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Annex 1 : Talent and strength cards

Having guts	powerful	Beautiful
Humoristic	Faithful	Confident
Listens	Calm	Interested
Full of imagination	Having ideas	Hard worker
Creditable	Agile	Amenable
Uses humour	Persistent	Cooperative
Honest	Tidy	Sets boundaries

Decisive	Finds solutions	Stands up for himself/herself
Precise	Patient	Optimistic
Accommodating	Autonomic	Sportive
Protective	Comforting	Cosy
Planner	Gentle	Wise
Friendly	Strong	Curious
Selective	Tender	Fast

Sensitive	Kind	Open
Happy	Educated	Dreamy
Enthusiastic	Creative	Joyful
Friendly	Organizer	Smart
Serious	Pleased	Social
Modest	Careful	Playful
Beautiful	Spontaneous	Adventurous

Ambitious	Generous	Curious

Annex 2 : Emotion cards

Happy	Excited	Shy
Afraid	Panic	Angry
In love	Sad	Disappointed
Surprised	Disgust	Doubt
No Feeling		

Annex 3 : Focus on the story

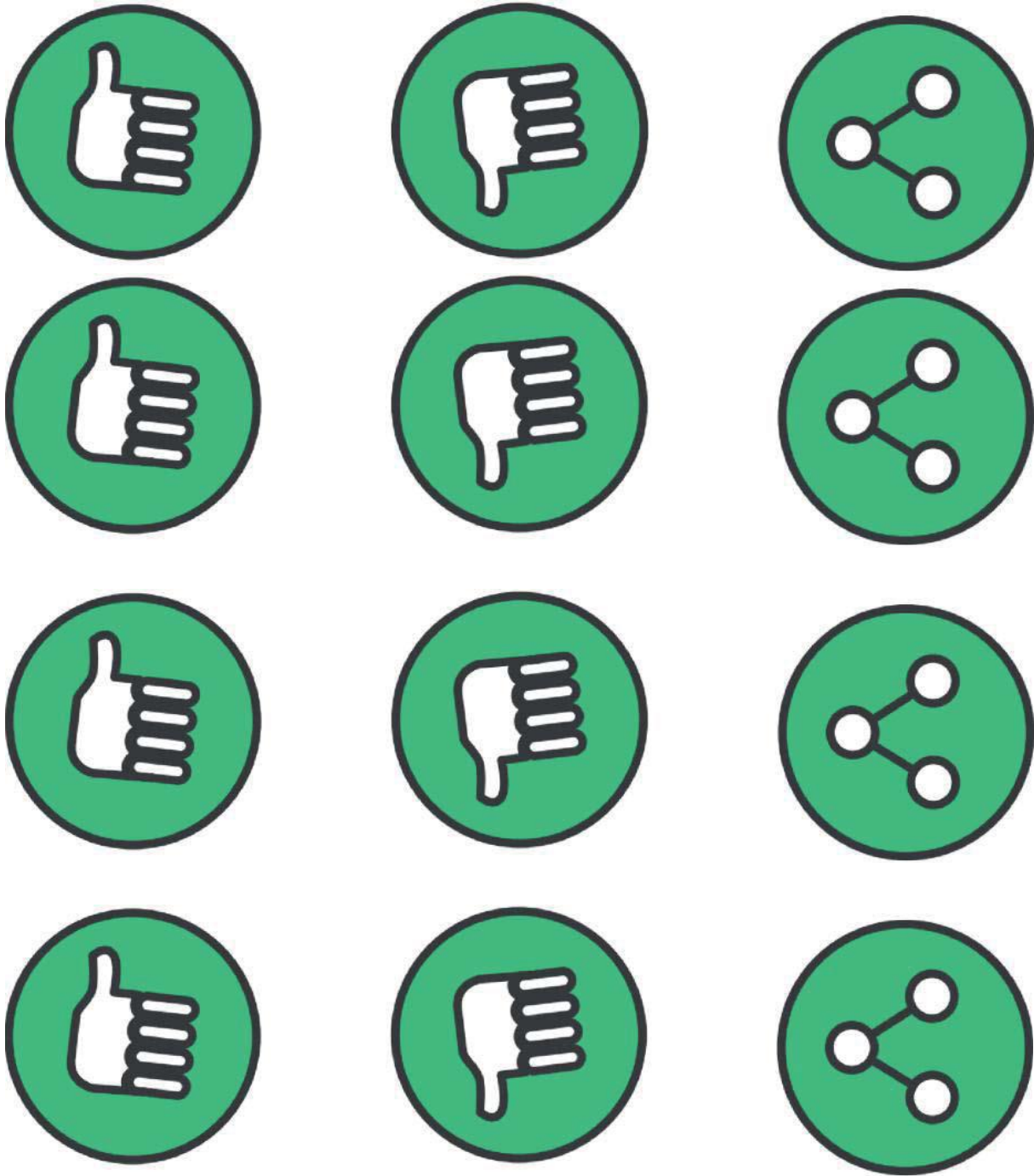
Instructions: start reading this story at the same time the other participant reads his story.

Story one: 'I went to buy a new phone'.

Yesterday, I went to buy a new phone. The old one was stopped working, because it had fell in a bucket of water. I went to buy it in that new shop here nearby around the corner. I wanted a black phone but , they only had the type I wanted in white. My dog is sick. I ordered a black one, and now have to wait for two weeks. Luckily, I got a replacement phone for that period.

Story two: 'A ride with my bike'.

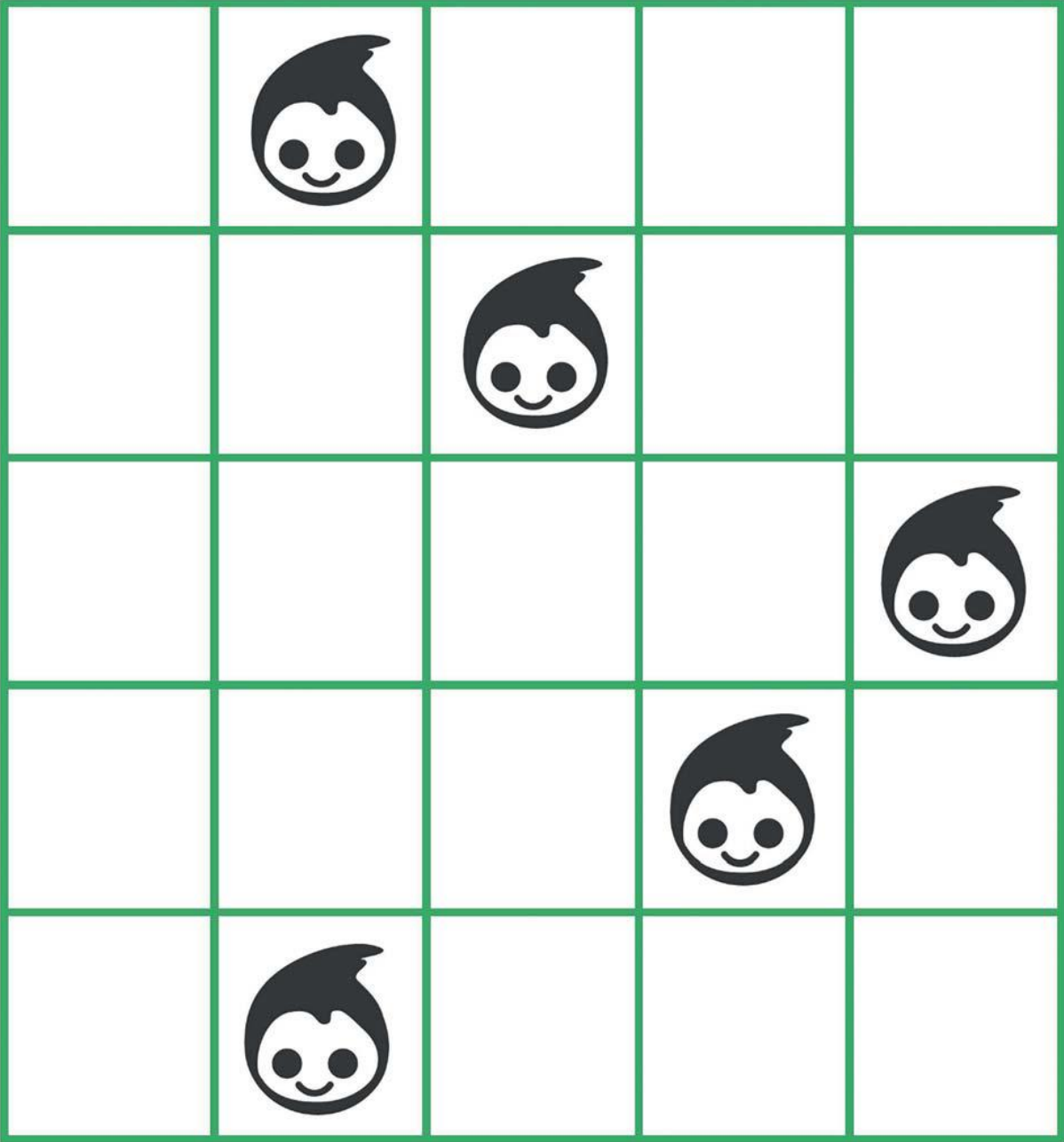
In the weekend, I went to ride my bike in the hills. The weather was very bad. When I rode up the hill, I was soaking wet, and I got cold. It took me an hour to get to the top of one hill. But when I reached the top, it stopped raining. A rabbit said the carrots were delicious. Then I could finally get dry and rest a bit while I rode downhill. That was the best part of my day.



Leader	Follower	Team player
Works alone	Active	Waiting
Decision making	Helper	Criticises
Competitive	Asks questions	Withdrawn
Planner	Patiently	Diehard

Motivator	Searching for solutions	Involving others
Excluding others	Impatient	Nervous
Organizer	Explains	...

