

SCENARIO 8 OF 10

A JOURNEY THROUGH THE WORLD OF VALUES

VENEZUELA
AND COLOMBIA

Resilience



SCENARIO CARD

| MAIN GOAL



To draw the students' attention to the importance of resilience (inner strength).

| SPECIFIC GOALS

The student:

- explains what resilience is;
- understands that even in difficult situations one can stay calm;
- knows ways of dealing with difficult situations;
- knows that it is worth developing one's strengths and working on oneself;
- knows that in difficult situations they have the right to ask other people for help.

***NOTE!** The scenario is connected with the Venezuelan crisis and the aid provided by, such institutions as the Kulczyk Foundation to people who have had to flee from Venezuela because their lives and health were at risk as a result of these events. All aid activities have been carried out in Colombia, which is why the title of the script includes the names of both countries, and their hero Luis, is inviting the students to Colombia, even though he comes from Venezuela.



| TEACHING AIDS

- a letter from Luis from Venezuela (to be printed in 1 copy);
- photos from Colombia (an A4 copy to be printed in colour);
- "My strengths" work card – student version (to be printed for each student);
- "My strengths" work card – teacher version (to be printed in 1 copy);
- "My power shield" work card (to be printed for each student);
- a large world map or globe;
- an A4 envelope;
- A4 sheets of paper cut across into strips.

| PREPARATION FOR THE CLASSES

Before class, print the letter from Luis and the photos from Colombia and put them in an envelope addressed to the students.

LESSON PLAN

| WE SET OUT ON OUR JOURNEY – BEGINNING OF THE CLASSES

Welcome the students, invite them to prepare their folders and go on the road. Let them move freely around the classroom at a speed they like.

Request that they take their seats and ask:

- Do you remember what our destination is?
- Who have we already met during our journey?
- Do you remember the values that children from other countries wrote to us about in their letters?

Introduce the topic of the lesson and show Colombia and Venezuela on the world map. Ask the students to find these countries on the maps they have in their suitcases and to mark them.

- Today, our road leads to Colombia, home to a nine-year-old Venezuelan boy, Luis. He could not invite us to his homeland, Venezuela, because he and his parents had to leave it and go to Colombia. In his home country, there is not enough food and medicine, and electricity is in short supply. When there is no power, many important appliances do not work. For example, in hospitals, there is vital equipment which needs a supply of power. Without them, it is impossible to treat patients, carry out medical procedures and operations that save people's lives. All this has forced more than 2 million people to leave their homes and emigrate to neighbouring countries. There they hope to get the chance for a better and safer life. Most people from Venezuela have fled to Colombia, just like Luis's family. Before you listen to the letter he wrote to you, consider what he may find important.

Talk to the students and then invite them to listen to Luis's letter.

**| WHAT IS INTERNAL STRENGTH, THAT IS, RESILIENCE?
– READING THE LETTER FROM COLOMBIA**

Take Luis's letter out of the envelope and read it.

”

Hi!

”

My name is Luis and I'm 9 years old. I'm glad you have come to Colombia, but I'd be even more happy if I could welcome you to my home in Venezuela. Imagine that only a year ago I had my own room, I attended various interesting extracurricular activities and it was great. But I saw my parents' life getting harder and harder. They had to work more and more to be able to buy food. On top of that, it was not easy to find shops where you could get the products you needed. All over Venezuela there was a shortage of basic products... One day my younger brother got sick. When our parents took him to the hospital, they found out that not only was there no longer any medicine, but also no water. Diseases started to spread in the hospital because people couldn't even wash their hands. My parents didn't want to live like this any more, they were worried about our and their own health. They decided to move to Colombia, where they could find work and, for the money they earned, buy food and medicine. We packed our backpacks and suitcases and set off. On foot! Imagine that a regular bus ticket cost as much as my parents' annual salary... We had no other option but to travel on foot. So we couldn't take too much of our stuff. We only took what was necessary

Stop reading the letter, show the students the photos and read the descriptions.



We went to Colombia just like the people in the pictures – with backpacks, suitcases, bags... We looked like tourists, but we weren't tourists.

Go back to reading the letter.

