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Index

1	INTRODUCTION	5
1.1	What is resilience? How is it connected with the radicalization?.....	7
1.2	Serious Games.....	8
1.3	Creation of the YoungRes program.....	10
2	Management of the YoungRes project software.....	12
2.1	The website platform.....	12
2.2	Users sign-up.....	13
2.3	Downloading the game.....	14
2.4	Access codes to the chapters	14
2.5	Access to the online analysis	14
3	SESSION 0. YOUNRES PROJECT PRESENTATION	16
3.1	Introduction	16
3.2	What is YoungRes? Presentation of the program.....	16
3.3	What is the utility of this program?.....	17
3.4	Which skills are worked on during the intervention?.....	17
3.5	How long is the intervention?.....	18
3.6	How does the data analysis work?.....	19
3.7	Informed consent (Annex).....	19
4	SESSION 1: PRESENTATION AND BEHAVIORAL STRUCTURE.....	20
1.	Objectives and contents of the session	20
2.	Presentation of the YoungRes project and the intervention model	20
3.	Playing the first chapter of the game.	21
4.	Theoretical contents to work on in relation to chapter 1	22
4.1.	Presentation on psychological strength.	22
4.2.	Explanation of the structure of the behavior.	23
5.	Mandatory exercises.....	23
6.	Playing the second chapter of the game.	29
7.	Final thoughts and slogan.....	29
8.	Complementary exercises.....	30
5	SESSION 2: EMPATHY AND FACIAL EXPRESION	32
1.	Objectives and contents of the session	32
2.	Playing the third chapter of the game.....	32
3.	Theoretical contents to work on in relation to chapter 3	32
3.1.	Emotions.....	32
3.2.	Empathy.....	34
3.3.	Emotional recognition	35
4.	Mandatory exercises.....	35



5.	Playing the fourth chapter of the game.....	39
6.	Final thoughts and slogan.....	39
7.	Complementary exercises.....	40
6	SESSION 3: ACTIVE LISTENING.....	43
1.	Objectives and contents of the session	43
2.	Playing the 5Th chapter of the game.	43
3.	Theoretical contents to work on in relation to chapter 5	44
3.1.	Active listening.	44
3.2.	Aspects of active listening.....	45
4.	Mandatory exercises	45
5.	Playing the sixth chapter of the game.....	48
6.	Final thoughts and slogan.....	48
7.	Complementary exercises.....	48
7	SESSION 4: ISLAMIC CULTURE	52
1.	Objectives and contents of the session	52
2.	Playing the 7Th chapter of the game.	52
3.	Theoretical contents to work on in relation to chapter 7	52
3.1.	The importance multiculturalism	53
3.2.	Islamic culture	54
4.	Mandatory exercises	54
5.	Playing the eighth chapter of the game	57
6.	Final thoughts and slogan.....	57
7.	Complementary exercises.....	58
8.	SESSION 5: PROBLEM RESOLUTION	60
1.	Objectives and contents of the session	60
2.	Playing the 9Th chapter of the game.	60
3.	Theoretical contents to work on in relation to chapter 9	61
3.1.	Problem resolution	61
3.2.	Steps for solving a problem	62
4.	Mandatory exercises	63
5.	Playing the 10Th chapter of the game.....	64
6.	Final thoughts and slogan.....	64
7.	Complementary exercises.....	65



1 INTRODUCTION

YoungRes is an intervention program intended for youngsters with the objective of reducing the radicalization phenomena. With this aim, YoungRes focuses on improving the youngster's resilience, providing him or her with emotional management, cognitive and behavioral skills to lessen the occurrence of negative influences, as well as presenting multicultural situations that allow the minor to know and accept people with different backgrounds and cultures.

To draw the attention of the youngsters to the intervention, YoungRes uses video games (serious games) as a part of the procedure of the intervention itself. Thus, youngsters play a video game that presents situations in which a psychological skill or capacity is worked on, which is later addressed in class. During the intervention, a conflict is presented in the first session by using the video game, on which the teacher relies to work on a specific psychological concept with the students. This way, learning is not limited only to a theoretical presentation, but all the content is previously introduced in a playful way. Some exercises are done later to practice what has been learned, which includes a second session in the video game that presents a conflict resolution shown in the first session. Meanwhile, the game gathers the different decisions and actions the youngsters have carried out in it. This gives the teacher the insight on how the class has behaved with the events the game presents. This way, the teacher knows at all times what the students have decided along the game, which will allow him or her to strengthen the concepts that are less worked on.

This manual has the objective to let a teacher, educator or lecturer to implement the intervention. To this effect, the manual shows all the items needed to carry out the intervention, which include the presentation to the center and the student's parents as well as the procedure for the students to sign up at the online platform and, of course, the intervention itself. The objective is that a teacher can perform the entire procedure on his or her own by using the manual and the materials that comes with it. The manual also contains a series of recommendations and additional content apart of the intervention itself so the teacher has more content to work on any concept in the class or out.



The structure of the manual is divided like this:

1. **Introduction and basic concepts:** the YoungRes program is presented, with a brief explanation about its origin, objectives and the content its based on, the concept of resilience, the serious games and how it all connects to reach the goal of the project.
2. **Setting the software, sign up of the students and how to access the online platform:** explanation of how it is downloaded and how to set the computers to play the video game, as well as how the teacher can use the online platform. In this platform, the teacher will be able to administer the students' access codes, to obtain information about how to access the different chapters and to find the data registered by the students during the game sessions (anonymous for everyone except for the teacher).
3. **Initial presentation to the school, faculty or parents:** a section destined to the initial presentation aimed at teachers, school managers and parents in which all of the items of the intervention are explained. This way, explanations and documents can be given away to anyone who wants more information about the intervention, including the structure of the sessions, the topics to be dealt with, and an orientative calendar, as well as a document about the data protection and children policy.
4. **Sessions of the intervention:** all the chapters will be presented ordered by theme (the game follows the same structure). Each section includes a description of the objective and contents of a sessions, the theoretic content to be addressed in class, the mandatory exercises , and the complementary exercises that can be used by the teacher to broaden the training during or out of the session.
5. **Evaluation and recommended questionnaires:** lastly, the recommended questionnaires are presented to evaluate the achievements during the program. These have to be applied at the beginning and at the end of it. Said questionnaires are presented with bibliographical references to prove they have been used previously in the scientific literature.

All of the intervention's content (the software and the structure itself) has been developed under the YoungRes project (Strengthening European Youngsters Resilience through Serious Games), and financed by the European Commission under the call. ISFP-2017-AG-RAD. Four members are



involved in this project: Universidad Politécnica de Madrid (España), Fundación Altum (Sevilla), Universidad de OULU (Finlandia) y Militos S.A. (Grecia).

1.1 What is resilience? How is it connected with the radicalization?

Resilience is defined as the ability people have to face and overcome difficult situations in an assertive way. Therefore, it represents the capacity some individuals have to face the odds and show an absence of problems or psychological or outcomes. Resilience would therefore depend on a series of variable protection factors in the face of different adverse situations that would take action to avoid a further injury on the individual. Many definitions of resilience are associated to people who lived in risky contexts, poverty or challenging environments and despite all that, they they are able to develop a full psychological stability. In fact, resilience is a key part in the development of young people because it sets their ability to face a challenging situation. However, resilience goes beyond the risk perspective since all people to varying degrees are exposed to hard situations during their live. That's why, from an educational perspective, promoting resilience is a key part in the development in the psychological strengthening in young people.

Various psychological concepts can act as protective factors when facing a crisis, and they all relate to the concept of resilience. Self-esteem, social skills, coping strategies, empathy, or emotional intelligence are a few examples of said constructs. The presence of these factors gives "elasticity" to an individual when facing hostile situations. And it is precisely in a hostile situation, such as those that give place to processes of radicalization, when training these concepts can be important for resilience.

There are existing programs that have addressed the prevention of radicalization through training of the protective factors (in other words, resilience training). Some examples of this kind of program would be Diamant, Street, or the UK Resilience Program (UKRP). All of these train different psychological qualities such as self-esteem, morality, conflict management, critical thought, decision making or emotional management. So far, these psychological qualities have been proven useful in the prevention of radicalization phenomena in young people. Therefore, it is reasonable to suggest that the training of



such psychological skills, combined with the teaching of multicultural elements, will have an integrating effect on those excluded youngsters, on the one hand, and a preventive effect on all those youngsters who may be trapped in the previous stages of a radicalization process.

1.2 Serious Games.

Playing video games nowadays has become more than an entertainment. Now, it is considered as popular as the film industry. Both children and adults feel a deep attraction towards them. This is why many sectors of society have seen their potential as elements of education and training in psychology, the army, marketing or sports, for example. All of these have used video games as part of their education.

In this context a new kind of video game is born, the “serious games”. Serious games are defined as those video games which main objective is teaching or training, so it has an educational purpose. This definition includes a wide range of video games aimed at promoting some form of affective learning, such as persuasive games, games for health or games for social change. All of them share the same objective: to change behaviors and attitudes, since they normally deal with social, cultural and emotional problems. There are researches in clinical psychology that have used video games in the treatment of phobias. For example, the video game “Half-life” has been used to treat phobia towards spiders, and in “London Racer” to treat the fear of car accidents.