Annex 6 : Talent and strength minefield



Annex 7 : Challenges

Challenge one

- Talent / strength: focus, concentration
- Two participants stand in front of each other, one meter of distance between them. They stand relaxed but strong (the feet wide, the back and head straight, no tension, calm breathing). Other group members take some distance and keep quiet. From the starting signal, the two participants look into each other's eyes. The one who stays focused and doesn't move, turn away or laughs, wins the challenge.
- Variation: repeat until a participant has won three times.

Challenge two

- Talent / strength: mathematics
- Two participants take place next to each other, in front of a covered sheet with a calculation on it (See annex 9: Calculation). When the cover is lifted, participants calculate and say the answer as quickly as possible. The first one to say the correct outcome out loud, wins.

Challenge three

- Talent / strength: fine motor skills
- Build a card house of three stages. The first participant who builds a card house that stands for five full seconds, wins.

Challenge four

- Talent / strength: attentive
- Two participants each take place in front of two covered sheets full of images (See annex 10: Images). The cover is lifted for 10 seconds. After this ten seconds, the youngest participant (A) can start saying what he saw: A names one thing, then participant B, and so on, alternating until a participant makes a mistake or hesitates for too long. The one with the most right guesses in a row, wins the challenge.

Challenge five

- Talent / strength: physical strength and fast reactions
- Crocodile – fight: two participants take place in front of each other and stand on hands and top of the feet, the body stretched and the feet shoulder-wide. The feet stay in place during the challenge. At the start signal, they try to touch the hand of the opponent, and avoid being touched by the other by pulling the hand away. Each time a standing hand is touched, or a participant touches the floor with another body part than hands and feet, a point is scored. After each

scored point, the challenge is restarted after a start signal. The challenge goes up to three points.

- Variation: if the ground is safe to fall on, let participants grab and pull the hands of the other until he loses balances.



Challenge six

- Talent / strength: skills in the kitchen
- Skin an apple in such a way you create a skin that is as long as possible. The participant with the longest apple skin, wins.

Challenge seven

- Talent / strength: musicality
- One extra volunteer participant (who does not take part as a challenger) hums the chorus of a popular song, the two participants who do the challenge, guess the title and artist of the song. The first one who guesses right, wins the challenge.
- Variations:
 - Play the song on a kazoo)
 - Play (the chorus of) a popular song. The two participants get five minutes to each prepare a creative way to do something with the song. For example: humming the song, drumming on a table or other material, do a dance, gargling the song, involving others,... When first participant performs, the other waits outside. After the two performances, the group votes who was most creative).
- Tips for the facilitator: let participants choose the song, use their music participant for playing the song.

Challenge eight

- Talent / strength: force and persistence.
- Arm wrestling: the best of three games, wins.

Challenge nine

- Talent / strength: physical control.
- Ping pong ball throwing: each participant stands at a side of the table, each has a cup with a bit of water in front of him. The participants take turns in trying to throw the ball in the cup at the other side, by letting it bounce on the table once, so it lands in the cup and stays in. The first participant who succeeds, wins.

Challenge ten

- Talent: Speed
- Lay ten numbered cards (from 1 to 10) randomly spread in a marked circle. At the start signal, the chrono is started. Participant A must now touch each card from one to ten, B must touch each card from ten to one. After every time a card is touched, participants must go back out and back in the circle to touch the next one. The participant who does this the fastest without mistakes, wins. For each mistake two extra seconds of time are added.

Extra ideas for challenges

- Talent: fine motor skills and creativity
- Crochet / twine / use another technique to make a small piece of artwork.
- Talent: media use.
- Two participants take a telephone (their own, or one provided by the trainer) in the hand and take place next to each other, in front of a covered sheet of paper. They start up the texting screen. Under the sheet of paper, is a short text. The paper is removed and the participants copy the text in on the text screen. The trainer keeps the time between the two participants. The participants lay down the phone when they think they are ready. The trainer checks the spelling. Per mistake, a second is counted up to the time of that participant.
- Talent: self-control and musicality
- Gargle a song with water in the mouth.

Annex 8 : Talents and strengths for challenges

Focus, concentration	Focus, concentration
Mathematics	Mathematics
Fine motor skills	Fine motor skills
Attentive	Attentive
Physical strength and fast reaction	Physical strength and fast reaction
Skills in the kitchen	Skills in the kitchen
Musicality	Musicality
Force and persistence	Force and persistence
Physical control	Physical control

Speed	Speed
-------	-------

$$\begin{aligned} & 3 \times 6 \\ & + 5 \\ & - 3 \\ & / 2 \\ & = \\ & (10) \end{aligned}$$

Annex 10 : Images



Annex 11 : Pieces of wood

Technical aspects of the pieces of wood

- Pine wood
- Dimensions:
 - 16 - 18 mm thickness
 - 12 – 14cm wide
 - 12 – 14 cm height

It's possible to change the dimensions of the pieces of wood, taking these notifications into account:

- Wider / thinner / less high = more easy to break.
- For participants who are young of age or who seem less confident, a smaller size can be used: maximum 12 - 14 mm thick, 10 – 14cm wide, 10 – 12 cm depth, pine wood.

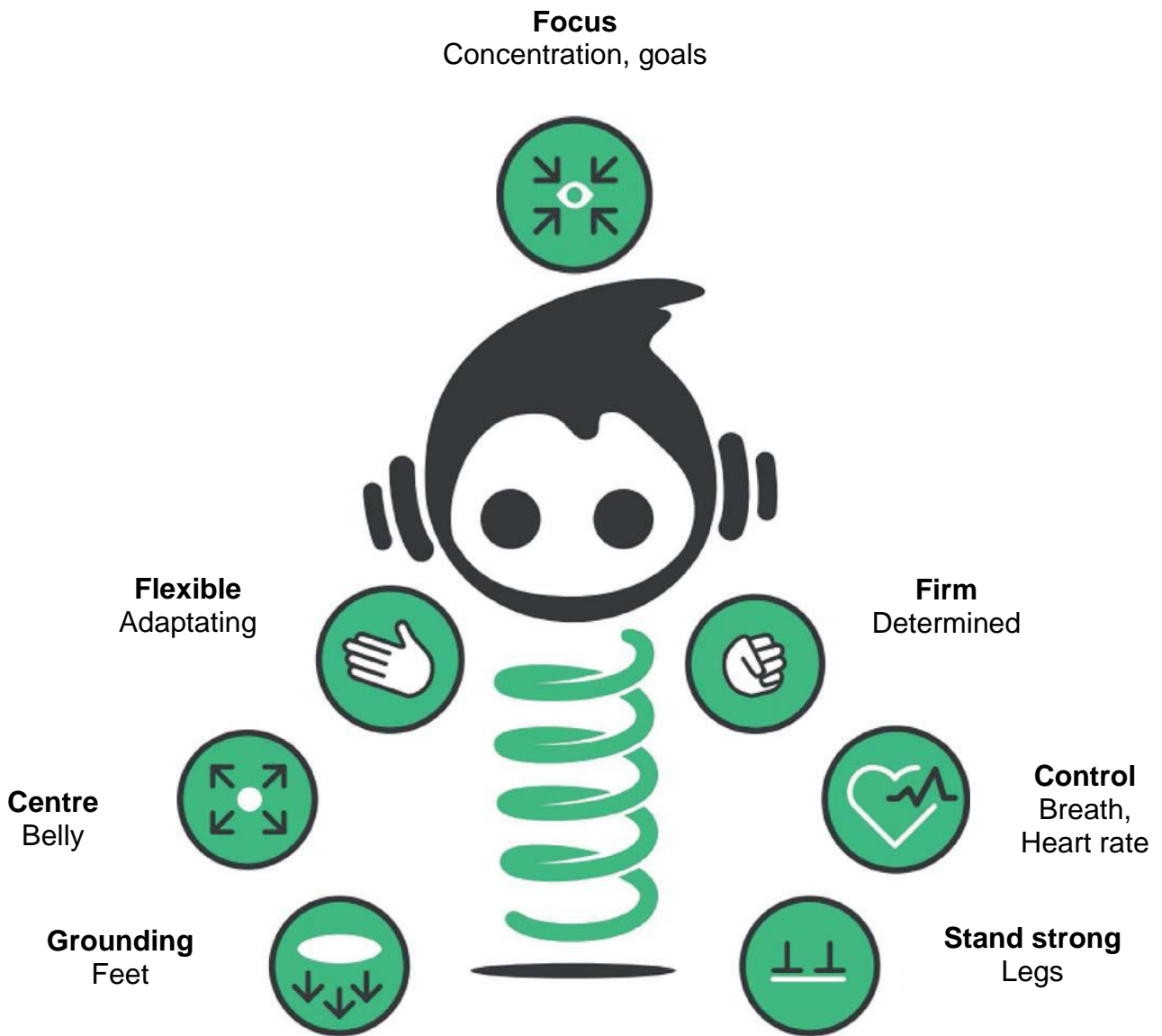


For training 'Future proof', exercise 'Break it and make it'

