

Staying Resilient While Trying to Save the World

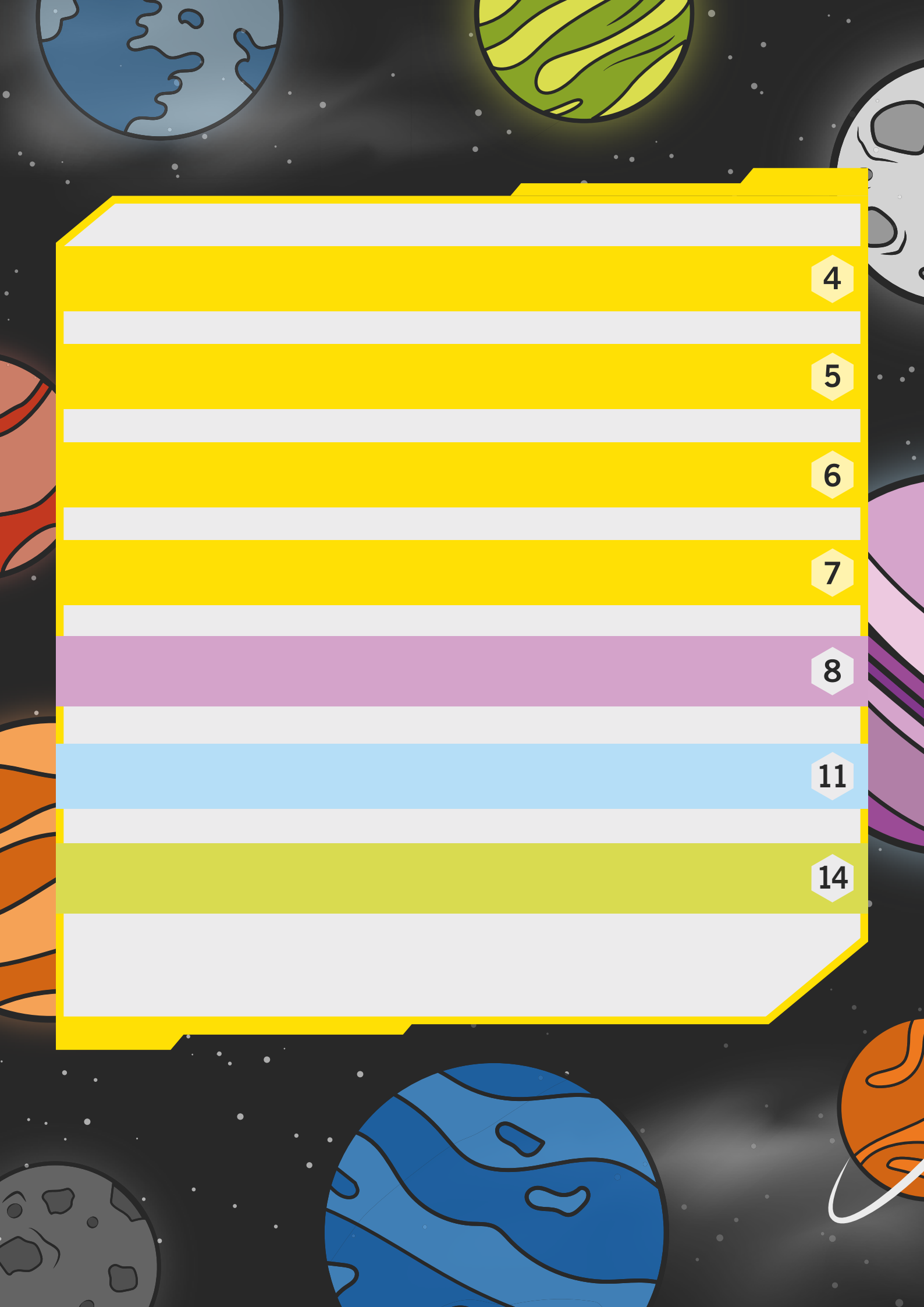
Vol 3 - For Even Younger Minds

A Lesson Plan for Educators, Youth Coordinators
and Facilitators



AMNESTY
INTERNATIONAL





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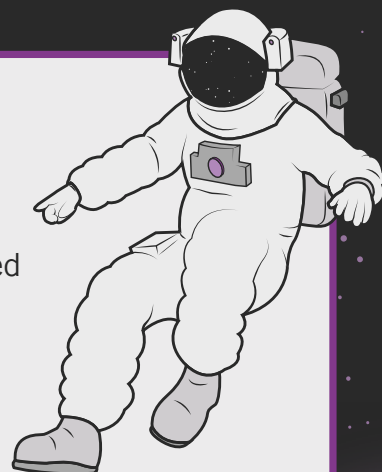
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Introduction

About the Staying Resilient While Trying to Save the World Series

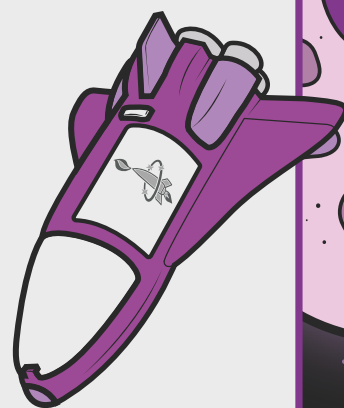
The Staying Resilient While Trying to Save the World series was born in 2020, inspired by the pressures and challenges faced by young activists around the globe. What began as a grassroots fanzine in **Volume 1**, created by youth in Latin America, evolved into a comprehensive **workbook in Volume 2**, expanding its reach and offering more tools to support young changemakers worldwide. Now, with **Volume 3: For Even Younger Minds**, we're taking resilience to new heights (**hint: space, just kidding!**) — reaching even young(er) people who are just beginning their journey of self-awareness and social action.



Supporting Educators, Facilitators, and Youth Workers

To extend the impact of this work and better support those guiding young people, we've developed a set of three short, interactive lessons. The activities in this resource are designed to spark curiosity, build emotional awareness, and strengthen collective well-being—encouraging young people to care for themselves and one another.

These activities are best suited for ages 11–16, but can be easily adapted for both younger and older audiences. Educators can facilitate them as a three-part series or as stand-alone sessions, depending on the needs and interests of their group.



Across the three sessions, children and young people will develop key skills in:



Emotional self-awareness



Empathetic communication