Moreover, in the field of education, we have several examples of the use of video games for the teaching of various subjects. “World of Warcraft” or “Quest Atlantis” have been used to teach language, while “Age of Empires” or “Civilization IV” have been used to teach history. To teach physical education, “Wii Fit” has been used, and “Math Masters” to teach maths.

In all the experiences mentioned, there was an improvement in the acquisition of knowledge and behavior of the subjects involved in each study, which showed that video games had a great influence on both psychological and cognitive welfare and physical well-being.



Therefore, under the consideration that video games have a great potential for education and influence in the development of people's behavior and personality, the YoungRes program has chosen to use them as a tool to motivate and promote skills and competencies related to psychological resilience and strength.

In the YoungRes project a role-playing game has been chosen because it's one of the most used genres in serious games, since they use simulations to recreate events in which both cognitive and emotional skills are put into practice by the players. In this kind of video game, the players take on the role of an avatar and follow a story by taking choices and assuming the consequences as the story progresses. Researchers have demonstrated the positive effect of players' identification with the main characters. Sometimes by absorbing some characteristics and personality traits of the character.

An example of a role-playing game (RPG) with educational purposes is the application of serious games to promote cultural or social conscience at school developed by Paracha et.al. In their intervention, the authors developed a video game known as "Shimpai Muyou", that focuses on education against Islamic harassment. This video game promotes the culture and values of Islam by using concepts and moral dilemmas to teach children between 8 and 12 how to handle emotionally sensitive situations that can take place at school. In this video game, the children have to make difficult choices, define strategies and face the consequences of their choices. The results of the project were positive and they had an influence on the children's perception of bullying, which led to an increase in their awareness, ethical and moral understanding and empathy towards people who suffer from bullying. Another example of a serious game would be "Darfur is Dying", in which the players take the perspective of a displaced person from Darfur (a region in western Sudan) and negotiating the forces that threaten survival in a refugee camp and learning about the crisis in Sudan.

Both "Shimpai Muyou" and "Darfur is Dying" invite the players to assume the role of a character immersed in a specific context in which they have to makes choices and put into practice skills such as empathy, teamwork or emotional management. These are many of the skills the YoungRes project aims



to transmit. That is why the program presented here emphasizes the use of the video game as a resource to motivate and promote the psychological strengthening of children.

1.3 Creation of the YoungRes program

The YoungRes program aims to improve children's resilience to reduce polarization and vulnerability to radical ideologies. For this purpose, the Fortius program was selected as the starting point.

The Fortius program is an intervention developed in Murcia and Elche (Spain) with the objective of promote the competences and personal skills in children between 8 and 12. It is aimed to improve the children's psychological strength by using a clinical psychology approach to strengthen the personal protection factors. It is based in different intervention programs displayed in some countries, like Coping Cat or the FRIENDS For Life program.

Another of the objectives of Fortius is to prevent psychological problems related to emotional struggles, like anxiety, phobias, or depression in youngsters. To do that, this program tries to improve the psychological strength in three different areas:

- Emotional strength: to understand and manage emotions.
- Behavioral strength: to improve social and personal skills.
- Cognitive strength: to enrich the cognitive and decision-making process.

The program works in these 3 areas as a whole, since it presents a circular relation among people's thoughts, emotional states and final behaviors. The kids are introduced to the concept of resilience from the beginning of the intervention, and they are encouraged to improve these three resilience pillars through exhaustive lectures, class activities and role-playing games. The intervention of the program consists on 12 sessions. In each session they work on a specific skill or competence that is connected with one of these strengths. All of these sessions are distributed in the following phases: In the first one a theoretical concept is explained, while in the second one the children work on the explained concept. Both phases are repeated with other theoretical concepts. Finally, the session ends by assigning a task to be done at home, and also a fun activity is proposed for the children to relax.



YounRes adapts part of the Fortius program methodology to a mixed intervention by using games and traditional classes. The main contribution of YoungRes is the inclusion of video games to the program during the learning process. This could raise the interest of the children during the intervention as well as the assimilation of the concepts discussed during the session. Thereby, each session starts by playing the video game, which serves as an introduction to work on the theoretical contents of the session.

There has been an adaptation of the proposed phases by the Fortius program in the YoungRes project. So, the YoungRes program is composed by the following phases: The session begins by playing the video game, in which the the different theoretical concepts are introduced. Once the youngsters have played the game's prologue, they are shown an explanation of the concepts they have used in the game. The goal of this phase is to let teachers and students to deepen and talk about the different concepts seen in the video game, as well as the choices they have taken during the game. Finally, the youngsters play the game again as a final conclusion of the session in which they can face events that let them practice what they have learned during the session.

With this approach, the video game serves two different purposes in each session: firstly, it works as an introduction to each topic by presenting the kid the context and the situation of the concept to be worked on during the session. Secondly, it helps develop activities and exercises in which the youngsters can put into practice what they have learned, and the results of these exercises can be supervised to evaluate how much they are improving.



2 Management of the YoungRes project software.

2.1 The website platform

The management and interaction with the system developed in YoungRes is done via a website platform. The choice of this platform is due to the fact that users would only need a computer and an Internet connection to access all the material provided in this project.

The following is a brief list of the different functionalities provided by the platform (grouped by type of user), and in the following subsections the most important ones will be explained in detail.

Student-related functionality:

- **Access to the download site:** The students will be able to access the different chapters of the games and download them in this site in order to install them in their computers to play them and participate in the program.

Teacher-related functionality:

- **Student sign-up:** teachers will be responsible for requesting user accounts for their students. In the corresponding site, teachers ask the amount of accounts needed for the intervention. The system will be in charge of automatically generating the students' nicks, which will be necessary for the students to both access the intranet of the web platform (and download their games), and to log in to the games. It is important to note that the system will not ask students for passwords or personal data at any time, thus guaranteeing the anonymity of the data collected.
- **Activate sessions:** the work developed during the intervention has been structured in working sessions. It is the teacher's task to activate the different sessions with each of the groups by giving them the password to access to the new chapters when needed.
- **Access to the results visualization system:** finally, teachers will be able to analyze the different choices the students have made throughout the video game. To do this, they will be



able to access a visualization system where they can perform two types of analysis: micro and macro, depending on if they analyze a single group (micro analysis) or if they want to compare two groups (macro analysis). It is important to emphasize that the teachers will not be able to identify which student is behind a specific answer, since all data are anonymous. Therefore, this visualization system is aimed for the teachers to know, in a general way, which is the behavior of the group is by displaying the aggregated data.

2.2 Users sign-up

Our system has two ways to sign up new users. There are two ways because there are two kinds of users: teachers and students.

The registration of new teachers in our system will be done through a form that new teachers must fill in. In this form, the teachers is asked the following:

- Name and last name.
- A nickname and a password to access the system.
- The school or high school in which they are a member.

Once this is done, the teacher's account will be created, but it will need to be activated by the system managers.

Once the teacher can enter the system, he or she will be able to create groups for the students. To do this, the name of the group must be indicated, as well as the number of students in that group. When this is done, the system will automatically generate a nickname for each student. The list of nicknames will be shown to the teacher on the screen, and it is his or her duty to give each student a nickname of that list. Since these nicknames are randomly generated, there is no confidential information on the students, and only the teachers will know which student is behind a specific nickname.

It is important to emphasize that, for the different studies that can be done in this project to be satisfactory, it is necessary that each student use the same nickname during the sessions of the intervention.



2.3 Downloading the game

The students will be able to access the systems once they have their nicknames. They will just have to log in with the nickname their teacher has given them and a password will not be needed.

The first time they access the system, students will have to fill in a short questionnaire and among the set of questions there will be only two personal questions where they will have to indicate their age, and their sex (in order to provide socio-demographic data for future research).

Once they have done that, they will be able to access the download site to download the video game. They will be able to play the game when the download has finished. This is a .exe file, which means it is an executable file. Nevertheless, these files don't need to be installed. By executing or by double-clicking on the program, the game can be played.

2.4 Access codes to the chapters

When the teachers log on to the system with their nickname and password, besides creating their groups, they can activate the different sessions of the video game the group is working on. As it has been previously stated, each video game is structured in a series of sessions so each of them must be worked on separate days. For this reason, in order not to influence the learning rates of each group, teachers should enable the different sessions through the system.

When a session is activated for one of the groups, the system will show the teacher the code to access the specific chapter. The teacher will give this code to the students and they, with the game already downloaded, they can access this chapter with the code.

2.5 Access to the online analysis

Finally, one of the most important task a teacher can carry out inside the system is the results display tool.

The objective of this tool is to let teachers have a global idea of the learning of any of their groups according to the answers given by their students on the events that take place in the video game.



Teachers will be able to perform two kinds of analysis depending on the objective they want to analyze:

- Microanalysis: where teachers can see the performance of one of their groups.
- Macroanalysis: where teachers can see the performance of two different groups.

By group performance we mean the number of students that have selected the different answers to an event.

When they access this display tool, teacher can choose the video game they want (among the activated ones), select a session and the event they want to see. Thanks to this, the system will generate graphics and reports that gather the student's behavior during that event.

If it is a time related event, a graphic that shows how much time the students have taken will be generated. If it is a multiple-choice event, the system will show how many students have chosen each of the available responses.

It is important to emphasize that, in each report, teachers will see the gathered data and will not be able to know which student has picked an specific answer, or which nickname has generated that response. For example, teachers can see that 10 students have chosen to say "no" to the question "Will you forgive your friend?", but wont be able to know who has picked that answer.