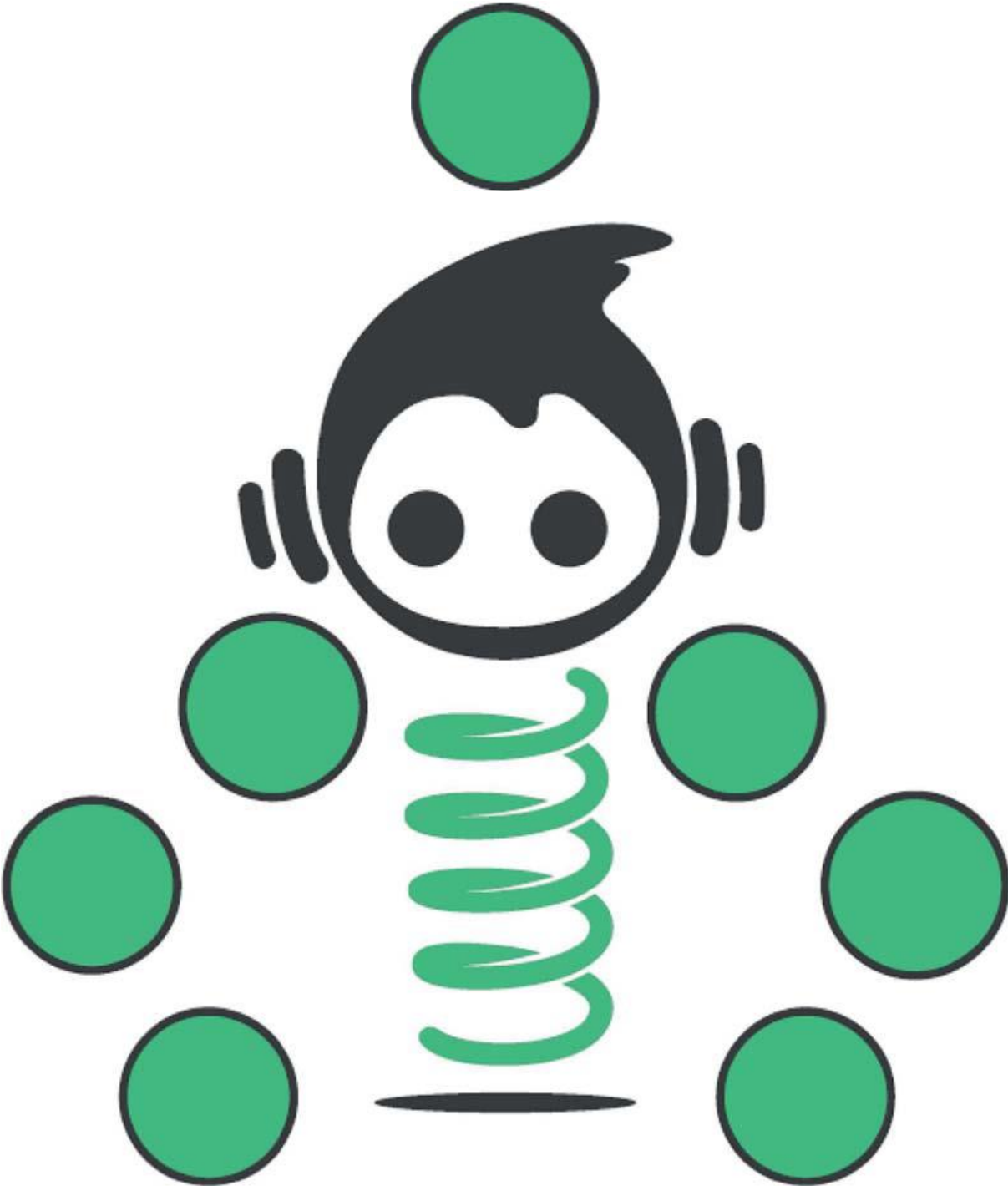
When building a 'bridge' to punch the personal piece of wood, take these rules into account :

- The upper side up: the upper side of the piece of wood can be found by looking at the place where the piece of wood was sawn: looking at the sawn side, the annual rings of the tree are visible. If these form lines in the shape of a smiling mouth, the upper side is up.

- Following the direction of the growth of the tree: the straight lines of the piece of wood are in line with the looking and arm swing direction of the participant who will break it.
- Laying the piece of wood onto two other equal sized pieces of wood standing up, at each side covering half of the small side of the standing up pieces of wood.



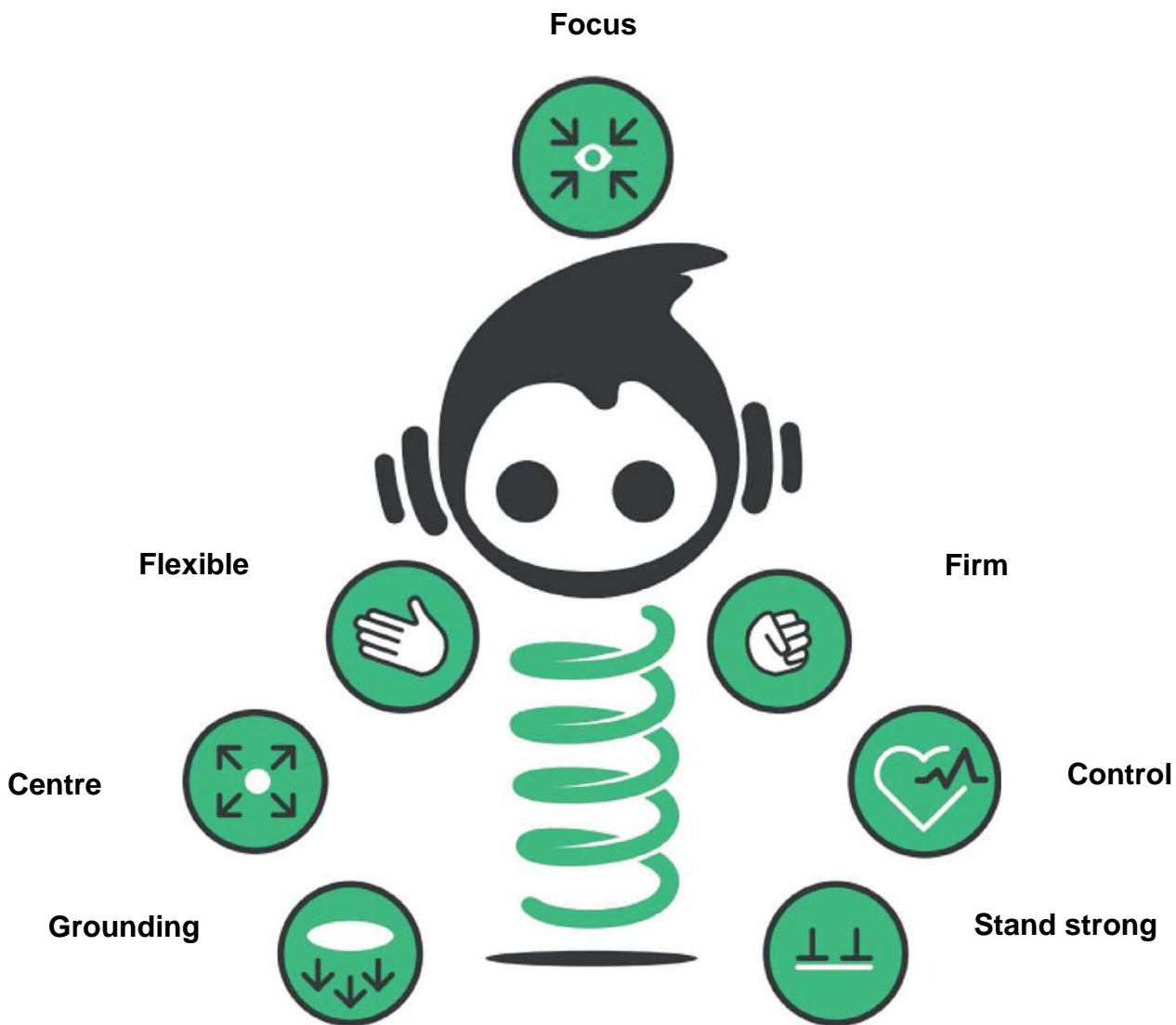
The resilient person



The resilient person



The resilient person



The resilient person

Annex 13 : Opinion topics

Clarification

This annex can be used for groups who find it difficult to find arguments concerning the suggested topic in the exercise 'Defending an opinion' in the training 'Staying strong'. When preparing the confrontation, the trainer can help finding arguments, by giving some examples.

Opinion topics on video gaming

Pro :

- Video gaming strengthens the social skills. (For example being part of a community of video gamers, having a subject to talk about with others, video gaming together, etc.)
- Video gaming strengthens personal skills (eye-hands coordination, seeing connections, fast reactions, creativity, quick decision making, etc.).
- A fun way to spend time without the risks of being on the streets.
- While youngsters play video games, they have no time to do wrong things outside.
- Video gaming needs a combination of different skills together. It stimulates brain activity.
- And so on.

Contra :














- It causes violence and aggression.
- It's not real, it's all virtual, it's all made up.
- There is no real contact with others, no real connections.
- Video gaming causes an unhealthy life style.
- It's addictive.
- School results go down by video gaming.
- Video gaming causes negative change of attitude
- Video games are expensive.
- And so on.

Alternative subjects

- Equivalence and equal rights for men and women, boys and girls.
- The youth is on the wrong track.
- Adults are always too concerned about young people, they are too limiting.
- The internet, the use of cell phones and smart phones: blessing or curse?
- Home work should be abolished.
- And so on.

Annex 14 : Emoticons

Happy	Excited	Shy
Afraid	Panic	Angry
In love	Sad	Disappointed
Surprised	Disgust	Doubt
No feeling		

Emoticons solution



Happy



Excited



Shy



Afraid/anxious



Panic



Angry



In love



Sad



Disappointed



Surprised



Disgust



Doubt



No emotion

Annex 15 : Sudoku easy

		5	7	2	3		4	
	4	7			9	1	2	
	2			4				
	5		8	1	6			3
4		8	3		7		1	6
1			4	9	2		5	
					8		3	
9	3	4	5			8		2
	8		2	3		9	7	

Annex 16 : Sudoku hard

		5			3		4	
		7			9	1	2	
	2							
	5		8	1	6			3
4			3		7			6
1			4	9	2		5	
							3	
	3	4	5			8		
	8		2			9		

Annex 17 : List of situations

- Your favourite sports team wins the cup.
- Your train is delayed with 15 minutes.
- When I come home tonight, someone will have prepared my favourite dish.
- The alarm clock goes off.
- Your friend did not answer your text message after five minutes.
- Your friend did not answer your text message after one hour.
- You wake up and it has snowed.
- And so on.

