

Summary Table

Title	Audience	Overview	Evaluation & Reflection
<p>My 30 Second Advertisement (A Positive Identity Exercise)</p>	<ul style="list-style-type: none"> • Children 8-9 Years Old • Can be adapted for other Age Groups 	<p>Students are asked to create a billboard campaign and accompanying 30 second advertisement, designed to present their conceptualization of their “best self” to the world.</p>	<p>Students should consider which elements of their identity they are most proud of and contemplate what makes them “who they are”.</p>
<p>Helping Hand</p>	<ul style="list-style-type: none"> • Children 8-9 Years Old 	<p>Students create a personalized and decorated version of the HH worksheet which will outline a selection of their core strengths, greatest achievements and core sources of support and guidance.</p>	<p>Students should reflect upon the importance of knowing who can offer them support in times of need or adversity in their lives.</p>
<p>“Don’t Judge a Book by its Cover” (Draw the Profession)</p>	<ul style="list-style-type: none"> • Children 8-9 Years Old 	<p>Stereotypes are explored with the students by asking them to draw their “typical” representation of a selection of professions.</p>	<p>Students should reflect upon whether a gender imbalance can be noted in terms of the drawing produced and, if so, should consider why this might be the case.</p>
<p>Vision for A Brighter Future</p>	<ul style="list-style-type: none"> • Children 8-9 Years Old • Can be adapted for other Age Groups 	<p>Students are tasked with creating a collage to represent the changes they would like to see in the world in relation to gender and a collection of role models whose lead should be followed in order to bring about these changes.</p>	<p>Students should reflect upon how it felt to consider a future free of gender-based discrimination and consider any changes they may make based on the learning they have garnered through the completion of the activity.</p>

Activities for Resilience

Activities for Children 8-9 Years Old

Title: My 30 Second Advertisement (A Positive Identity Exercise)	
Duration:	45 minutes
Audience:	Children 8-9 Years Old (Can be Adapted for other Age Groups)
Objectives:	<p>This Activity aims to develop student’s sense of self-awareness by encouraging them to focus upon their core traits and attributes that make them who they are, as well as areas which they may need to work upon and develop. To hone students’ self-presentation skills by promoting a deeper consideration of how they approach their environment and the people within it.</p> <p>To foster and tap into student creativity by offering the opportunity for varied and innovative means of expression within their own personal advertisement</p> <ul style="list-style-type: none"> • Self – Awareness • Self – Presentation • Creativity
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • My 30 Second Ad Worksheet • Pen/Pencil <p><u>Instructions:</u></p> <p>Students are provided with the “My 30 Second Ad” worksheet and asked to design their own 30 second advertisement. This ad should encapsulate how they think of themselves as a person and the image they wish to project to others.</p>



	<p>(To add a further dose of creativity to the task, students could be asked to answer a quirky person-specific criterion within the advertisement e.g. “If I was an animal, I would be...” or “The famous personality, past or present, I am most similar to is because”).</p> <p>Upon completion of their advertisement, students are then invited to premiere their advertisement in front of their classmates. They may choose to avail of a variety of accompaniments (props, accompanying music or sound effects etc.) in order to add color and vibrancy to the end product.</p> <p>(Alternative to ensure students take the activity seriously & to aid shyer students who may not feel comfortable with excessive self-promotion: Students may partner off and swap their ad with that of their partner. Students are then required to present their partner’s advertisement to their classmates, as per the outline devised upon the worksheet.</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - How did it feel to have to capture your best qualities in 30 seconds? - If you had to redo the activity, is there any aspect your advertisement you would change? If yes, why? - Why do you think this activity is important? - What is the main takeaway point you have learned from completing this activity?