3 SESSION 0. YOUNGRES PROJECT PRESENTATION

3.1 Introduction

Along this section, it is presented the material the teacher must have prepared to deal with the session zero of the project: the presentation of the project to the faculty and the parents. The objective of this session is to explain what the project is about, how it wants to obtain results, the duration of the associated intervention and what feedback will it provide to the teachers about the students.

We recommend that, in addition to reviewing the content of this section and showing the slides associated with each step of the presentation, a printed physical content must be included, such as a brochure about the project, as well as informed consent in the case of working with parents. It is recommended to give a schedule for the implementation of the program based on the recommendations indicated later on in this document.

3.2 What is YoungRes? Presentation of the program

❖ SLIDE 1: THE YOUNGRES PROJECT

YoungRes is an intervention project financed by the European commission with the objective of prevent the risk of radicalization or polarization in young people. In this context, the project considers that the best tool to achieve this is to gave youngsters a chance to train their psychological strength so they can face future problems and difficulties in life in an optimal and assertive way. But, at the same time, this project takes into account the importance that digital technologies are gaining in day-to-day life among young people, and the important boost of motivation that their contribution can have to ensure that the intervention is not a tedious process, but that it allows them to learn while having fun. Therefore, the YoungRes project advocates for a new innovative approach based on the use of digital technologies (in



this case, video games), combining sessions of theoretical content related to the training of psychological skills with periods of play and entertainment in a game created for this purpose.

Thus, introducing games into a psychological intervention project has several advantages:

- It results in a motivational factor for youngsters to be more involved throughout the process.
- It allows to implement traditional dynamics in a new and attractive field for youngsters.
- The gathered data from the youngsters' behavior throughout the game can be checked by the teacher in an online platform, where he can get feedback of how the youngsters behave in each session.

3.3 What is the utility of this program?

❖ SLIDE 2: BENEFITS OF YOUNGRES

YoungRes lets youngsters to improve their resilience against radicalization processes through the training of their psychological skills, as well as through the acquisition of knowledge and tolerance towards other cultures, always in a dynamic and entertaining way combining the use of video games with traditional face-to-face procedures.

3.4 Which skills are worked on during the intervention?

❖ SLIDE 3: SKILLS WORKED ON IN YOUNGRES

YoungRes works on different resilience-related skills that have already been proven useful in other programs aimed to prevent radicalization risks. The main structure is based in the Spanish program Fortius, and new contents, dynamics and exercises from serious games have been added to it, as well as extra content on Islamic culture and life in cities with Arabic culture.

Some of the treated skills are:



- Emotional intelligence: empathy, emotion identification or breathing techniques against stress.
- Communication skills: active listening, assertive response, problem resolution.
- Extra content: multiculturalism, problems at school, respect for life and customs in other countries.

Each of these skills are worked on a specific session, although these return during the intervention to reinforce their learning. The sessions are organized around the general concepts (emotional intelligence, social skills, etc.).

3.5 How long is the intervention?

❖ SLIDE 4: SCHEDULE.

The YoungRes project has an estimated duration of five sessions, one hour per session. The frequency of these sessions is weekly, so every week one of these sessions is presented, including a time for playing and another time for theoretical presentation of contents. How long and how frequent these sessions are can be adapted internally, but in any case it is recommended that the sessions are less than 45-minute-long or that they are held on days too close together. At the same time, each chapter has extra exercises related to the content addressed in each of these sessions and can be used as homework by the youngsters. If it is done this way, it is recommended to use a part of the session immediately after the correction of these exercises before starting with the first chapter of the session.

In each of the sessions, the youngsters carry out different activities, these being in a ABA format. This way, at the beginning of the session the first chapter is played and it serves as a general introduction and a presentation to the problem is going to be dealt with. Next, a brief face-to-face explanation takes place in which the teacher uses the game as a way to explain the concepts to the students. Right after the concepts have been presented, the students do some exercises to practice what they have learned during the theoretical part. Lastly, they play the second chapter of the session, in which they put into practice everything learned during the session.



3.6 How does the data analysis work?

One of the main advantages of working with a video game is that the behavior presented by the youngsters during the playing time can be saved for further analysis. In the case of YoungRes, a game based fundamentally on decision making, these can be used later by the teacher to compare and check the difficulty the children have when facing each task, which can be useful to know where to emphasize in future sessions or in the daily work. This functionality requires a procedure to extract, sort and display data, this being one of the processes currently implemented in the YoungRes project.

Once the youngsters make a decision during the game, it is recorded in a database under the nickname assigned to it by the teacher and which has been automatically generated by the system. Therefore, in the tool, the grouped scores of all students can be compared in order to find differential patterns or to indicate where to direct future efforts.

The platform allows, in turn, to check all types of responses that have been given during the game, which allows to differentiate how many youngsters have selected one response or another. The data is anonymous at all times, with each student tagged by a random code known only to the teacher and never linked to the student's original name in the system. This way, only the teacher will know which student has a specific code, which is a means of keeping the data safe.

The ultimate goal of the platform is to make it easier for the educator to understand the progress made by the class during the intervention and where to emphasize future exercises to continue improving the psychological skills of the children (which implies continuing to improve their resilience).

3.7 Informed consent (Annex)



4 SESSION 1: PRESENTATION AND BEHAVIORAL STRUCTURE

1. Objectives and contents of the session

The objective of the first session is the presentation of the project and the intervention model for all the students, as well as the introduction of the concept of behavioral structure. The contents to be treated in this session are:

- Presentation of the YoungRes project and its objectives.
- Explanation of the intervention model and how the sessions with the youngsters are going to develop.
- Playing the video game (chapters 1 and 2): in this session, students put themselves in the shoes of the protagonist for the first time, a child who has had several problems with a classmate of Muslim origin at school. The protagonist will face different conversations with his director and his mother throughout this chapter. Kami, who will act as the voice of the child's conscience for the rest of the game, will also be introduced, starting by explaining the importance of the behavioral triangle.
- Theoretical contents:
 - Presentation of the concept of psychological strength.
 - Explanation of the behavior triangle, where behavior is defined by a combination of feelings, thoughts and behaviors.
- Mandatory exercises.
- Complementary exercises.

2. Presentation of the YoungRes project and the intervention model

❖ SLIDE 1: YOUNGRES PROJECT AND ITS OBJECTIVES

The teacher shows the first slide and the presentation of the project begins. We encourage the educators to add whatever they feel appropriate, but we recommend that the basic structure of what is presented in these first few minutes be in line with what is set out below:

The YoungRes project is a European project in which schools and high schools, both Spanish and international, collaborate. The objective of this project is the utilization of a video game to work on



some social and personal skills that will help us in our lives, like empathy, emotional management, problem resolution and decision-making.

We are going to learn about all these skills and how to put them in practice in two ways. The first one by learning concepts that we will explain the days we play YoungRes. The second one by putting into practice what we know and what we have learned at the beginning and at the end of the session. Remember that we will learn skills that will help you feel close to others, to feel better about yourselves, and to accept that everyone behaves in a different way for reasons not too easy to see.

Like you can see in the next slide, we will have several sessions in which we will use different tools that will help you in your lives. The idea we have is to treat a different part in each of them, but you will notice that many of the things you learn will accumulate and return over time. This will help both you and us to know whether you have made progress or whether we need to put more emphasis on something.

❖ SLIDE 2: INTERVENTION MODEL AND PHASES

Adolescence is a difficult stage, but it is not the only one you are going to encounter; that is why we want to dedicate these sessions to helping you arm yourselves and get to know you and the world around you better. Do you feel like it? Shall we start with the first chapter?

3. Playing the first chapter of the game.

❖ SLIDE 3: EXPLANATION OF THE VIDEO GAME.

The slide is shown and they explain what the game is about and how you play it.

We begin the session with the first chapter of the game. As you will see, it is a video game that takes place in a high school and you will be in the shoes of the protagonist, and all the choices you make will affect on the behavior of the character and on his relation with the rest of the classmates.



- ❖ Explain how it is played (mouse or keyboard).
- ❖ Give instructions about the user they have to use to play the game.
- ❖ Explain how to introduce the name of the character.
- ❖ Indicate that dialogs or choices in which this symbol appears (down arrow) indicate that there are more options.

End of the chapter: Kami “makes” the player to go to bed.

4. Theoretical contents to work on in relation to chapter 1

4.1. Presentation on psychological strength.

The professor begins by explaining what psychological strength is:

- ❖ SLIDE 4: Psychological strength.

During all the sessions we will have until the end of the game, we will work with you on psychological strength. You may be wondering what exactly is psychological strength, though. Psychological strength involves the practice of personal and social skills that allow us to face everyday situations without becoming nervous, sad or angry. We will learn to:

- *Respect your friends and understand when something bothers them.*
- *To be kind to people and understand how they feel.*
- *Respect everyone around us however different they may seem.*
- *Understand how people act like they do.*
- *Understand that our emotions and those of others are also important.*
- *To be able to understand why it is so important to listen to someone consciously.*
- *Understand that a person's emotions, actions and thoughts are related to each other*

Like any other activity in life, it is necessary to practice what we learn every day in order to integrate it into our lives. Just like football, riding a bike, we need to practice to master it.

In the first chapter, we have been able to see how our protagonist has had to face uncomfortable situations with his director and his mother, because of a behavior he has had with a classmate. We still



don't know why that fight took place, but we can see some feelings and behaviors that the characters in the video game have had.