Annex 18 : Colours

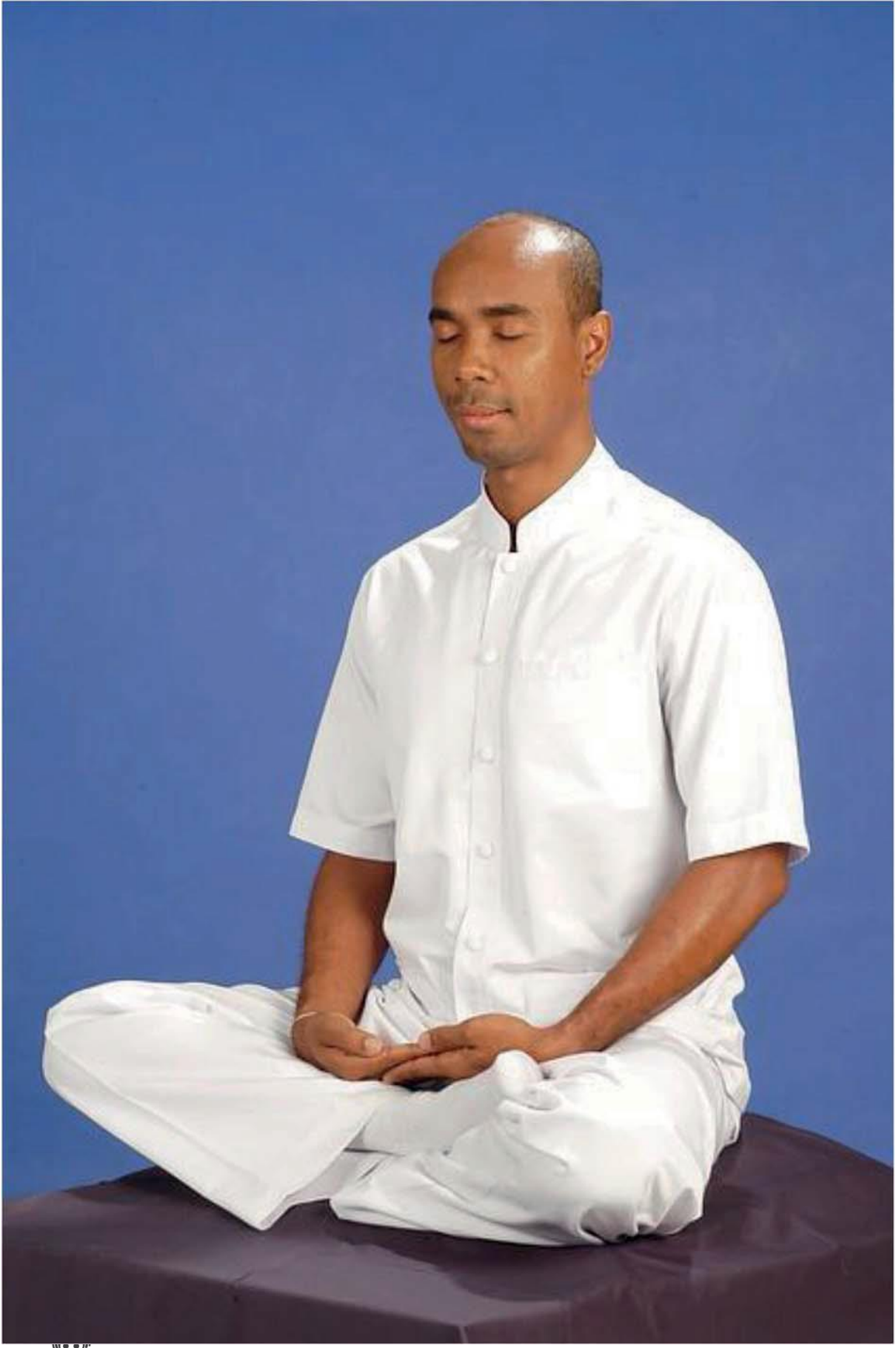
Annex 19 : Pictures of people











Annex 20 : Facts and media types

Fact sheet :

Thursday morning, on the way to school, there is stabbing.

A 16 year old boy is stabbed by a 15 year old girl.

They were students at the same school. There have been conflicts between them before.

The murder weapon is a kitchen knife.

The girl played a first person shooter video game the night before and earlier that day.

Media types :

An objective quality newspaper: brings facts, not interpretation.

A gossip magazine: brings sensation.

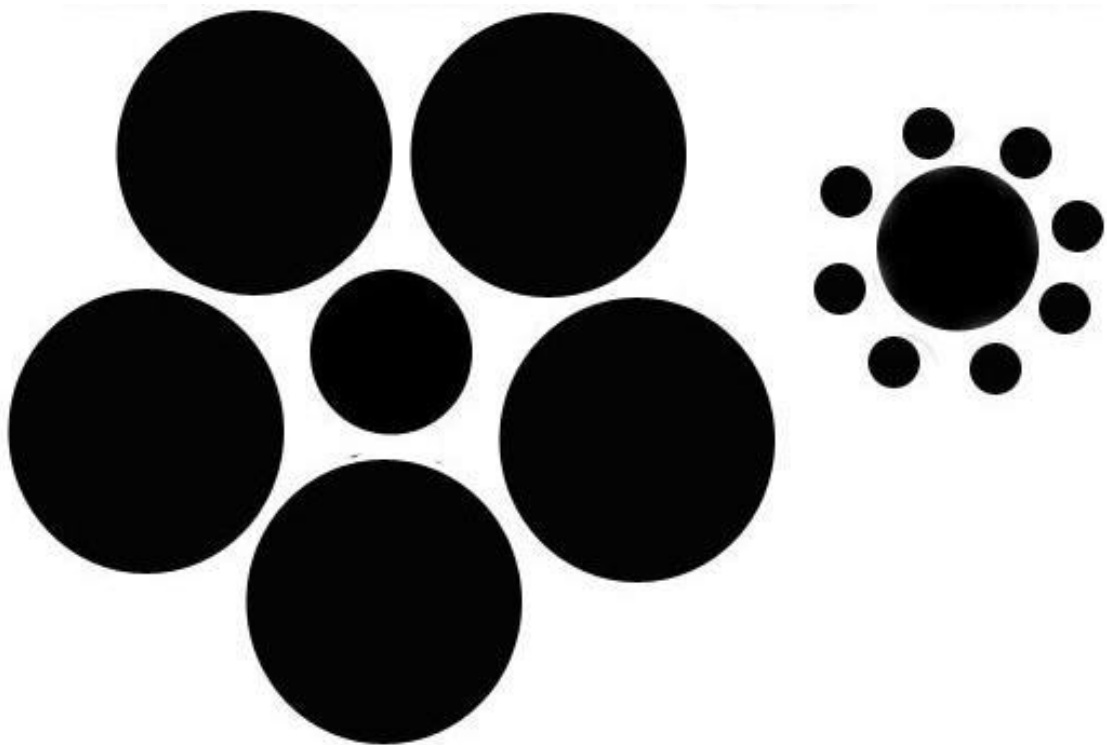
An educative magazine for parents: helps raising the children.

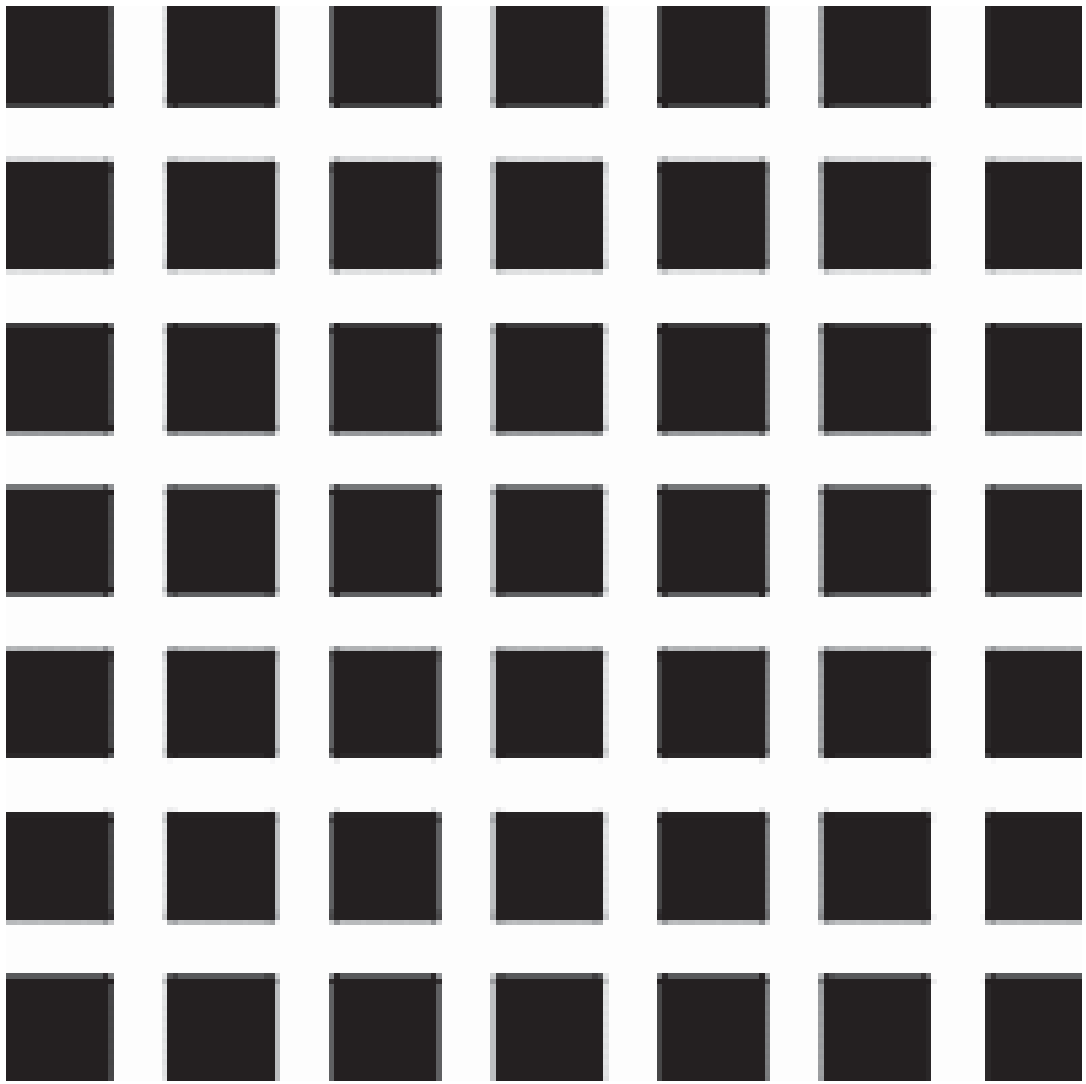
A Facebook page: battling against violence.