“ On the way we talked about how we had no influence over some things in our country. However, we can decide what to do, how to react in different situations. My mum explained to me that this is mental resilience, that is, the inner strength in our head and heart. It's like muscles. You can exercise it and it becomes stronger. I'll tell you our recipe for inner strength. It is made up of three things. The first one is this: you have to think about what you are grateful for to other people, to yourselves, to fate... Even in a difficult situation we can remember that we have our family on our side who loves us, that our body has the strength for us to travel to a place where we will be able to live a better life. We can be grateful for the sunshine, for someone replying to our smile with a smile, for something smelling nice next to us, e.g. blooming flowers in the meadow. There's always something to find, we just need to look for it!

The second thing is this: think about what skills you have and what you know, what you can do to change your situation. For example, when we reached a town beyond the boarder between Venezuela and Colombia, we had no money to buy food. I knew, however, that I had good eyes and I noticed things that other people ignore. So my brother and I walked the streets and tried to collect what we could sell – cans, sometimes some clothes, whatever we managed to find. Like the boys in the picture.

Stop reading and show the students the picture.



See for yourselves. This is how we managed to survive the first difficult days in a foreign country.

Return to reading the letter.

“ These days I'm not hungry any more. I go to school and feel safe. Finding a school wasn't easy, either. And this is the third component of the recipe for internal strength: even when it is difficult, you should not give up. You have to search, ask questions, ask for help when it is needed. It took my parents a long time before they managed to find a school that would accept me. They kept trying, asked different people if they knew anything about it, if they knew anyone who could help, went to local schools and tried to convince the headmasters to accept me. It finally worked! I try not to be discouraged by difficulties, just like my parents! I go to a school where the curriculum is different than in Venezuela.

” *I'm behind with my classes because of our journey, so I really have a lot of catching up to do. I'm doing the best I can. I also ask my new friends for help. Fortunately, we speak the same language! And they are happy to help me.* ”

Stop reading and show the pictures to the students.



Look, these are my friends from the school in Colombia.



And in this picture my friends are playing football during a break.

Go back to reading the letter.

” *Everything I am writing about in this letter makes me sad but I really want you to know that I have learned a lot in this difficult situation. I discovered that the really important thing is inner strength, mental resilience, which you can develop within yourself by combining and mixing the three components that I have told you about. You can combine them in different ways, depending on the situation you find yourself in. I encourage you to practice your inner strength, to develop your resilience.* ”

I send you my warmest greetings
Luis

| A LETTER FROM VENEZUELA – A CONVERSATION

Invite the students to talk. You can ask:

- What did Luis write to you about? What do you think of it?
- How do you understand inner strength, that is, mental resilience?
- What are the ingredients of Luis's recipe for inner strength?

| REASONS TO BE GRATEFUL – ENCOURAGEMENT FOR SELF-REFLECTION

Referring to the recipe for inner strength proposed by Luis, encourage the students to close their eyes, think and look for answers to the following questions:

- What are you thankful for right now?
- What can you be happy about right now?
- What do you find pleasant at this moment?
- What nice things happened to you today?
- Perhaps you did something nice, something good for another person?

If you need inspiration before this exercise, we recommend that you read Nick Vujicic's speeches.

MY STRENGTHS – INDIVIDUAL WORK

Identifying one's strengths is often a difficult challenge for children in grades I-III. That is why we encourage you to use the work card we propose, which indicates the potential strengths of a student. However, if you have a different idea that can help your students to better identify their strengths, you can propose the activity you have come up with to them.

You can start by talking to the students and asking them what strengths are. Ask them to give examples of skills and traits that they consider to be their strengths or that they see in their classmates. Then hand them out the work cards and ask them to mark the appropriate emojis that correspond to their assessment of their own pre-dispositions, next to the statements.

If the students find it difficult to read the statements on their own, slowly read them out loud and give them the time to mark the pictograms.

An example of an individual work card with the solution for the teacher:

STATEMENT	STUDENT'S RESPONSE	POTENTIAL STRENGTH
1. I have a lot of ideas that I like to put into practice.		creativity/ingenuity
2. I have a lot of ideas that I share with other people.		creativity/ingenuity
3. I quickly remember new information, e.g. during a lesson.		good memory
4. I quickly memorise poems or song lyrics.		good memory
5. I like my works of art, such as drawings.		artistic skills
6. I make building block constructions of complicated robots or buildings without instruction manuals.		engineering skills
7. I do well when I have to wait for something, even though I would very much like to see that what I am waiting for happens faster.		patience
8. I try to help when I see someone in need of help.		helpfulness
9. I take care of my pet.		caring mind / thoughtfulness / empathy
10. I take care of my younger siblings.		caring mind / thoughtfulness / empathy
11. I can do various mathematical calculations quickly.		mathematical skills
12. I am agile and fast.		dexterity
13. I feel good when I move, e.g. playing football, riding a bike.		physical activity
14. I like learning new skills, e.g. during English lessons, karate classes, art classes.		curiosity
15. I regularly attend classes, such as football or English, even if I don't feel like it.		persistence
16. When I'm interested in something, I devote a lot of time to it and I do so until I'm satisfied with the result.		persistence

If you know your students well, you can add questions that will allow each of them to see their strengths.

