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Edu4Impact LTTA – Case study 6

General Information

- **Activity name**: Resilience in action
- **SEL Training Area**: Responsible Decision-making

1. Objective of the Activity

What is the main goal of your activity? What do you want participants to learn or develop?

The main goal of the activity is to help participants develop decision-making and teamwork skills through a cooperative physical challenge. Participants must communicate, solve problems together, and adapt to new challenges while reflecting on their choices and behaviors.

Participants are supposed to develop:

- Develop responsible decision-making skills.
- Improve teamwork and cooperation.
- Strengthen communication and active listening.
- Encourage problem-solving under changing conditions.
- Build self-awareness and trust within the group.
- Help participants reflect on how they make decisions.

2. Target Group

Who is this activity designed for? Be as specific as possible.

- **Type of participants**: Adults / youth / disadvantaged / individuals with mental health issues / Minorities
- **Age range**: 15 or older
- **Specific needs (if any)**: for individuals with mental health issues, introduce reflection activities with pictograms, with guidance or more simplified.

3. Description of the Activity

Describe the activity step by step so that others can replicate it (e.g. intro, development, wrap-up – debriefing)

Introduction

1. The facilitator prepares an open area and divides it into two sections.
2. Different objects (such as soft balls or other items) are placed in one section of the area.
3. Participants are divided into small groups or teams.

4. The facilitator explains the objective of the activity: participants must move the objects from one side to the other while following specific rules and working together.
5. Instructions must be clear and adapted to the target group. Visual supports, simplified language, or translation support can be used if needed.

Development of the Activity

1. Participants begin moving the objects from one area to the other.
2. During the activity, the facilitator gradually introduces new challenges or rules to make the task more complex. For example:
   - limiting communication,
   - adding time pressure,
   - assigning specific roles,
   - changing the way objects can be moved,
   - or creating additional decision-making moments.
3. Participants must discuss strategies, cooperate, and make decisions together in order to complete the task successfully.
4. The facilitator observes group dynamics, communication, teamwork, and decision-making processes.
5. Reflection pauses can be added during the activity to help participants think about:
   - how decisions are being made,
   - how communication is working,
   - what difficulties they are facing,
   - and how they can improve collaboration.
6. The activity can be adapted throughout the process according to the participants' needs, abilities, backgrounds, and emotional state.
7. Short calming or relaxation breaks can be introduced when necessary.

Wrap-up and Debriefing

1. At the end of the activity, participants gather in a circle for a group reflection.
2. The facilitator guides a discussion using questions such as:
   - How did your group make decisions?
   - What helped or blocked communication?
   - How did you react to challenges or changes?
   - What role did teamwork play?
   - How can these experiences connect to real-life situations?
3. Participants are encouraged to reflect on their emotions, behaviours, and the importance of cooperation and trust.
4. The facilitator concludes by summarising the main learning outcomes related to responsible decision-making, communication, teamwork, and self-awareness.

4. SEL Competence / Skill Developed

Which SEL competence(s) does your activity target? (Self-awareness; Social awareness; Responsible decision-making; Self-management; Relationship skills)

Explain how this competence is developed through the activity:

Responsible Decision-making is the primary SEL competence we aim to train in this activity.
Consequently, we are also going to train:

- Relationship skills: overall communication and communication in team
- Active listening
- Cooperation
- Teamwork and team building
- Self-awareness

5. Materials and Space Needed

What do you need to implement this activity?

- Any kind of ball (tennis ball, soft ball, etc.). Ball size might vary according to Target Groups (use the same size for all the participants.
- 1 open-air area
- Timer

6. Adaptation to Different Contexts

How does this activity fit your professional context?

1. Consider mental vs non mental abilities.
2. Consider age groups & backgrounds.
3. Consider adults and where they are hospitalised / institutionalised.
4. Consider the expectations of Target Group.
5. Consider the presence of medical issues & how these might influences the group (important for group formation).
6. Decision making based on scenarios and life decision examples. Adapt the reflection activity. Make groups for discussion.

7. Expected Outcomes

What changes do you expect in participants after this activity?

1. Learn about themselves.
2. Connect activity to real life experiences & make them think.
3. Think before acting.
4. Work on trust issues – build trust.