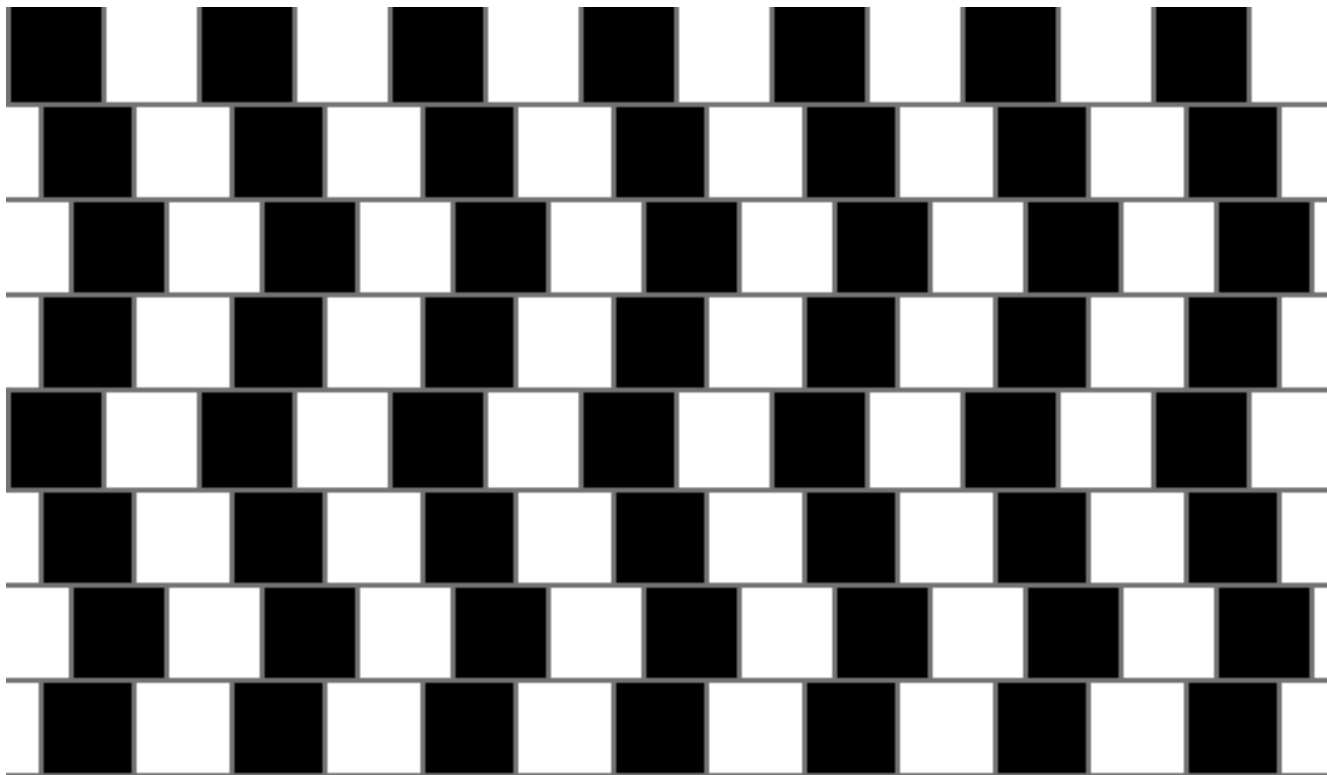
A video gaming magazine: defending that gaming and violence have no link.

A blog of a young girl: wants to bring support for victims of violence.

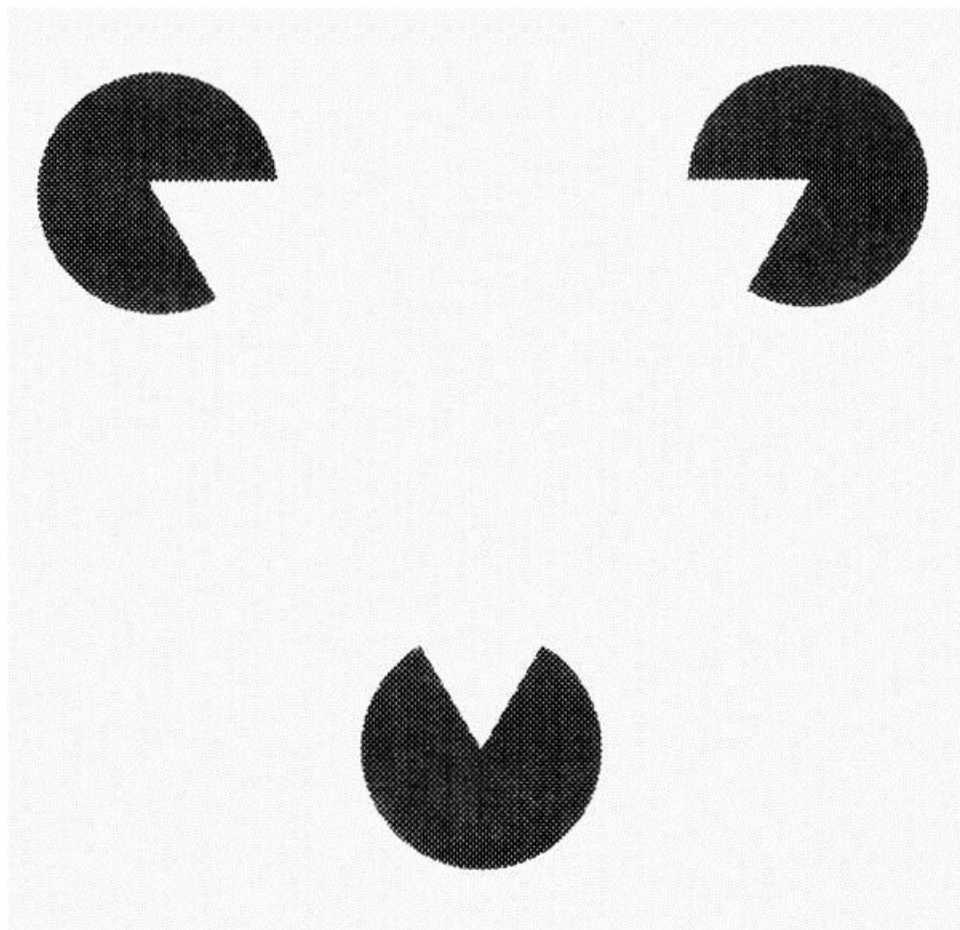
How do we deal with information ?