Authentic self-expression — both online and offline

The goal of these sessions is to **bring Volume 3 to life** by equipping young people with practical tools and confidence to nurture their own well-being while engaging with the world around them.

These activities are designed to be used alongside the **Resilience Cards**, a companion set of well-being activity cards adapted from *Volume 3: Staying Resilient While Trying to Save the World*.

You can access them here.

Facilitator's role

Whether you are an **Educator, Youth Worker, Youth Leader, or Activism Coordinator**, your role in these sessions is subtle but essential. As a facilitator, you set the tone for the experience—guiding the process while allowing young people to take the lead in discussion, reflection, and activity.

Your main responsibilities include:



Introducing the prompts or activities clearly and with enthusiasm.



Creating and maintaining a safe, inclusive environment where everyone feels comfortable to participate—or to step back if they need to.



Supporting the group to stay focused and engaged, stepping in only when necessary.



Providing gentle guidance when discussions move off topic or when participants need clarification, encouragement, or additional support.

In essence, your role is to hold space: to be present, observant, and responsive, while allowing the energy, ideas, and insights to come from the young people themselves.

TRUSTWORTHY EMPOWERING MOTIVATING CALM

ADAPTABLE POSITIVE ENCOURAGING ENGAGING

RESPECTFUL INCLUSIVE COLLABORATIVE PATIENT

EMPATHETIC SUPPORTIVE FAIR OPEN-MINDED

ACTIVE LISTENER ORGANISED CREATIVE

CURIOUS

Setting up the session: Creating the Right Environment

These activities can take place **anywhere**—in a classroom, outdoors, on a boat, or any other space that feels **comfortable and safe** for the children and young people involved.

