag per group with the cards - problems

METHODOLOGY:

Image theater and photography



PREPARATION

Prior knowledge

Prepare in advance various potential difficulties depending on the age group of the participants.

Examples:

- There is a child in class who is isolated and seems very sad.
- There is a new child in class who does not speak or understand the language well.
- We want to give a gift to our teacher but we don't have any money.
- There is a person who is ill and cannot come to school.

Write each difficulty on a card. Put all the difficulty cards in an opaque bag.

Prepare a bag containing all the difficulty cards per group (ideally, each group should not exceed 6 children).

Provide one polaroid camera per group



TIPS FOR THE PERSON DOING IT

Before starting the activity, some short exercises can be done to allow the children to connect with their bodies, warm up and gain confidence.



WHEN:

After an activity that stimulates the use of the body and movement.



DURATION: 2h