4.2. Explanation of the structure of the behavior.

❖ SLIDE 5: Behavior triangle.

As you can see in the fifth slide, the behavior triangle is composed of three elements that shape people's personality. These three elements are interconnected and define how we behave and face the different events and situations we encounter in our lives.

When we have or experience positive feelings, such as happiness, we often have positive thoughts such as, "Oh, great, I'm going shopping with my friends today," and because of this positive thinking, we behave in a friendly way with the people around us.

On the contrary, we can feel sad and think that shopping is boring, which leads us to leave the house without wanting to talk to anyone and to be unpleasant.

Can you think of more examples? One related to the chapter we just played?

Knowing how to detect emotions, thoughts and behaviors will help us to know ourselves, but also others.

Lets work on some exercises related to the situations we saw in the video game.

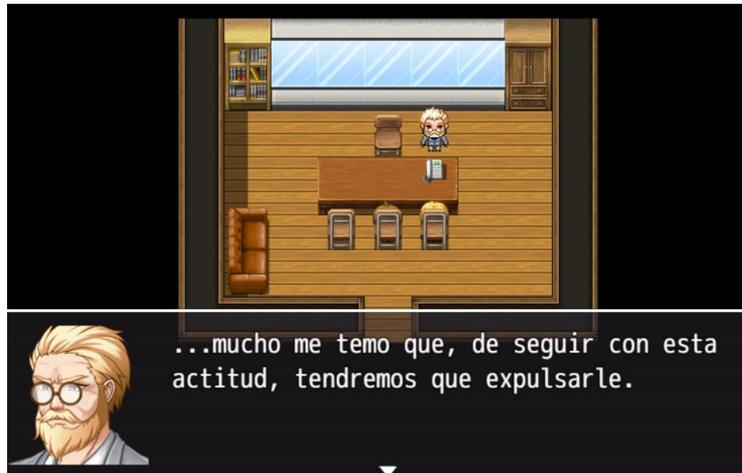
5. Mandatory exercises.

EXERCISE 1.



Classify the director's office scene from each character's perspective and define the feeling, thought and behavior you think those characters are feeling.

A) Director's perspective:



B) Mother's perspective:



C) Protagonist's perspective (assume that the protagonist has slammed the door



EXERCISE 2.

Within the dialog that has taken place inside the house, point out which are the feelings and thoughts of the protagonists in each scene.



A) Don't answer



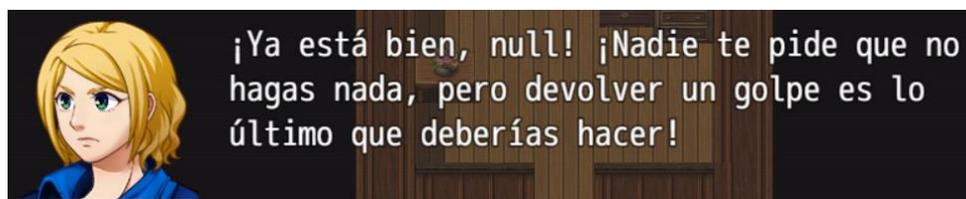
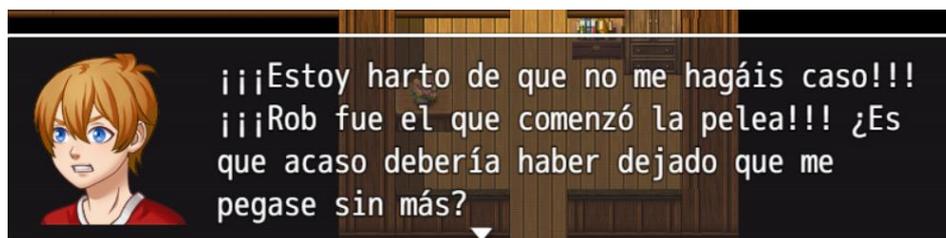


B) Complain to the director

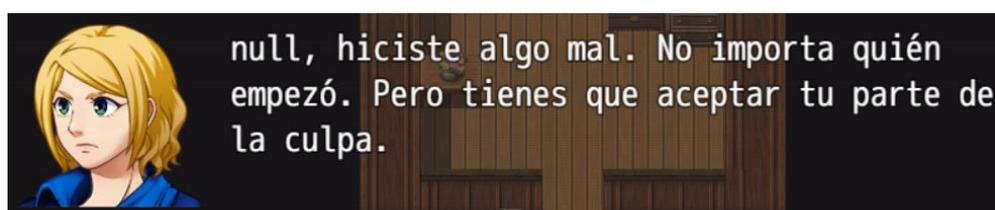
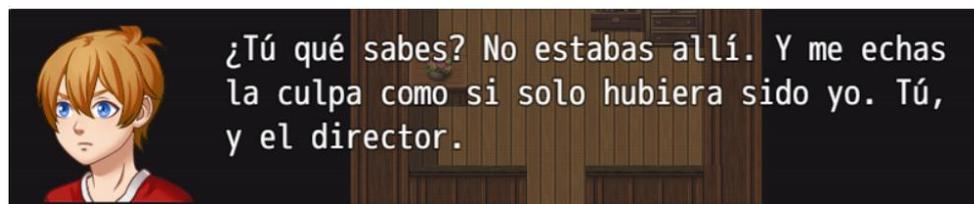




C) Yell at him

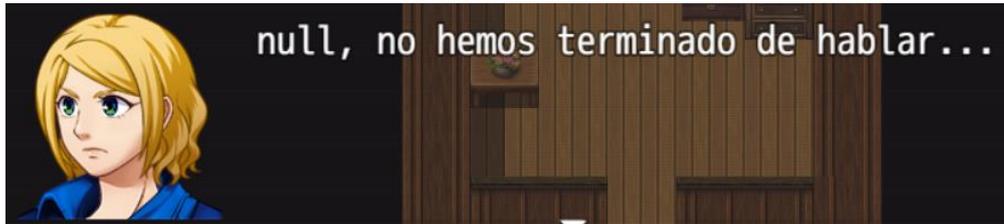


D) Show a bad attitude





E) Leave



DECISSION	Mother		Protagonist	
	Feeling	Thought	Feeling	Thought
Don't answer				
Complain to the director				
Yell at him				
Show a bad attitude				
Leave				

6. Playing the second chapter of the game.

❖ SLIDE. INSTRUCTIONS TO PLAY THE VIDEO GAME

7. Final thoughts and slogan

❖ SLIDE 6. First session’s final slogan.

As you can see, the behavioral triangle is an element that is present in everyday situations. Stopping to reflect on it helps us to understand how other people think and act, and how we think and act ourselves.

SLOGAN



“To understand why people behave in a certain way you have to understand how they think and feel.”

8. Complementary exercises

EXERCISE 1.

1. Given the following sequence of the video game's chapter, answer the next questions:



A) What do you think the protagonist is thinking at this moment? Point out the positive and negative thoughts he might be having.



Positive thoughts

Negative thoughts

b) Do you think he had reasons to fight with Ahmed?

- Yes.
- Maybe.
- I don't know.
- Maybe not.
- No.

EXERCISE 2. You ask them to raise their hand if they think “yes”, “don't know” and “no”. Then, the teacher asks the students who have said “yes” or “no” to justify their answer.



5 SESSION 2: EMPATHY AND FACIAL EXPRESION

1. Objectives and contents of the session

The objective of this session is to work on the emotions from two different points of view: on the one hand, identifying emotions through facial expressions; on the other hand, introducing the concept of empathy as the ability to put yourself in other's shoes, closely linked to the recognition of emotions.

The contents of this session are:

- Playing the video game (chapters 3 and 4): the protagonist, in this session, is encouraged by Kami to try to understand how people around him feel by interacting with them and by their facial expressions. Along the chapter, the player is asked in several occasions how each individual is feeling, asking him which specific emotion they are feeling at that moment.
- Theoretical contents:
 - Emotions.
 - Facial expressions recognition.
 - Empathy.
- Mandatory exercises.
- Complementary exercises.

2. Playing the third chapter of the game.

It is advisable to have the third slide of the last chapter at hand, which has information on how to play the game, in case someone has forgotten.

End of the chapter: confrontation scene between Kong and Ahmed in the bathroom.

3. Theoretical contents to work on in relation to chapter 3

3.1.Emotions



❖ SLIDE 6. Introduction to emotions.

Emotions are an essential part in the behavior triangle. Positive thoughts (evaluations) can lead us to positive emotions; while negative thoughts can lead us to negative emotions. And, as you may know, feeling a positive or a negative emotion has a deep effect in our behavior. Don't you feel like kicking, or screaming, or breaking things, when you're angry? When you are happy and in a good mood, don't you feel more like smiling, being nice or enjoying what you are doing?

❖ SLIDE 7. The importance of emotions.

Our emotions regulate our behavior. In fact, we develop them as a kind of survival mechanism. When something generates a negative emotion, we either fight it or escape it. But we try to stay close to a feeling when it is a positive one. All emotions play a specific role in regulating our behavior, which is why it is so important that we understand them, both for ourselves and for others.

There are several theories on how many emotions there really are. Nevertheless, one of the most extended theories defend that there are 6 basic emotions:

❖ SLIDES 8-13. Basic emotions (we recommend to name each emotion and show a picture of them)

- Joy: affiliation and socialization function.
- Surprise: exploration function and preparation for action.
- Sadness: function of social approach to others, reintegration.
- Disgust: rejection function.
- Fear: protection function, fight or flight preparation.
- Anger: function of confrontation and self-defense.