Once students have marked all the statements with the emojis, tell them that they will now find out what strengths these can indicate. Read the statements one by one and tell the students that whoever marked the smiley face next to them, may have the following strengths written down on your work card.

Ask the students to present themselves and their strengths in a graphic form, e.g. on the reverse side of the work card. Let them come up with a symbol that best reflects their inner strength.

While the students are working, approach each one of them and discuss their internal resources. Try to encourage the students to indicate their own strengths by themselves. If they have difficulty doing this, tell them what traits you see in them.

Sum up the task by pointing out that each student has strengths that make up their inner strength, and each person is special at something.

WHAT HELPS ME OVERCOME DIFFICULTIES? – PREPARING A POSTER

Refer to the third ingredient of Luis's recipe for inner strength and draw the students' attention to the fact that it is important to look for different ways to manage things and to ask for help when we cannot overcome the difficulties on our own. Invite them to make posters entitled: "What helps me overcome difficulties?" referring to everyday difficulties they choose.

You can help them by talking about your own experiences, e.g. when I cannot cope with something that is difficult for me, when I do not know what to do in a given situation, then I talk to a friend, I call my mother; when I know I will be home late, I ask my neighbour to take my dog for a walk; when my laptop breaks, I ask a friend who is an IT specialist for help.

Then ask the students to talk about what is difficult for them or their peers. You can embolden them by saying that it's natural that someone, for example:

- doesn't know how to do their homework;
- makes a mistake writing something down from the board or the book;
- does not understand a new exercise;
- wasn't at school and doesn't know what was discussed in class;
- does not know where the school counsellor's office is located;
- spilled water on their art project while painting;
- forgot their art supplies;
- forgot their lunch.

Encourage the students to choose one difficulty they would like to deal with. Then the students who have chosen the same difficulty make groups of 4-5. Give each of them a dozen or so strips of paper and present the work method. Let everyone think about what can be done in such a situation. The students can answer the following support questions:

- Who can we ask for help?
- When can we ask for help?
- Who can we ask for backup?
- How can we manage on our own?
- What can make you feel better in this situation?

Each solution should be written down or drawn on one strip of paper. The students should then discuss their ideas in groups. In the meantime, write down the question below on as many cards as there are groups: "What helps me overcome difficulties?" Invite the students to make a summary together. As you discuss the ways to deal with the difficulties which the groups have come up with, add the strips of paper with the solutions written down around the question written on one of the sheets of paper (each group on its own). If someone's proposal is similar to something that has already been said, add it to the previous strip, this way creating a longer "ray of sunshine".

After discussing all the ideas that have been written down before, the students should think about whether they can come up with any other solutions.

At the end of the exercise, read all the ideas that have been collected, encourage the students to think about the ways in which they could use the methods given by other groups.

| WHAT IS RESILIENCE? – CREATING THE DEFINITION

Ask the students to use what they have discovered during the classes to say what mental resilience is in their own words. Once the definition is agreed upon with the class, write it down on a separate sheet of paper and hang it next to the cards from the previous classes.

| WHAT ARE WE TAKING WITH FROM TODAY'S TRIP? – SUMMARY OF THE CLASS

When summing up the class, discuss the three components of Luis' recipe for great inner strength again. Emphasise that they can develop these three skills on their own and that it is worth getting back to them on a daily basis, because inner strength is like muscle power – it increases when you use it.

Invite the students to do the work that will be a souvenir from their journey to Colombia. Let them think about what was most important for them and what they want to take with them.

Hand out the **work cards**. Ask the students to cut out a shield from the template and fill it with drawings or notes about what was most valuable to them in today's lesson. After completing the task, the students should stick or insert the card into their folders.

Encourage the students to discuss the completed cards in pairs and to talk about why they chose those particular elements.

| AFTER THE CLASS – INFORMATION FOR PARENTS AND GUARDIANS



At the end of the class, provide the parents or guardians of your children with information prepared especially for them, which will enable them to continue the work you have done with the group today. You will find it [here](#).