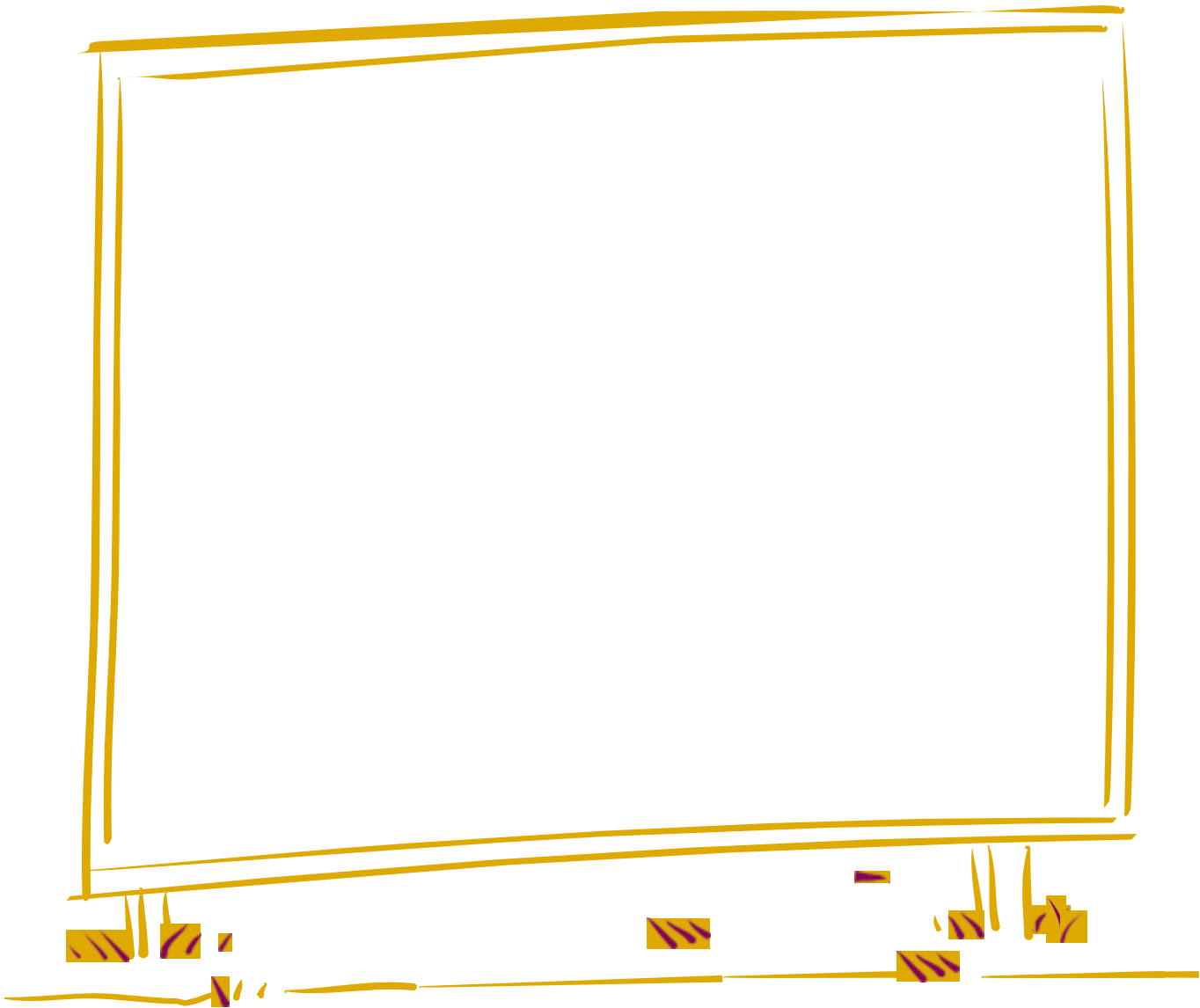
Reference:

Adapted from the Erasmus+ funded SUCCESS (Strategies to Utilize and Cultivate positive Characteristics and Employability Skills in Schools) Project

Please find the Appendix for this activity on the next page.