All these emotions have, as we said, a deep impact on the individual. Does anyone dare to say what effect each emotion has on the person? (We recommend to organize a quick debate and give some examples).

Once we have finished the presentation on emotions, after stressing the influence that thought can have on them and vice versa, we will move on to the next phase: empathy.



3.2. Empathy

Once we understand that emotions have a function, as well as a cause, and an influence on our behavior, we can make use of that knowledge to understand more about what others think, feel and do. Knowing all this will allow us to put ourselves in that person's shoes and understand them better.

Ask the following question: *Does anybody know what empathy is?*

❖ SLIDE 14. Empathy

The teacher encourages the participants to freely speak. Then, you summarize:

Empathy is the "ability to identify with someone and share their feelings". In other words, it's about putting yourself in the other person's shoes and trying to figure out what feelings and thoughts that person may be having.

Empathy is another skill that is trained through daily practice. Usually, we are so busy thinking about our problems or daily tasks that we forget to think about the people around us and their feelings. That's why in this video game Kami insists on situations where our protagonist has to put this skill into practice.

❖ SLIDE 15. Empathy explained.

Can anyone think of an example of an empathic situation they have experienced and want to tell us about?

Once the concept of empathy is explored, it is time to understand how we can be more empathic; emotional recognition is key to this process. And that's the next theoretic point in this session.



3.3. Emotional recognition

We have seen that emotions have an influence on people's behavior. And we have seen that being able to put ourselves in each other's shoes (being empathic) help us to understand and treat them, and ourselves, better. But, how can we put ourselves in other people's shoes? How can we learn to quickly differentiate a person's emotions?

An easy trick is to focus on the facial expressions of people. Basic emotions have their reflection in our face, which leads to the expression "the face is the mirror of the soul". The recognition of emotions in facial expression is a skill that allows us to work on empathy, because through the emotions that represent their faces we can understand what feelings these people are having.

We will gradually work on the emotions we have seen before, and see how we can learn to differentiate them based on the facial expression in each case.

- ❖ SLIDES 16-21. Basic emotions II (same images than before, but unnamed and unorganized. Frown, mouth and eye positions should be emphasized).

- ❖ SLIDES 22-23. Face examples in which emotions must be identified.

As you can see, identifying emotions a person may be feeling is not too difficult, and it's going to let us know about his behavior even if this person doesn't tell us anything. Let's go back to the video game and see some examples for you to resolve.

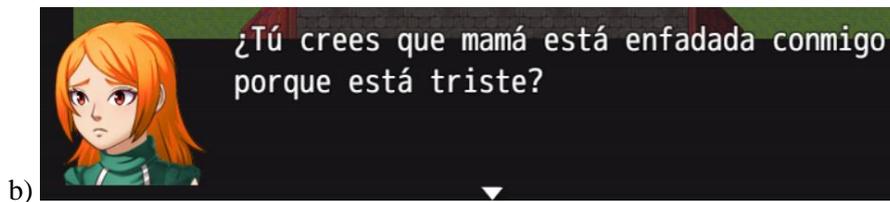
4. Mandatory exercises

EXERCISE 1.



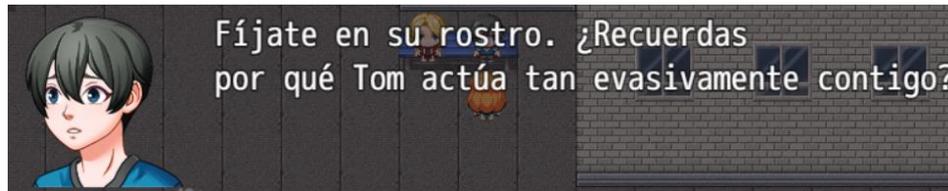
Point out which feelings you think the facial expression of the characters featured in the chapter represent. Say why you think they feel that way and what they might be thinking about.



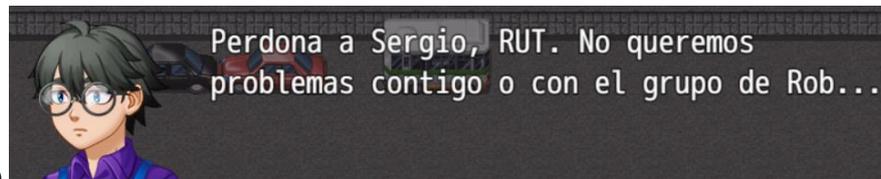




c)



d)



e)



f)



g)

EXERCISE 2

Ahmed greets the protagonist with the typical greeting of his country. Regarding the definition of empathy we have seen before, how do you think Ahmed will feel about each of these answers?



5. Playing the fourth chapter of the game

- ❖ SLIDE. INSTRUCTIONS TO PLAY THE VIDEO GAME

6. Final thoughts and slogan

- ❖ SLIDE 24. Second session's final slogan.

Looking at people's expressions can be useful to know how they feel. Emotions and feelings are expressed themselves in our face in a very characteristic way, and understanding them will allow us to get how people think, feel and behave.

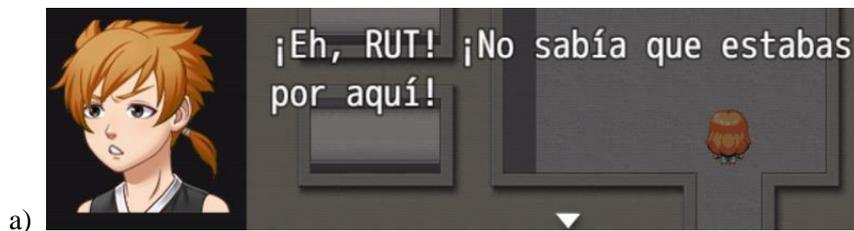


“The face is the mirror of the soul.”

7. Complementary exercises

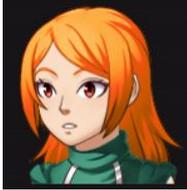
EXERCISE 1

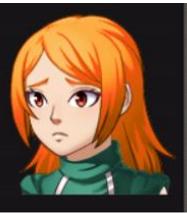
Identify the following emotions. Justify your answer.







c)  ¿Estás bien, Ahmed? ¿Es que le has dicho algo? ¡Te dije que no te metieras en líos!

d)  Pero... ¿Qué le pasa a todo el mundo aquí? Si no le he hablado mal...

e)  ¿Es que tengo monos en la cara? ¿También vas a pegarme a mí?



EXERCISE 2.

Let's imagine we are film writers. Write a short script about how a conversation in the bathroom should be for Ahmed not to feel bad and to show that our protagonist is being empathic.





6 SESSION 3: ACTIVE LISTENING

1. Objectives and contents of the session

The objective of this session is to understand and practice the importance of active listening to other people.

The contents of this session are:

- Playing the video game (chapters 5 and 6): throughout this episode, Kami presents the character with various situations to which he will have to pay attention (active listening) to the people around him. Kami ends up proposing a game that consists of asking and getting interested in the protagonist's classmates.
- Presentation of the theoretic contents featured in the video game.
 - Active listening.
 - Aspects of active listening.
- Mandatory exercises.
- Complementary exercises.

2. Playing the 5th chapter of the game.

It is advisable to have the third slide, which has information on how to play the game, in case someone has forgotten.

End of the chapter: the character, after a conversation with his mother, has breakfast while thinking about what Kami has told him.



3. Theoretical contents to work on in relation to chapter 5

3.1. Active listening.

As you have seen, chapter 5 begins by stating the importance of active listening. In the beginning, Kami asks the protagonist a series of questions related to Ahmed to see if he was active listening to him the last time they spoke. This might seem just like a memory exercise, but it is a part of active listening: paying attention to what others tell us.

Has your character been paying attention to what Ahmed said in the previous chapter? Once they speak up, we ask them: so, what does Ahmed's father do? Who actually works at the bakery?

❖ SLIDE 25. Active listening.

In today's session we will talk about the importance of active listening. We begin by asking: *how does it feel when a classmate carefully listens to you and tries to understand and help? How does it feel when a classmate answers by changing the subject as if he didn't listen to you? When someone talks to you, use the golden rule of interpersonal relationships:*

“Listen how you like to be listened”

The teacher explains the three ways of listening:

❖ SLIDE 26. Types of listening.

- **Active listening (kind ears):** you pay attention to what the other person is talking about to try to understand and help him.
- **Selfish listening (unkind ears):** you listen to the conversation because you want something from the other person or because you want to talk about something you are interested in.
- **Inactive listening (deaf ears):** You don't hear the conversation and you answer with a different subject than the one they are talking about, or you just do something unrelated.



These three types of listening are very important, as we must differentiate between situations in which we can use them without harming anyone. These would be two examples:

- *When you talk to pass the time paying little attention or listening lightly, if you get distracted nothing happens because the topic of conversation is not relevant.*
- *But when a friend is telling you something important, you have to listen to him like you would like to be listened. If you don't do that, he may be upset with you.*

Can you think about a recent example that happened to any of you?

3.2. Aspects of active listening

- ❖ SLIDE 27. Advises on active listening.

What elements might be useful when active listening to other people?

Here are some advises that might be useful.