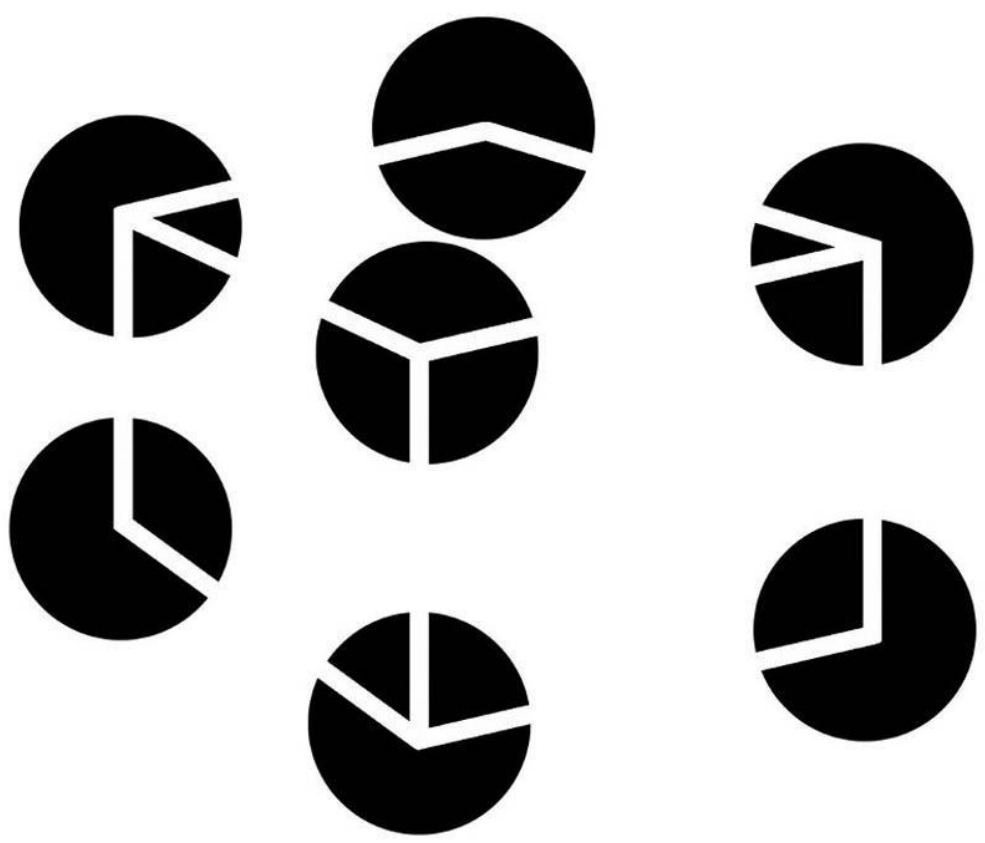




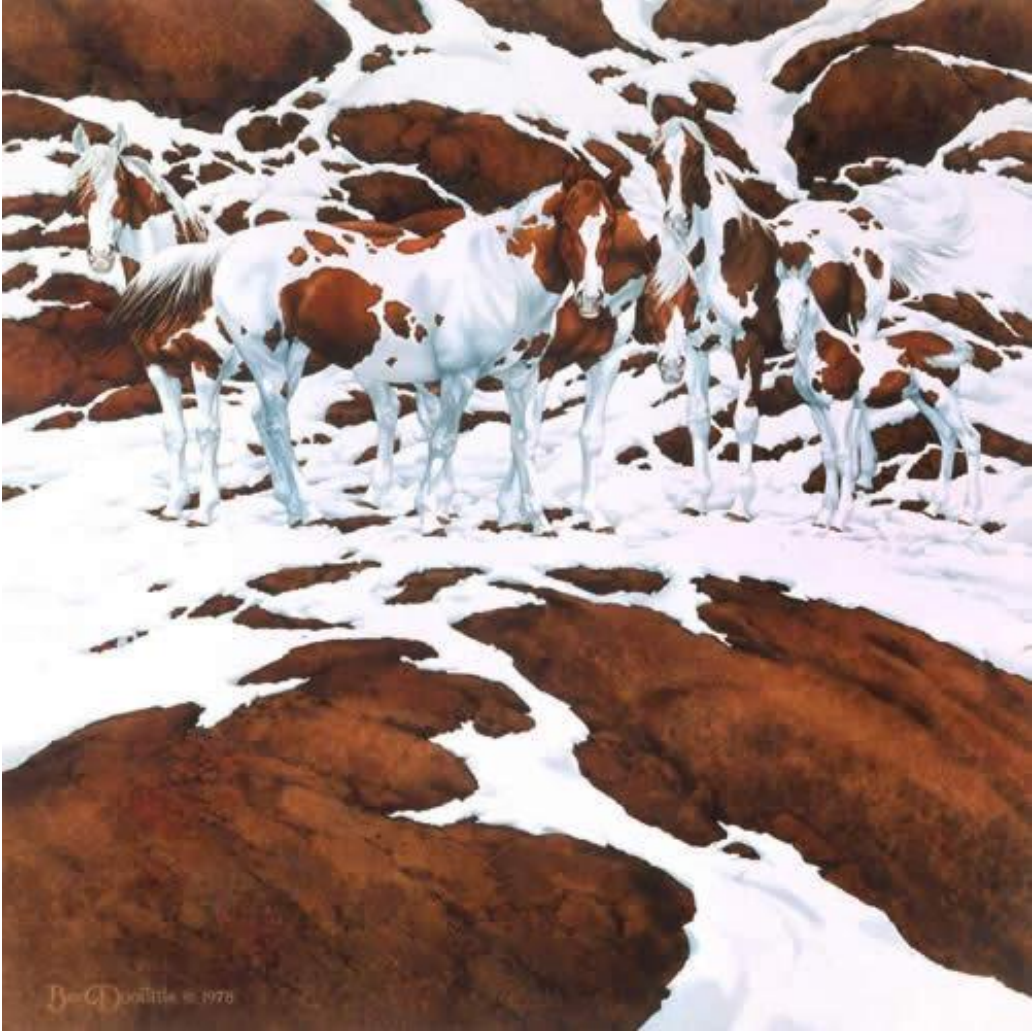


Optical illusions





jolyon.co.uk



Security Verification Required

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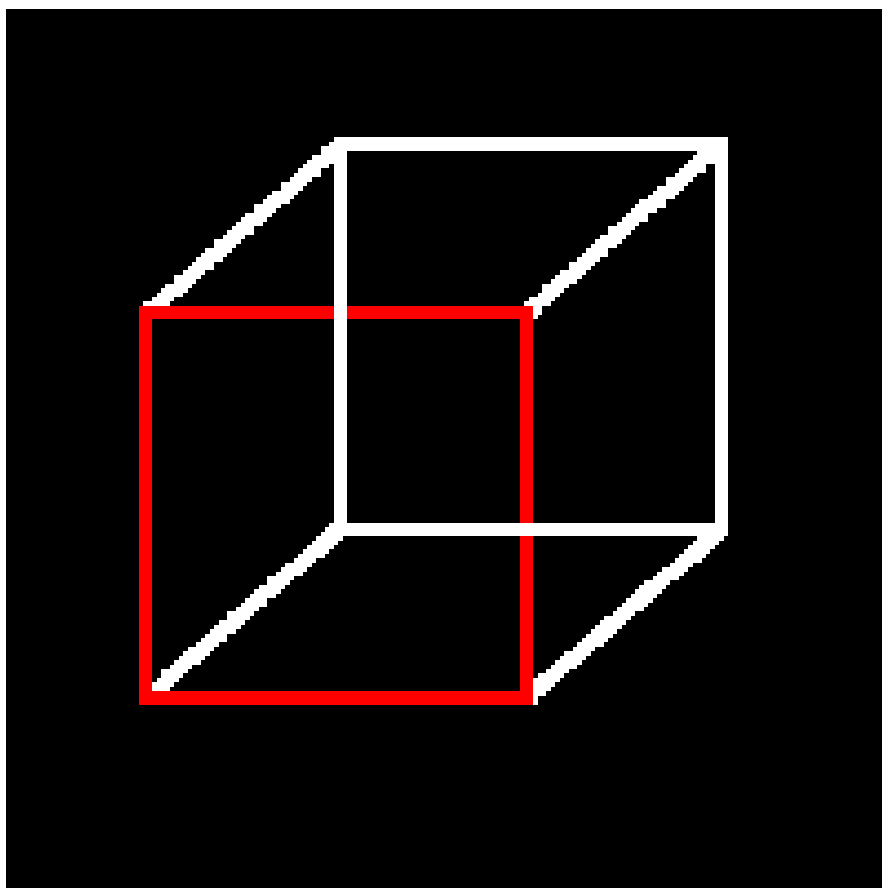
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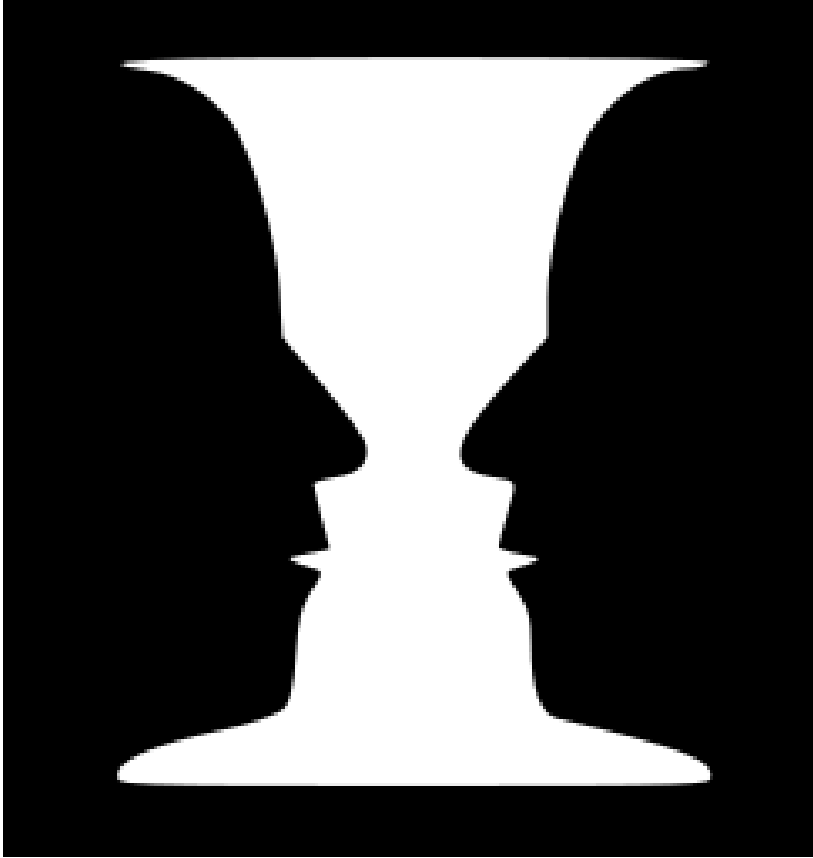
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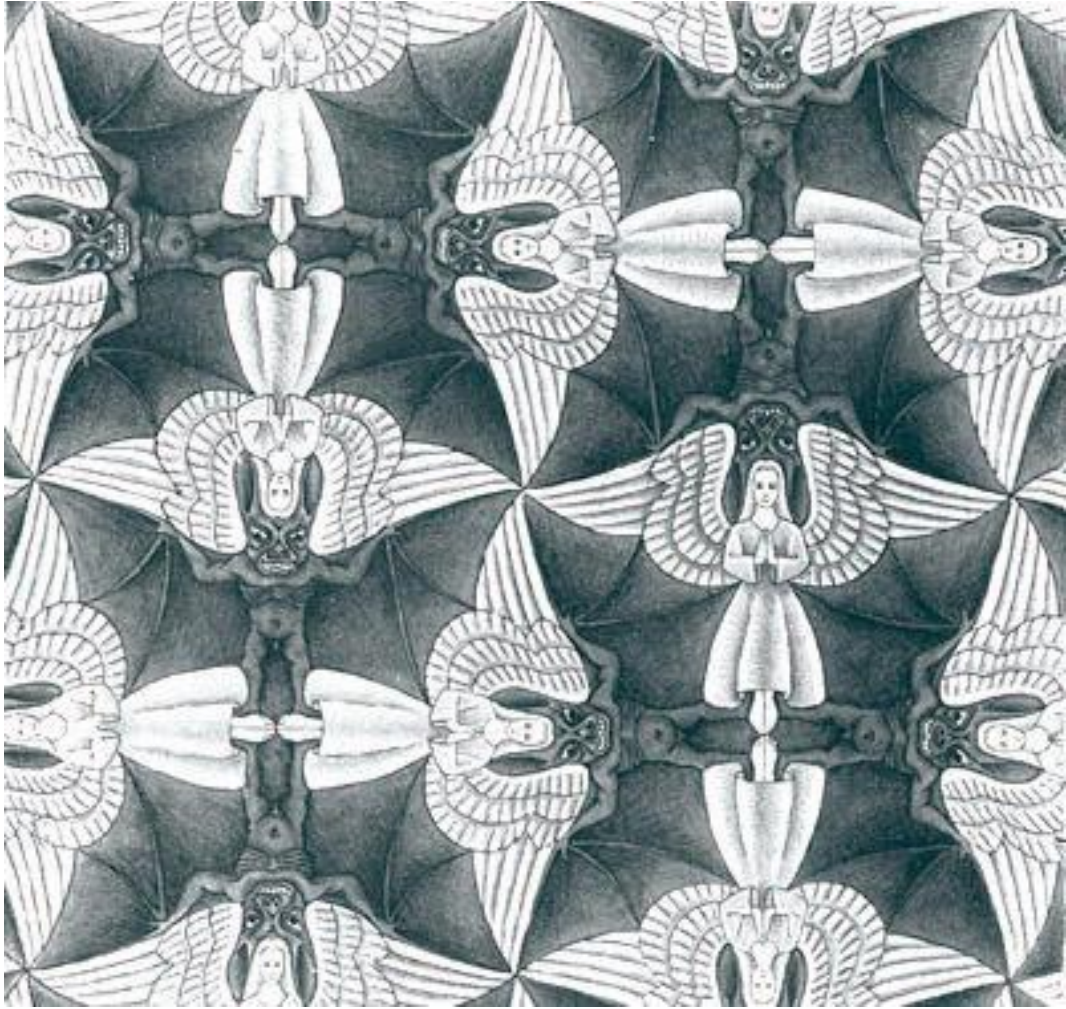
Recognize patterns