My 30 Second Advertisement



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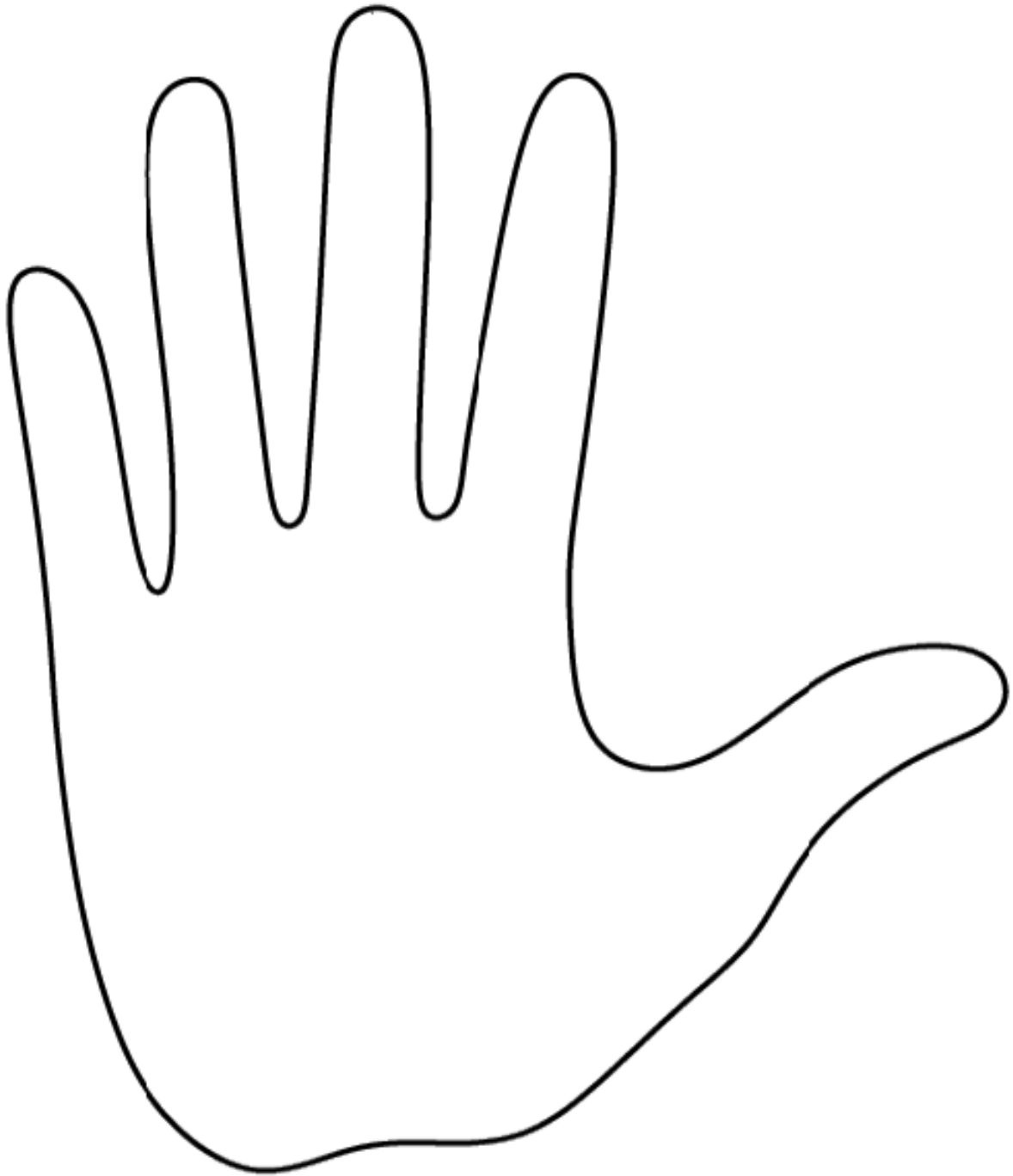


Title: Helping Hand	
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>This Activity is especially designed in order to help young people to identify the people that they can go to should they need help or support. Ensuring that incidents of discrimination are appropriately reported represents a key priority within the project and equipping young people with the knowledge of who they can rely upon for support is a crucial component of this process.</p> <ul style="list-style-type: none"> • Awareness • Support • Social Skills
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Pencil • Coloring Pencils/Markers/Crayons/Paints • Magazines • Photographs <p><u>Instructions:</u></p> <p>Firstly, students are given a copy of the “Helping Hand” Worksheet (or can draw around their own hand on a sheet of paper for an extra personalized touch).</p> <p>On the palm of this hand, students are asked to create a collage of images, cutouts, photographs or words which encapsulate their personality, values, interests and achievements. Students should be encouraged to be as creative as possible in how they choose to decorate the palm of this hand in order to give as accurate a representation of their character strengths and personality.</p>

	<p>Once this element of the task has been completed, students should then think to themselves of times where they have overcome adversity or challenges in their lives. What should become clear is that, in many of these cases, obtaining support and guidance from others can be a crucial component of any such successes or achievements. Students are next asked to glue or draw an image (photographs, drawn depictions or symbolic images) of a person they can go to in times of adversity or challenge in their lives, at each of the five fingertips. These people might be parents/guardians, siblings, cousins, friends, teachers or coaches etc. On each of the fingers, the student should write a way in which the person at the end of the fingertip has supported them in their lives e.g. “My music teacher believed in me even when I was struggling to learn a new piece on the piano” or “My sister took the time to listen to me and help me to decide on the best way to resolve an argument I had had with my best friend.” Upon completion, this Helping Hand collage will act as a valuable reference point which will be a reminder of challenges the young person has overcome, boost their positive emotion and help identify the various supports they have in their lives.</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - How do you feel after completing this activity? - Why do you think it is important to have knowledge of your support network?

Please find Appendix for this activity on the next page.