Ideally, the group should sit **in a circle**—either on the floor with cushions or on chairs—so that everyone can see one another. This setup helps to create a sense of equality, connection, and openness.

Each session includes a **mix of activities**: some for individual reflection, some for small-group collaboration, and others for larger group discussions.

It can also be helpful to have a **talking prop**—something simple like a teddy bear, a stone, a stick, or a ball—that is held by the person who is speaking. This practice encourages active listening and ensures that everyone has an opportunity to share their thoughts.

At the start of the session, take time to **co-create group agreements** together. These might include:



Invite participants to add their own ideas, so the agreements feel shared and meaningful to the whole group.

Evaluating the Session

There are many ways to **reflect and debrief** at the end of a session. This step is essential for both participants and facilitators—it helps bring closure to the session, encourages learning and growth, and provides insight for future improvements.

At the end of each session, you'll find a **suggested reflection activity** for participants to help them process their experiences and share what they've learned.

As a facilitator, taking time to reflect is equally important. Reflection can help you identify what went well, what could be adjusted next time, and whether there's anything you need to follow up on (*for example, if a child or young person shared something that requires further support or a check-in*).

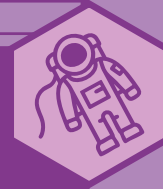
Here are some **questions to guide your reflection** as a facilitator:

1. How did the participants respond to this activity? What surprised me?

2. Where did participants show the most curiosity or engagement?

3. What adaptations might make this activity more accessible or impactful next time?

Session One: Understanding well-being and you



[40-60 min
session]

This session is an ideal starting point, as it focuses on **self-reflection, emotional awareness, and the foundations of well-being.**



Learning Outcomes

By the end of this session, participants will be able to:



Recognize and value a wide range of emotions, not just happiness.¹



Explore how well-being involves maintaining balance across different aspects of life (self, relationships, nature, and values).



Reflect on their current life balance and identify steps toward creating more time for what matters to them.



Develop self-awareness of how emotions are experienced and expressed in both the body and mind.



Appreciate that emotional states naturally change and fluctuate over time.



Key Themes



Emotional literacy (naming, noticing, and understanding emotions)



Resilience through awareness of needs



Self-reflection and personal balance



Acceptance of different emotional states

¹ We recommend this book if you would like to explore more: Núñez Pereira, C. & Valcárcel, R.R., 2016. Emotionary: Say What You Feel. Melbourne: The Text Publishing Company.



Materials Needed



Object to pass around to take turns speaking



Large sheets of paper and something to stick them up



Resilience Cards (show the online game on screen or print out)



Sticky notes



Happiness Helmet and Balance Circle ([link to the online game](#))



Pens or Markers

ACTIVITY	DESCRIPTION	TIMINGS
WARM-UP ACTIVITY	Icebreakers are a nice place to start. They help participants feel comfortable and more settled before getting into the bulk of the session. Below are some ideas that you can use at the beginning of any session. “Would you rather...” This is a nice way to ground the group and bring some energy into the room. It’s also nice to start with more imaginative or playful questions. One person asks the group, who can be the facilitator or another participant: ? Would you rather be able to speak every language or be able to speak to animals? Can you tell me more? ? Would you rather go back in time or forward in the future? Can you tell me more? ? Would you rather always be happy and never feel another emotion, or sometimes be happy and feel all of the other emotions too? Can you tell me more?	10 MINS ⌚
INTRODUCTION	★ Group Agreements ★ Explain that the purpose of this exercise is to explore emotions and balance in life	5 MINS ⌚
HAPPINESS HELMET	1 Show the image on the card of the ‘happiness helmet’ OR use a hat and put it on your head. (2mins) 2 Explain to the group that you have a Happiness Helmet! When you put it on, you feel joy, excitement, and everything seems brighter! (2mins) 3 Ask the group: Would you want to wear the happiness helmet all the time? Why or why not? Let the group discuss this in pairs or in smaller groups. (10mins)	30 MINS ⌚

