

The Little School of Resilience



OBJECTIVES:

- Identify the elements, people, attitudes and dynamics that underpin collective resilience in our school community.
- Integrate core concepts of resilience in a way that allows for the assessment of problem areas and the enhancement of strengths



AXES:

Sense of belonging and collective identity



STEP BY STEP OF THE ACTIVITY

>> Introduction to the activity: (10min)

We start by asking each participant to draw, and then show or post in the chat, an image that he/she believes represents the central pillar of resilience in a school community. Notes can be taken on the whiteboard in the meeting room (zoom or meet) upon what is being shared.

>> 1st part of the activity: Building the little school (35 min)

Show the image of the *School of Resilience*, with all its levels and spaces, and briefly explain each one. Exemplify with questions about each room. (10 min)

Explain to the participants that they will work in separate breakout rooms, where they will receive each task in writing, via messages, but that the facilitator will go to each room to answer questions and clarify doubts.

Set up groups of 4-5 people by creating breakout rooms for small groups. Ideally, if you are working with teachers from different schools, group people per school.

Offer each group:

- the link to a document in Canva or another whiteboard (see model link in Digital tools involved) with the image of the School of Resilience and its different spaces. This can also be if one member of each group (secretary) completes the information on a printed version of the image.
- a list of questions corresponding to each level (see link).

Invite the groups to look at the picture and read the questions. Each group will complete its own *School of Resilience* image, guided by the questions. There needn't be unanimity, but it is advisable to speak up in case opposing views emerge. One member of each group will act as secretary and will write down the information in each room of the school (the elements that complete each room can be images, key words, phrases, names, quotes, etc.).

(See questions in annex)

Once all groups have completed the different levels and rooms, discussing and agreeing on the different perspectives, they should take a photo or download the resulting document and share it in the meeting chat.

>> 2nd part of the activity: Sharing and building our school (20 min)

When the groups have completed their schools, bring them back to the main room. You will need to have a board ready to stick up the schools and a larger drawing of the school. One representative per group will briefly comment on what they have drawn/written. Based on this, the facilitator should take notes in each room of the school (words, phrases and symbols from the different groups).

»» 3rd part of the activity : Evaluate and improve

Once the common School of Resilience has been completed by the facilitator, invite people to observe and evaluate it:

- If we were to strengthen our construction, which part of the School of Resilience do you think needs urgent work?
- In which room would each person, as a member of the community, be interested in working to build resilience? How?
- Which aspects are strong and deserve to be celebrated and which still need work?

»» Closing of the activity:

Ask the group how they felt about sharing their School of Resilience and what aspects of themselves and the community this work revealed. On a whiteboard, record their comments.



METHODOLOGY:

Educación popular, Psicología positiva

PREPARATION :

- Know the digital tools to be used.
- Create a CANVA layout with several pages, to assign one page per group or download the school files and questions.

Platform used:

Meet/zoom



DURATION:

90 minutes



TIPS FOR THE PERSON DOING IT

It is important to familiarise yourself with the basic concepts of individual and collective resilience and try the activity yourself before facilitating it with a group. The questions can be adapted to a particular group or school.

When people work in small groups, it is important that they visualise very specific people and things.

Ensure that at least one person per subgroup is relatively in control of the digital tools that need to be used.



DIGITAL TOOLS INVOLVED:

Digital meeting platform (Zoom, Jitsi meet, etc), Canva attachments/attachments

LONG VERSION (2 sessions of 1.5 h)

You can download the images and guiding questions in PDF format at

https://drive.google.com/file/d/1RXJAgfSWPubJJUfVd_nKN1gIvw2ZPE99/view?usp=sharing

SHORT VERSION (1 session of 1,5 hs) in Canva

https://www.canva.com/design/DAGeEZ1cvQO/WI_5FUdgiM6GmchzaPFCWw/edit?utm_content=DAGeEZ1cvQO&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

You can download the images and guiding questions in PDF format at https://drive.google.com/file/d/17AAnrhSkmu2QULxyBHzHT2MhE9LP8xpq/view?usp=share_link.



THEORETICAL FRAMEWORK

This activity is inspired by Vanistendael's Resilience Cottage model, which he describes as "*the cottage, a simple tool for a complex challenge*". The approach has been repeatedly tested and highly valued as a tool for analysis by diverse social groups.

see:

Vanistendael, Stefan & Vilar Martín, Jesús & Pont, Elisenda (2009). Reflections on resilience. A conversation with Stefan Vanistendael <https://lamenteesmaravillosa.com/lacasa-de-vanistendael-resiliencia-en-construccion/>