HELPING HAND WORKSHEET



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Title: Don't Judge a Book by Its Cover	
Duration:	45 minutes
Audience:	Children 8-9 Years Old
Objectives:	<p>To show that one's professional life should not be dictated by one's gender but rather by one's interests, strengths and skill set. To empower young people by giving them powerful role models who exemplify the fact that gender stereotypes can and are defied on a regular basis.</p> <ul style="list-style-type: none"> • Self-Awareness • Self Confidence • Motivation
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Paper & coloring pencils • Labels of the Professions (One Accompanied by the "Female", the other labeled "Male") (x2) • Blue Tac • Pictures of Influential Professionals Relevant to Each of the Professions • *Alternative: Neutral photographs of generic/typical male and female professionals <p><u>Instructions:</u></p> <p>Students are asked to draw (using a separate piece of paper for each one) a picture representing individuals who are working in the following roles (Feel free to add your own examples):</p> <ol style="list-style-type: none"> 1. Dancer 2. Scientist 3. Prime Minister 4. Successful Tennis Player

5. Nurse

6. Fashion Designer

7. Famous Rock Star

After the drawings are complete, the teacher should stick up two labels corresponding to each of the professions requested, at various points around the classroom (For Example: Two labels for Doctor should be visible: One which reads “Male Doctors” & the other which reads “Female Doctors” on opposite sides of the classroom). Students must then take some blue tac and stick their drawing under the corresponding label within the classroom depending on which gender they chose to portray the professional as.

Then, once this process has been completed for all of assigned professions, the teacher goes through each profession and compares the gender balance within the drawings. In cases where a gender imbalance is present, the teacher leads a discussion on why this might be the case and whether the imbalance is reflective of reality.

Next, famous or prominent examples of people who defied/are defying the stereotypes which may surround certain jobs are presented to the class e.g. Jacinda Ardern as New Zealand’s Prime Minister, Michael Flatley as world renowned dancer in Riverdance, Steffi Graf as the most decorated tennis player of all time or a video of a day in the life of a male nurse/female plumber.

The class should look at the strengths of the various individuals exhibited to be successful in their respective fields and note that it is these strengths which determine whether a person is successful as opposed to one’s gender.

***Alternative Method:**

As it may be very time consuming to engage in drawing each of the professionals, an alternative method may involve providing young people with a selection of generic photographs of male and female professionals in



	<p>which no indication is given as to their job role.</p> <p>Students must then select one of these professionals having them stick the photograph of the most likely person to fill each of the professions up next to the label of each of the professions.</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - Why do you think there is such an imbalance in the gender of the drawings for certain professions? - How does seeing successful examples of people completing jobs that are not typically associated with their gender make you feel? - What changes do you think need to occur in the world to achieve a more balanced outcome to this activity?



Title: Vision for a Brighter Future	
Duration:	45 minutes – 1 hour* <i>* May require an initial preparatory piece, where students given time to contemplate what they will include in their collage</i>
Audience:	Children 8-9 Years Old (Can be Adapted for other Age Groups)
Objectives:	<p>This Activity is especially designed to promote a sense of optimism about the potential for progress and improvement that still remains within our society. To allow the class to reflect upon the seriousness of the issue but also everything they have learned. To build connections within the class and develop the students' capacities to collaborate harmoniously and productively.</p> <ul style="list-style-type: none"> • Optimism • Reflection • Social Skills • Collaboration • Respect
Instructions:	<p><u>Materials:</u></p> <ul style="list-style-type: none"> • Magazines • Coloring Pencils/Markers/Crayons • A2 Paper • Internet Access for the Printing of Researched Materials (Not essential but may allow more scope for students to create their preferred mural) <p><u>Instructions:</u></p> <p>Students are informed that they are going to create a wall mural which is designed to depict a completely gender equal society. Students are advised</p>



	<p>that they can use all available resources (magazine/newspaper cutouts, famous quotes, facts photographs, drawings, words etc.) to complete their mural. Students should also be given advance notice ahead of the completion of this activity so they can plan and research as necessary.</p> <p>Students should be divided into groups of 4/5 participants and provided with a large sheet of paper, magazines, newspapers and drawing materials.</p> <p>The mural should represent at least three changes that students would like to see in the world and four/five role models (each student should choose and represent at least one role model for equality) whose example has been followed in order to reach this desired society. The mural should also represent (via the use of words, quotes, images etc.) three characteristics which served as the cornerstones in bringing about the changes depicted on the poster (e.g. passion, perseverance, courage etc.).</p> <p>Upon the completion of this task, students should present their mural to the class group, with each student outlining why they chose their role model for equality and how they inspire them.</p> <p>A designated location, entitled “Our Vision for a Brighter Future”, should be selected within the classroom and these murals should be put on permanent display to serve as a reminder of the more equal and just society that the class group is working towards achieving.</p>
<p>Evaluation & Reflection:</p>	<p>Ask participants to reflect on their feelings after this Activity. You can follow the questions below:</p> <ul style="list-style-type: none"> - How did it feel to think of a future free from gender discrimination and inequality? - How do you think you (as an individual and the class more broadly) can contribute to the pursuit of a more equal society? - Having seen the murals created by your classmates, were you surprised by any of the suggestions made?

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| | <ul style="list-style-type: none">- If you had to redo this activity, are there any changes you would make to your mural?- What are you going to do to try to create a gender equal future in your daily life? |
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