- 4 After a few minutes, bring the group back together and ask if anyone would like to share. Take a few answers.
- 5 Now, continue the discussion with further prompt questions if time allows, or let the children/adolescents keep the discussion going:
 - ? Would you rather be happy all the time or feel all kinds of emotions (like happy, sad, angry, or scared)?
 - ? If you could take away one feeling forever, would you? Why or why not? (10mins)
- 6 If there is still time, ask the group to show what happiness looks/feels like in your body or mind using colours and paper. Give them some time to draw, scribble, or write. This is a personal activity and does not need to be shared. (5mins)
- 7 Link to next session: How can we enhance our own happiness and wellbeing? We are going to explore in the next session the “how”.

BALANCE CIRCLE

- 1 Show the group the image on the next resilience card. (2mins)
- 2 Place the words on separate pieces of paper and place them around the room - **“Me, Friends & Family, Nature, What Matters to me”**
- 3 Give the participants sticky notes and markers, and ask them to walk around and place how much time they spend on these activities per week. (10mins)
- 4 Ask the group to discuss in pairs or in a smaller group (no more than 4 or 5): *Do you feel balanced looking at where your sticky note ended up? Where would you like to move your sticky note if you could change your balance?* (10mins)
- 5 Using a different colour sticky note, ask the group to move around again and place the sticky notes with timings that they would prefer to have - their ‘ideal week’. (5mins)
- 6 Taking action: Ask the group individually to think about what steps they could take to get closer to their ideal week. Remind them that sometimes it is not always possible, and that is ok, but small steps can make a big difference.(5mins)

30 MINS ⌚

CLOSING

There are several ways to reflect and debrief at the end of the session. It is an important step for both the participants and the facilitator to help make improvements for next time and also to close the session well before moving on from it.

Pass the ball (or other object) around in the circle and ask everyone to contribute a final thought, or even one word to describe how they are feeling. It also provides the opportunity for the quieter participants to share something. It’s also important to allow participants who do not want to share to think individually.

15 MINS ⌚

Session Two: Well-being and activism



This session focuses on **well-being** and the importance of **coming together to support one another**. It builds naturally on the first session, but it can also be run as a **stand-alone activity**.



Learning Outcomes

By the end of this session, participants will be able to:



Explain why supporting others is an important part of well-being.



Explore strategies for supporting peers who may be struggling.



Reflect on the relationship between caring for self and caring for others.



Recognise that activism can take many forms—from listening and helping to standing up against unfairness.



Practice ways to speak up in difficult situations with confidence and empathy.



Recognise that sometimes people do not want to share, and sometimes people may find it challenging to share



Key Themes



Empathy and compassion



Balancing self-care with care for others



Courage to act (activism, advocacy, allyship)



Community well-being and collective resilience



Materials Needed



Resilience Cards: Speak Up & A Helping Hand

ACTIVITY	DESCRIPTION	TIMINGS
WARM-UP ACTIVITY	Swap Places with someone who...One person in the circle is without the chair (or in the centre of the space) and says, "Swap places across the circle if..." ★ You are wearing the colour blue ★ You have a pet dog ★ You know what well-being is ★ You like to relax by reading/listening to music/being with friends/having alone time	10 MINS ⌚
INTRODUCTION	★ Group Agreements ★ Explain that the purpose of this session is to look at how well-being connects to helping others	5 MINS ⌚
DISCUSSION OPENING	As this session is all about supporting others, it is nice to start with a short discussion with the group. ❓ Is it important to support/help others? ❓ Why is it important? ❓ What's more important: looking after yourself or looking after others? There are no right or wrong answers here, but it's important to remember that you need to take care of yourself before you can really help others. If you're tired or overwhelmed, you won't have the energy or clarity to support the people around you.	20 MINS ⌚
SPEAK UP!	1 Pass the Resilience Card around. Ask the group if there is anything they notice or want to share. (2mins) 2 Divide the group into groups of no more than 4 or 5 young people in each group. Give each group 3 scenarios from the list below, and ask them to discuss what they might do in these situations.(15mins) ★ <i>Someone makes a joke that hurts someone else.</i> ★ <i>A teacher or adult keeps calling you the wrong name or pronoun.</i> ★ <i>A family member says something that feels unfair or untrue.</i> ★ <i>Your friend says you're "too sensitive" for caring about an issue.</i> ★ <i>Your classmate rolls their eyes when someone talks about well-being.</i> ★ <i>Someone says, "Why do you always talk about Palestine / climate change / racism?"</i> 3 Bring the group back together and ask if anything interesting came up or anything that they would like to share. (10mins)	25-30 MINS ⌚