- Look in the eyes.
- Show attention and focus on the conversation: your face must reflect that you are listening, nod, say “huh, huh”, “umm, umm”, so that the other person feels that you are listening.
- Listen without interrupting. Interrupt only if you need some explanation about what he is telling you.
- Check that you understand the message and let the other person know it: repeat the message in your own words and ask for confirmation.
- Remember: empathy is the key. Besides listening, it is important to understand the other person.

4. Mandatory exercises

EXERCISE 1

Analyze the following scene of the video game and answer the next questions:

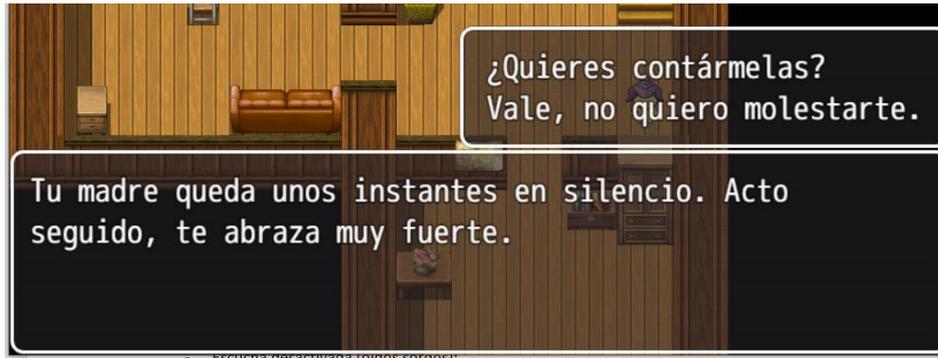


a) Indicate what emotion the mother of the protagonist expresses:

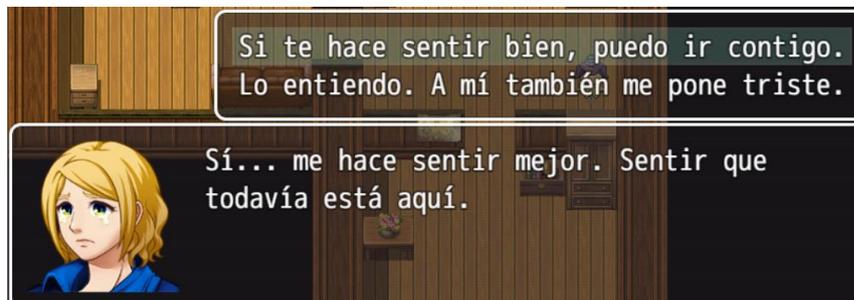
b) Why does following the conversation involve active listening? What are you letting the mother of the protagonist know if you keep asking questions? Justify your answer:



c) Does any of the following options show a lack of active listening? Justify your answer.



d) What is the difference between the first and the second answer? Besides active listening, what other element has come into play that we have learned before?



E) Indicate in which of the previous scenes (a, b, or c) the protagonist is proven to understand what his mother is telling him. (Remember the three aspects of active listening) Justify your answer.



5. Playing the sixth chapter of the game

- ❖ SLIDE. INSTRUCTIONS TO PLAY THE VIDEO GAME

6. Final thoughts and slogan.

- ❖ SLIDE 28. Third session's final slogan.

Showing another person that we are paying attention, and not just that we are listening, will cause the person to feel that we are giving importance to what they are telling us. Making the person in front of us feel that we care about what they say is a key step in relating in a positive way to other people.

“Listen how you like to be listened.”

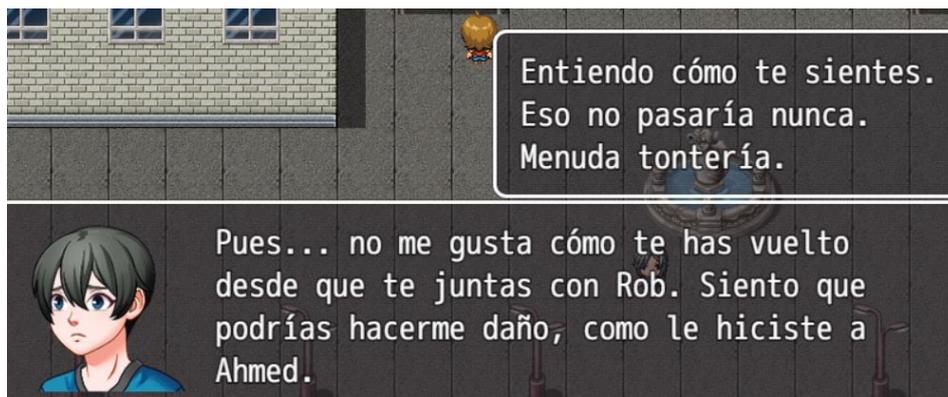
7. Complementary exercises

EXERCISE

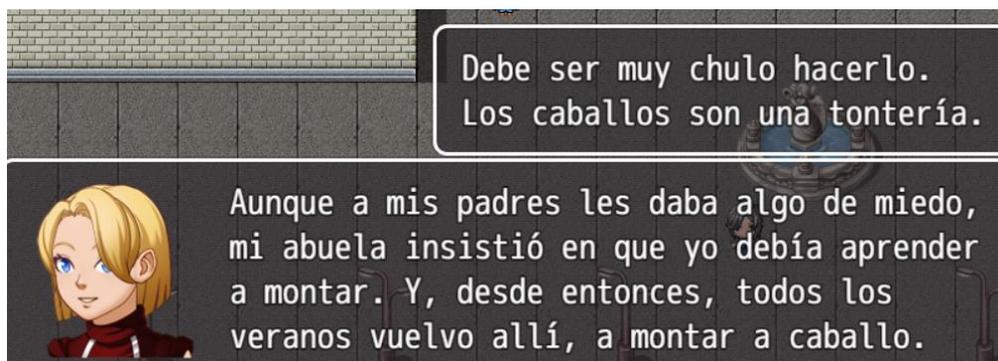
You have to pay attention to the dialogs and to the answer options of the protagonist in each dialog of chapter 6. Classify each response according to the different types of listening that are taking place.

- Active listening (kind ears):
- Selfish listening (unkind ears):
- Inactive listening (deaf ears):

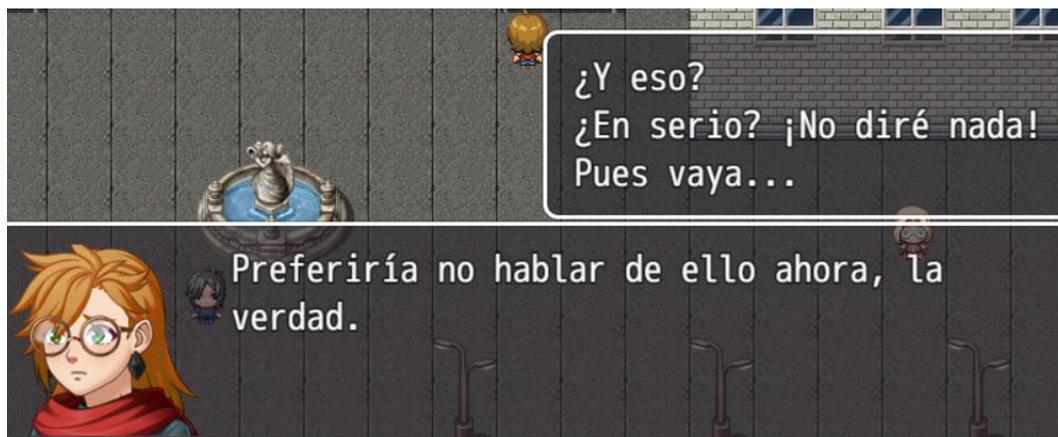
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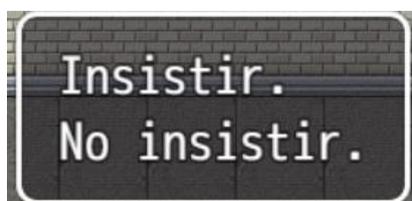
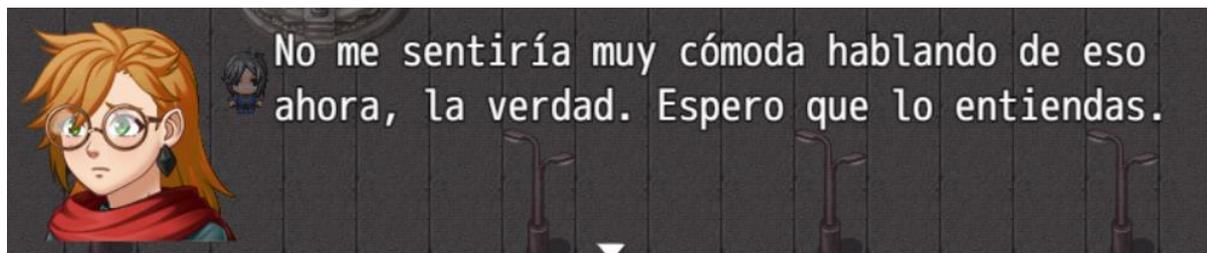