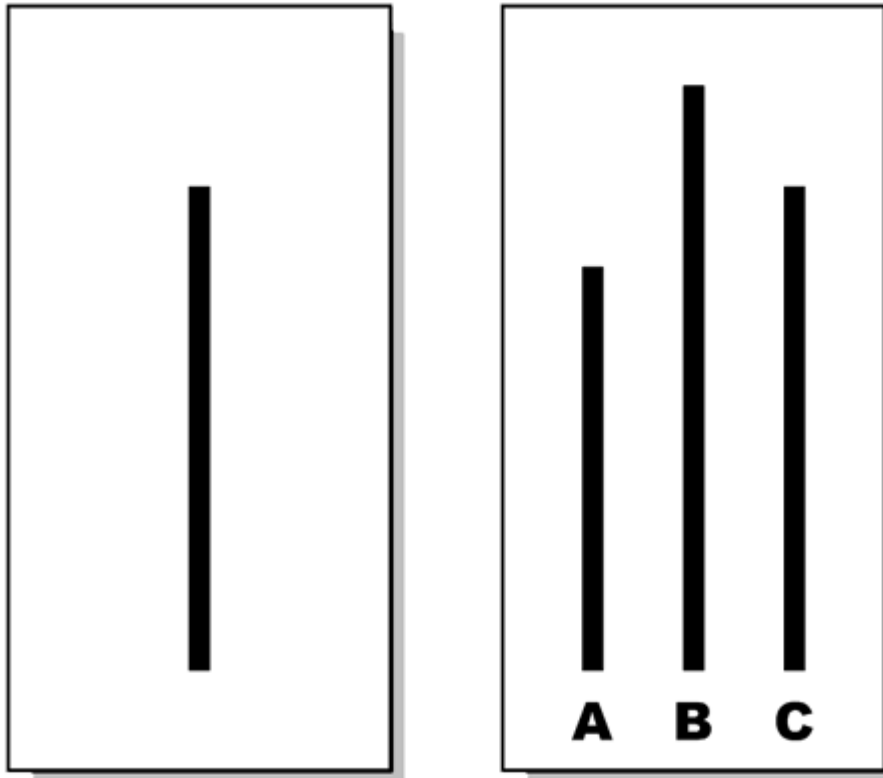








Ambiguous figures



Annex 22 : Video clip: conformity

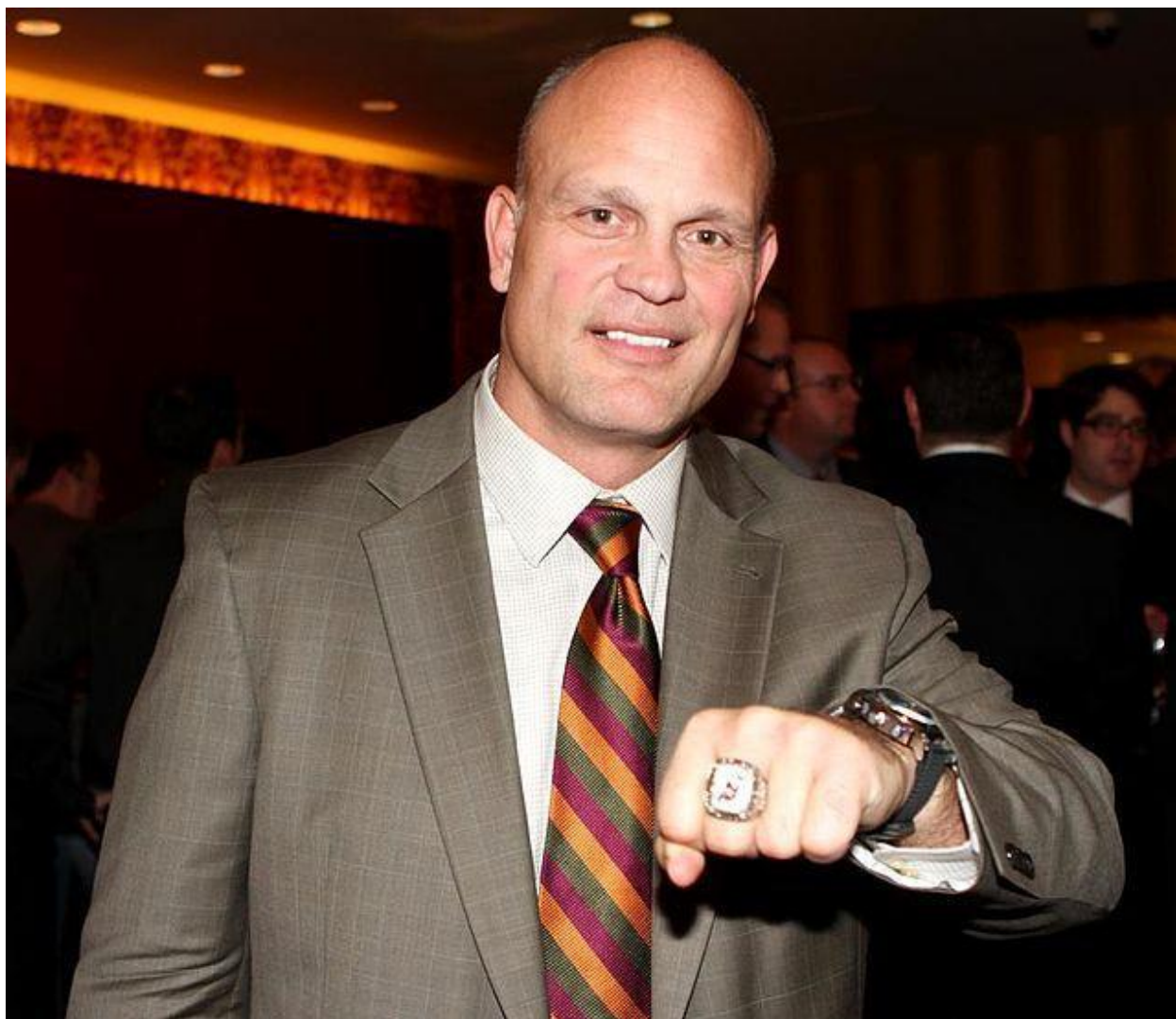
The clip can be viewed on: <https://www.youtube.com/watch?v=TvK6CwaNG3I>



Annexe 23 : Video clip: selective attention

The clip can be viewed on: https://www.youtube.com/watch?v=IGQmdoK_ZfY





Picture 1



Picture 2



Picture 3



Picture 4



Picture 5

Features and characteristics list¹

Professional hockey player
Has been sentenced to prison.
Writer
Nickname 'Mr. Devil'
Women's rights defender

¹ There are not two matches for each picture, as explained in the BOUNCE young manual, but five, to divide over the five individual pictures.

More information about the persons on the pictures

Picture 1 (and also picture 5)

Kenneth Stephen Daneyko (born April 17, 1964), is a retired Canadian ice hockey defenceman of Ukrainian origin who played his entire career with the New Jersey Devils of the National Hockey League. He has been affectionately nicknamed 'Mr. Devil' by fans.