A HELPING HAND

Role Play

30 MINS ⌚

- 1 Show the Resilience Card: A Helping Hand
- 2 Split the group into two groups. One group will be the friend who needs support, and the other group will be the helping hand. Ensure each group has enough time to review the resilience card.
- 3 The helping hand friend notices that their friend seems different, maybe more withdrawn than usual. What would you do in this situation?
- 4 The friend who is withdrawn and needs support must respond to them. If needed, you can also use prompts:
 - ★ You just want to be left alone
 - ★ You just want to talk to someone
- 5 Now, swap, and the helping hand friend is now the friend that needs support.
- 6 Bring the group back together and ask if anyone would like to share anything. What tips could we take as a group to help a friend who needs support? (e.g. start the conversation gently, listen without pressure, share a little of yourself).

CLOSING

Head, Heart, Hands:

15 MINS ⌚

Use a fun template that participants can fill in. Include areas to draw, as well as write their thoughts. You can get a lot from a picture! It is simple, really; just draw a head, hands, and a heart on a large sheet of paper. Give everyone a few minutes to think individually about:

- 🧠 **Head** - What knowledge did you gain?
- ❤️ **Heart** - How did you feel? How do you feel?
- ✋ **Hands** - What action are you going to take?

Session Three:

Mirror Check - Online well-being

[e.g. online vs offline self]



This session is all about understanding yourself online and offline, and discovering how to present your authentic self in digital spaces.



Learning Outcomes



Reflect on the differences between their online persona and inner self.



Explore strategies to express themselves more authentically.



Recognise how social media shapes self-presentation and identity.



Practice critical thinking about wellbeing in digital spaces.



Key Themes



Exploring the difference between how people present themselves online (or in public) and how they truly feel inside.



Developing the language and confidence to express inner feelings.



Encouraging mindful use of social media and awareness of its emotional impact.



Materials Needed



Paper (blank or with two mirror outlines pre-drawn)



Markers, colored pencils, pens



Optional: projector/board to show sample prompts or mirror outline

Most social media platforms are designed for users aged **13 and above**, though some younger students may already be using them. If students under 13 are participating, teachers and facilitators should use their **professional judgment** and **adapt the activity** to ensure it remains safe, inclusive, and age-appropriate.

It's important to approach this topic **without judgment or shaming**. If younger participants share that they use social media, acknowledge their honesty and use the moment to **discuss online safety and well-being**. Emphasize that while social media can be fun and connecting, it may also carry **added risks for younger users**, and that the goal is to help everyone make informed, safe choices online.



Tips and Tricks

-  **For younger students:** Keep it visual (more drawings, emojis).
-  **For older students:** Encourage deeper journaling and discussion on authenticity and mental health.
-  **Safety reminder:** Normalise that everyone curates their online self, and it's okay to keep things private. Avoid pressuring anyone to disclose personal struggles.