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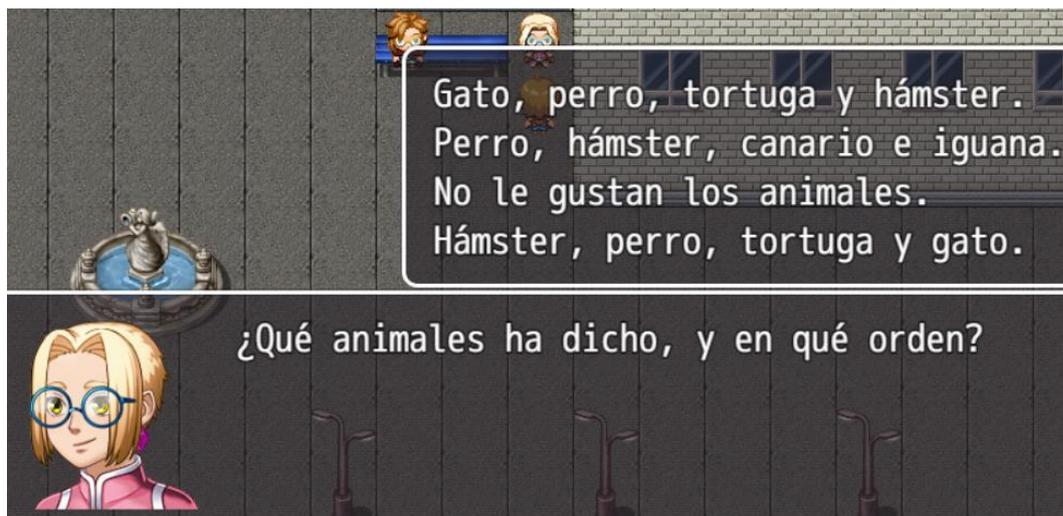


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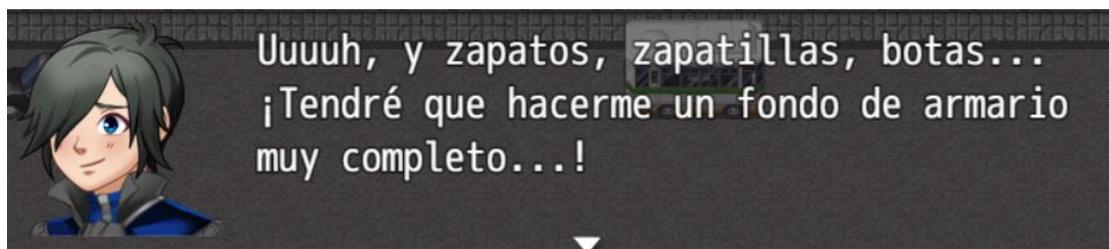
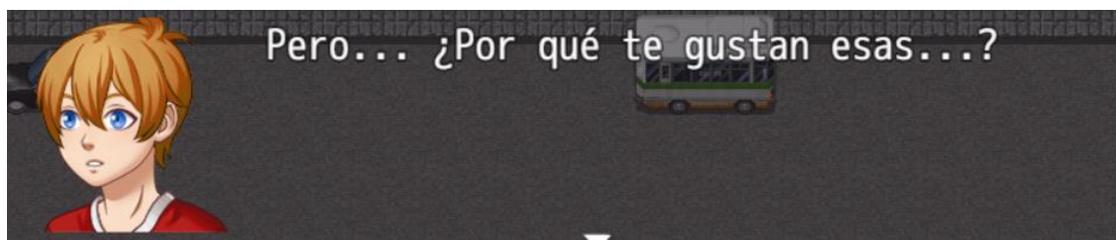




4)



5)





7 SESSION 4: ISLAMIC CULTURE

1. Objectives and contents of the session

The aim of this session is to introduce players to Ahmed's past, as a mean of showing the importance of interculturality within education, the differences and similarities between cultures and the reasons that lead many people to leave their home countries.

The contents of this session are:

- Play the video game (chapters 7 and 8): Ahmed tells his story and presents basic knowledge about Islamic culture such as the place of prayer, their holy book, typical food, etc. Later, he will also describe how he had to flee his country.
- Presentation of the theoretic contents featured in the video game.
 - The importance of multiculturalism.
 - Islamic culture.
- Mandatory exercises.
- Complementary exercises.

2. Playing the Chapter 7 of the game.

It is advisable to have the third slide, which has information on how to play the game, in case someone has forgotten.

End of the chapter: Ahmed gets home, more specifically his room, after showing the whole city.

3. Theoretical contents to work on in relation to chapter 7



3.1. The importance multiculturalism

❖ SLIDE 29. Multiculturalism.

On many occasions, you will meet classmates who are not (originally) from your culture. Thus, Ahmed, one of the characters in the video game, does not belong to the culture of the protagonist. That's why Rob's group takes it out on him. However, as time goes by, the protagonist learns more and more about the circumstances that led Ahmed to leave his home country. Do you think Ahmed wanted to leave his country?

❖ SLIDE 30. Multicultural institutions.

The world is becoming more and more interconnected. The different countries, in fact, are gradually grouping together, organizing themselves into institutions (such as the European Union) in which more and more cultures can be found. In the towns and cities, we can also see that, every day, there are people from more varied cultures. What are the advantages in a zone with people from different origins?

❖ SLIDE 31. Racism and expelled cultures.

There are also cases where the movement of people from other countries is not entirely voluntary. Ahmed has already mentioned the war. What does this imply? Do you know of any case in which people have to abandon their country unwillingly? Give some examples.



3.2. Islamic culture

As you have seen in the video game, Ahmed is an Arabian boy, whose culture the religion called Islam plays a very important role. Although his religion is very different to the one we mostly profess in our country. You know which is it, right? Correct, Christianity. In the Muslim religion there are certain elements that are equivalent to those that exist in Christianity. In this table we can see these elements:

Element	CHRISTIANITY	ISLAM
Place of prayer	Church	Mosque
Holy book	Bible	Quran
Central figure	Jesus	Allah
Sacred city	The Vatican	Mecca
Person who officiates at religious ceremonies	The priest	Imam

In addition to all this, as you have seen in the video game, in Islam there are 5 pillars, or rules, that everyone must follow to live according to the Koran (their holy book). These pillars are:

1. *Testimony*: It implies the belief that Allah is the only God and Muhammad is the profet.
2. *Prayer*: Practicing Muslims must pray five times a day looking towards Mecca.
3. *Mandatory Alms*: all Muslims must give alms to a specific group or organization once a year.
4. *Fasting*: during the month called Ramadan, Muslims do not eat anything while the sun is shining. They can only eat at night, because it is the way to honor Allah.
5. *Pilgrimage*: All Muslims have to travel to Mecca at least once in their lives.

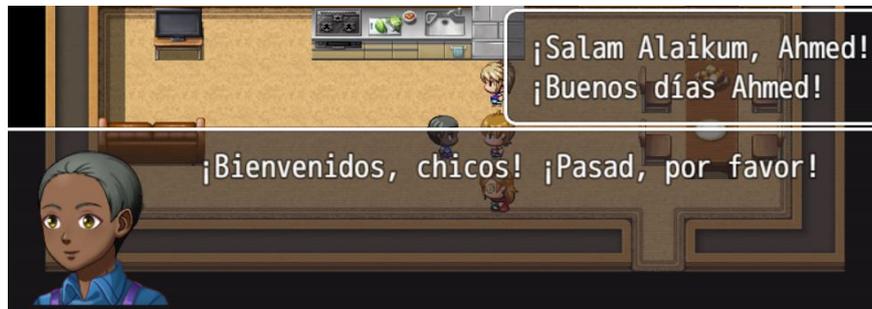
4. Mandatory exercises



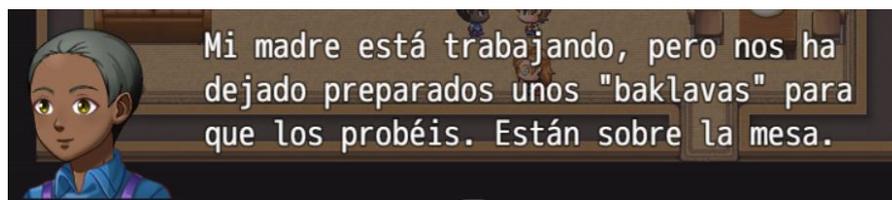
EXERCISE 1.

Answer the following questions given the following dialogs:

A) What does Salam Alikum means? What answer do you think would make Ahmed happier?



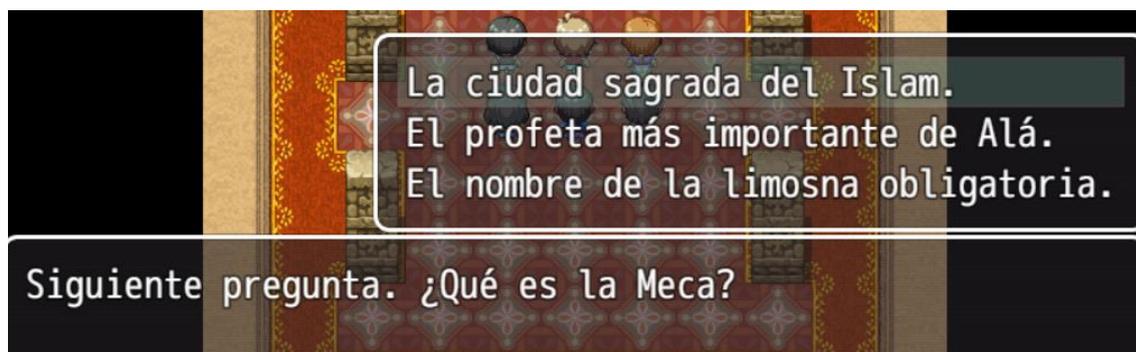
B) What are “baklavas” made of?