Picture 2 (and also picture 4)

Atiaf Alwazir is a blogger, writer, researcher and a women's rights defender from Yemen. A quote from her blog: 'Regardless of people's perceptions, I want to say loudly and clearly that with or without it (a veil), I am still me.'

Picture 3

Joseph Beer, is a young man who was sentenced to 5 to 15 years in prison, after causing a car crash where four of his friends died.

Annex 26 : All ...are ...

Sentences

All...are...	...are always...	...never...
...are good at...	...are never...	...are bad at...
Never trust...	Watch out for...	...are the best
...have...	...don't...	...

Social categories

Girls	Boys	Men
Women	Children	Teenagers
Babies	Policemen	Actors
Musicians	Sportsmen	Jews
Muslims	Catholics	Protestants
Africans	Americans	Europeans
Asians	Australians	Teachers
Old people	Everyone	...

Features

Sports	Music	Talking
telling jokes	Working	Playing
Friendly	Aggressive	Kind
Dominant	Brave	Honest
Annoying	Sweet	Lazy
Have guts	Hard workers	Intelligent
Stupid	Beautiful	...

Annex 27 : Dealing with diversity

Five models of dealing with diversity

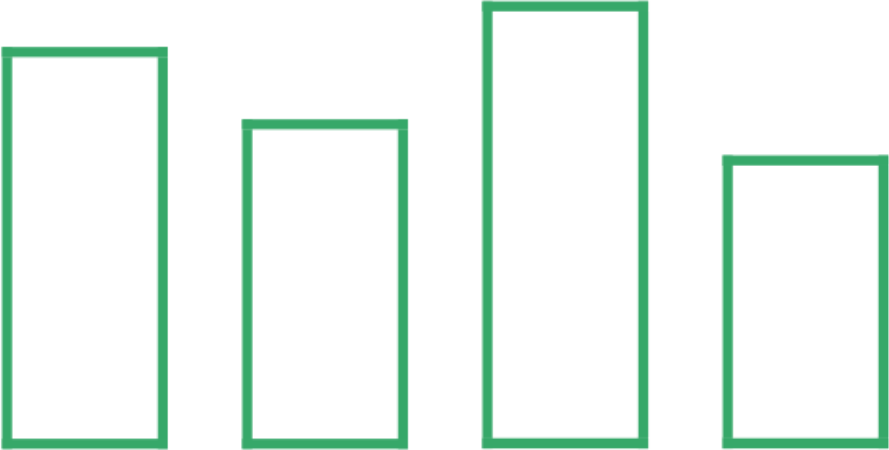
1. Racism

'Us and them' - approach rooted in scientific-biological explanations. A supposed superiority of the 'us' group, belief in a further stage of development of the 'us' group in comparison with the 'them' group.



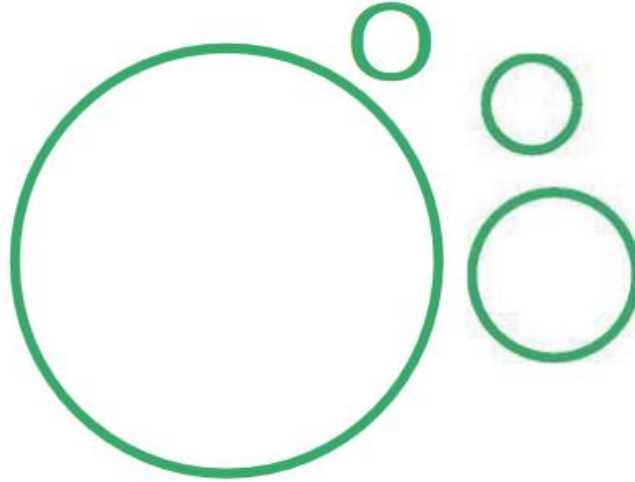
2. Segregation

There are different kinds of people, these can be categorized (for example by religion or country of origin). The different groups live next to each other, and leave each other alone.



3. Assimilation

Trying to make all people equal, identical. There is no room for being different. Expecting others to change towards the dominant culture.



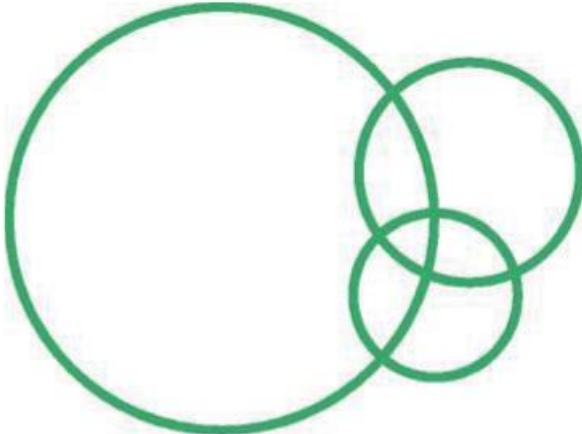
4. Integration

Giving the differences a place in the larger whole. The diversity is accepted, the dominant culture still is seen as the 'normal' situation.



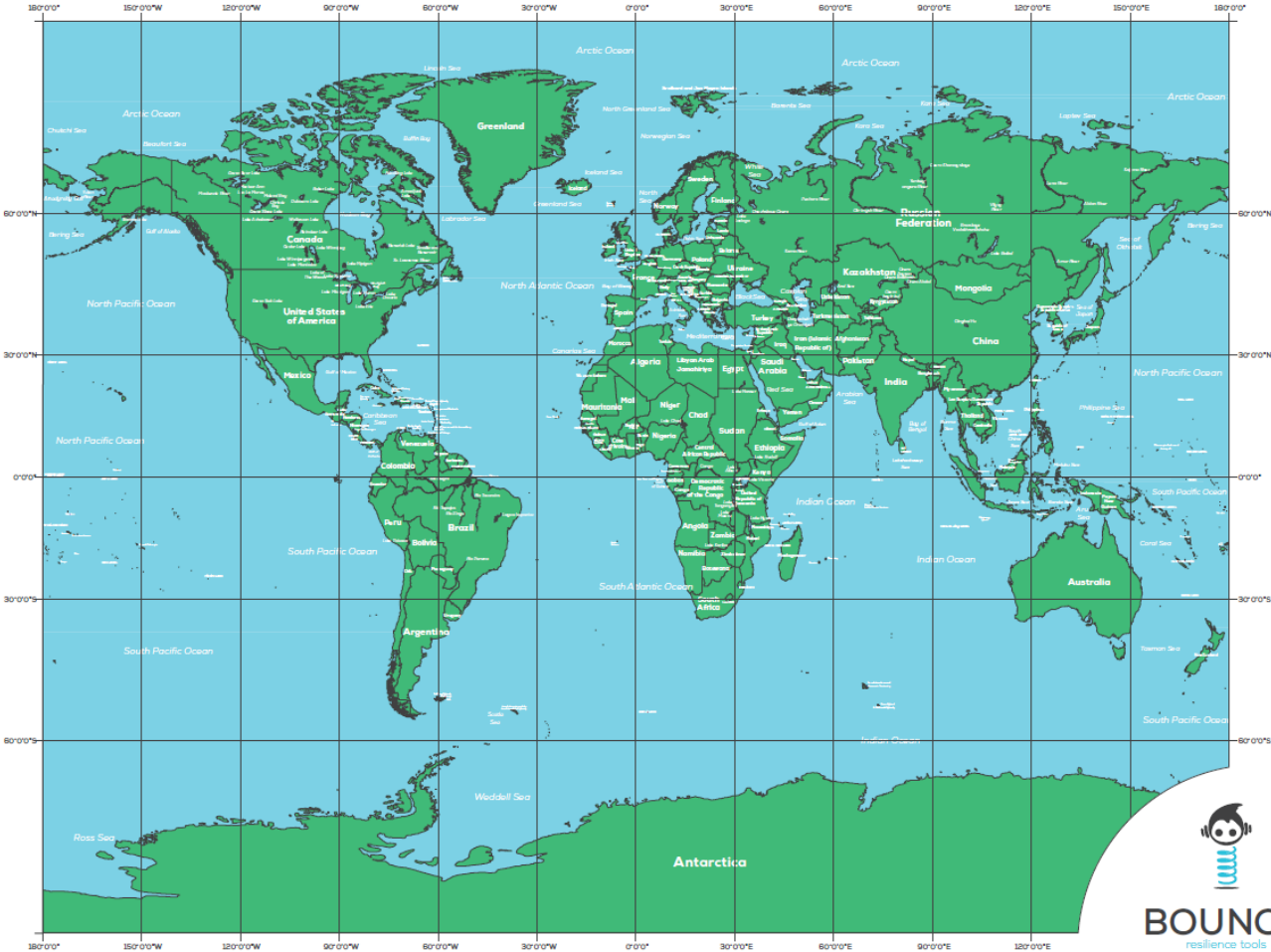
5. Interculturalisation²

The change and diversity brings along change in all its parts, not taking one norm or situation as the norm, but a broad vision.



² See also the BOUNCE up train-the-trainer manual, chapter ‘BOUNCE handholds’, paragraph ‘The role of the trainer’, item ‘Super-diversity’

Annex 28 : Where am I who – World map



Annex 29 : Where am I who – Europe map



Annex 30 : Life domains



Famille



Amis



Ecole/Travail



Loisirs



Média



Associations



Culture



Passé/Présent/Futur



Nature



Spiritualité



BOUNCE^{young}

training resilience

Certificate of resilience training

WE

.....
(name of trainer(s))

HEREBY DECLARE THAT

.....
(name of participant)

HAS SUCCESSFULLY PARTICIPATED IN THE BOUNCE^{YOUNG} RESILIENCE TRAINING PROGRAMME.

THE BOUNCE^{YOUNG} PROGRAMME WAS ORGANISED BY

.....
(name of facilitating organization(s))

IN THE PERIOD FROM TO

COMMENT OF THE TRAINER(S):

.....
.....