ACTIVITY	DESCRIPTION	TIMINGS
INTRODUCTION	 Group Agreements  Warm-Up (5–7 min)  Facilitator to ask: <i>“What are some ways people present themselves online? What do we notice most - images, filters, captions, emojis?”</i>  Quick pair-share or brainstorm on the board.  Explain that the purpose of this session is to look at how we represent ourselves online compares to what we feel inside.	10 MINS 
MIRROR CHECK	 Participants draw two mirrors side by side.  Label one <i>“What I show online”</i> or <i>“what I show in school/in public”</i> (if they do not have social media)**  Label the other <i>“What I feel inside”</i>  In each mirror, they add words, emojis, colors, or drawings that represent:  Online: filters, posts, captions, “highlight reel” moments.  Inside: true feelings, insecurities, passions, thoughts often hidden.	20 MINS 

★ Educator note: Emphasise that there are no right or wrong answers and that people don't have to share anything they don't want to.

REFLECTION

(Participants can journal first, then discuss.)

10-15 MINS ⌚

Before diving into reflection, you might begin with a “*why*” question that helps participants think critically about where these pressures come from. For example:

❓ Why do so many people feel pressure to show a certain version of themselves online?

This question can open up discussion about **how social media platforms and their algorithms influence what we see**, often promoting unrealistic or idealized images of success, beauty, and happiness. Over time, these external pressures can become **internalized**, shaping how young people view themselves and what they feel they need to project to others. **(Check out page 60 of *Staying Resilient While Trying to Save the World Vol. 3* on all things algorithms)**

Encourage participants to reflect further using the following guiding questions:

❓ What differences do you notice between your two mirrors?

❓ How does it feel to see them side by side?

❓ What would it take to bring them closer together?

Invite **optional sharing** in pairs or small groups, reminding participants to share **only if they feel comfortable**.

OPTIONAL EXTENSION

5-10 MINS ⌚

Next, invite participants to reflect more personally. Encourage them to look at a **recent post, like, or comment** they made—or, if they don't use social media, to **imagine** something they might share publicly. Ask:

❓ Why did I share this? Does it reflect who I really am?

❓ If I could post or express something more honest, what would it be?

(They don't need to actually post it—just think, write, or express it privately.)

You might also ask:

❓ How would you choose to share your authentic self—through writing, conversation, art, movement, or something else entirely?

Encourage participants to notice **how it feels to express a more authentic version of themselves**, even if that expression stays private.

Then, continue with the group **guiding questions**:

❓ What differences do you notice between your two mirrors?

❓ How does it feel to see them side by side?

❓ What would it take to bring them closer together?

Invite **optional sharing** in pairs or small groups—reminding participants to share **only if they feel comfortable**.

**CLOSING AND
'BIG THINK'**

Pose the final reflective prompt:

 How much do you feel like your true self online compared to offline?

Facilitator to offer reassurance: *“Online spaces can be fun and inspiring, but they don’t define you. Real confidence comes from knowing who we are offline—no filters, no likes, no pressure.”*

5 MINS

Closing the Series

As you bring the final session to a close, take time to reflect on the journey the group has taken across all three sessions. Together, participants have explored what resilience, well-being, and authentic self-expression mean — both for themselves and within their communities.

Acknowledge the effort, openness, and creativity that everyone has brought to the sessions. Recognize that learning about well-being is an ongoing process — one that continues beyond these activities, into everyday life and the spaces where young people connect, learn, and grow.

Invite participants to share one short reflection to end the series — a word, image, or feeling that captures what they're taking away. This could be something they've learned about themselves, a new skill, or a moment that stood out.

You might say:

"Take a moment to think about what you'll carry forward from these sessions — a thought, a feeling, or a small action you'd like to continue in your daily life."

Reinforce that resilience doesn't mean being strong all the time, but rather learning to care for ourselves and each other, especially when things feel challenging. Encourage participants to use the ideas and tools from *Staying Resilient While Trying to Save the World, Volume 3* — and the Resilience Cards — whenever they need a reminder of their own strength and capacity for connection.

End with a short moment of appreciation:



for the group's trust and participation,



for the safe space created together,



and for the shared commitment to well-being and kindness — to ourselves and to others.

If time allows, close with a mindful breath, a grounding activity, or a simple expression of gratitude where each student or activist shares one key takeaway to mark the end of the journey together.



AMNESTY
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