C) What is the name of this building and what is its purpose?



D) Regarding the following questions, choose the correct answer.



EXERCISE 2.

Of all the things we have seen about Muslim culture and religion, which of the pillars of Islam strikes you the most? Why? Remember, these pillars are: Testimony, Prayer, Alms, Pilgrimage and Fasting.

EXERCISE 3.



Looking at this scene, we can understand something of Ahmed's culture and what the climate is like in Muslim countries. Briefly describe the culture and the weather through the image. Is it too different from your country's?



5. Playing the eighth chapter of the game

❖ SLIDE. INSTRUCTIONS TO PLAY THE VIDEO GAME

6. Final thoughts and slogan

We must show respect for people from other cultures and try not to discriminate them because of that. Whether they feel integrated with us depends on whether we are able to help them do so. And, in the



same way that accepting the emotions of others helps us to understand how they think, if we understand people's origins and circumstances, we will be able to figure out their thinking, feeling and acting.

“Knowing other cultures allow us understand how some people can behave and feel. That will let us grow as people.”

7. Complementary exercises

EXERCISE

A) Specify the name of the person who appears in front of the children. What is his role inside Islam?



D) Regarding the following questions, choose the correct answer.



D) Regarding the following questions, choose the correct answer.





8. SESSION 5: PROBLEM RESOLUTION

1. Objectives and contents of the session

The aim of this session is to introduce players to Ahmed's past, as a mean of showing the importance of interculturality within education, the differences and similarities between cultures and the reasons that lead many people to leave their home countries.

The contents of this session are:

- Playing the video game (chapters 9 and 10): during this session, Rob's proposal that the protagonist return to the group after finishing his time as Ahmed's "big brother" poses a dilemma for the player. Through this problem, Kami will help the protagonist to put into practice the steps learned to solve a problem.
- Presentation of the theoretic contents featured in the video game.
 - Problem resolution
 - Steps or method of solving a problem
- Mandatory exercises.
- Complementary exercises.

2. Playing the 9Th chapter of the game.

It is advisable to have the third slide of the last chapter at hand, which has information on how to play the game, in case someone has forgotten.

End of the chapter: The character, after seeing how Ahmed looks distant in a conversation in the school bathrooms, is surprised to find that Kami does not appear when he calls her, as she does on other occasions.



3. Theoretical contents to work on in relation to chapter 9

3.1. Problem resolution

The teacher explains that, throughout our lives, we face many problems. A problem is a challenge, something that we find difficult to solve, and it leads to doubts and indecision.

There are three very common mistakes when it comes to problem solving that we must take into account. These three errors are:

- a) Not being sure what the problem is or what is it about.
- b) Acting impulsively by doing the first thing that comes to your mind, without reflection.
- c) Being frozen by fear, anguish or anger, instead of focusing on fixing it.

I'm sure many of you have had problems that you haven't been able to solve, right? Please, raise your hand if this had happened to any of you.

Praise the ones who raise their hand.

As you can see, facing a problem is something that affects everyone. As we grow up, we encounter new challenging situations. That's why today we'll see a new method to learn and face those problems. And remember to follow these advises when a problem comes up.

1. It is normal to have problems: they happen every day and they happen to everyone; therefore, face them with a sporting spirit, without getting discouraged.
2. Think before you act: try to be thoughtful, not impulsive.
3. Face your problems: be active, do not wait until the problems disappear.



Next, we will see a series of steps follow to fixing a problem.

3.2. Steps for solving a problem

1. **Know what the problem is:** Ask yourself this question: what exactly is this problem?

Writing the answer down is helpful.

2. **Look for solutions:** In this step you should look for all possible solutions to that problem, that is, think about what thoughts, actions or behaviors we should put into practice in order to solve our problem.

3. **Evaluate each solution:** To evaluate each solution, write down or think about the advantages and disadvantages of each solution. You also have to evaluate the consequences of each solution from two different points of view:

- The consequences for you and others.
- The consequences of implementing such a solution at the present time and also its consequences in the future.

4. **Choose the best solution:** Select the solution with more advantages and less disadvantages. It is also possible to select more than one solution, if they are suitable for the result you are looking for.

5. **Put the chosen solution into practice:** Decide when and how you will implement the chosen solution. Think of a deadline for implementing the solution, so that you can make sure that you face and solve the problem. Finally, check that the problem is solved; if not, consider



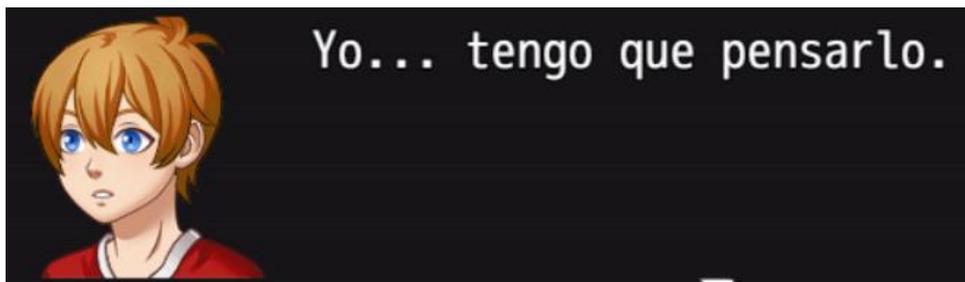
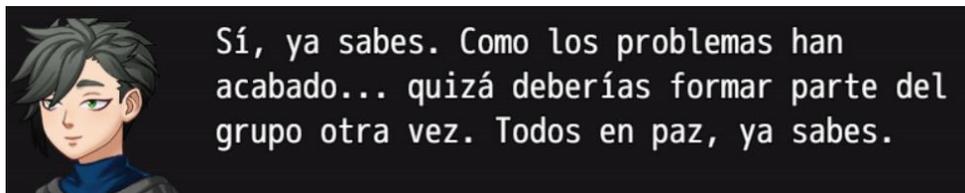
it again and repeat all the previous steps until you find a solution that solves it. Don’t feel discouraged, remember that almost any problem has a solution.

❖ SLIDE 32. WITH AN EXAMPLE OR SOLVED CASE OF PROBLEM RESOLUTION

4. Mandatory exercises

EXERCISE 1.

Given the following scene and the emotions presented by the characters, answer the following questions.



How do you think the protagonist feels about Rob’s question? Do you think he is facing a problem or a tough situation? Fill in the table below, to address the possible resolution of the problem.

1. Know what the problem is	The problem of the protagonist is.....
	Solution 1

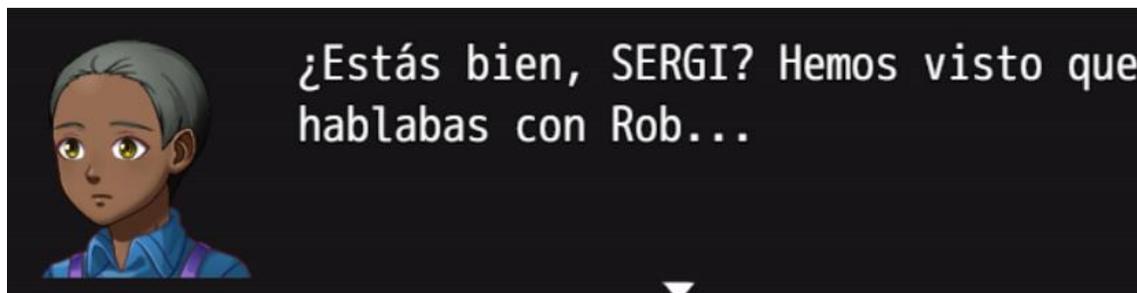


2. Look for possible solutions	Solution 2	
	Solution 3	
3. Evaluate each solution	Solution 1	
	Advantages	Disadvantages
	Solution 2	
	Advantages	Disadvantages
	Solution 3	
	Advantages	Disadvantages
4. Choose a solution	The solution is...	
5. Put into practice the selected choice.	How can he put it into practice?	

EXERCISE 2.

Given the following scene and the emotions presented by the characters, answer the following question:

How do you think Ahmed is feeling right now? Why?



5. Playing the 10Th chapter of the game.

❖ SLIDE. INSTRUCTIONS TO PLAY THE VIDEO GAME

6. Final thoughts and slogan



Over the course of all these days, we have seen many ways of dealing with problems. We have learned skills to avoid them, we have learned to understand others, but they can always end up showing up. And, as Kami has told us, we’ve actually been solving (and witnessing the solving of) problems from the very beginning. The important thing is to stop, propose alternatives, evaluate them and apply them.

“To solve a problem, you have to follow these 5 steps: knowing the problem, looking for answers, evaluate, choosing, and practicing.”

7. Complementary exercises

EXERCISE 1.

Point out a problem you have in your day-to-day life. How would you deal with it? Fill the table by writing examples.

1. Know what the problem is	The problem of the protagonist is.....	
2. Look for possible solutions	Solution 1	
	Solution 2	
	Solution 3	
3. Evaluate each solution	Solution 1	
	Advantages	Disadvantages
	Solution 2	
	Advantages	Disadvantages
	Solution 3	
	Advantages	Disadvantages
4. Choose a solution	The solution was.....	
5. Put into practice the selected choice.	How did you put them into practice?	