

# TEEN PREP KIT

## ACTIVITY CARD GUIDE

### DISASTER RISK REDUCTION

HAZARD HISTORIES  
HAZARD MEMORY GAME  
UNDERSTANDING DISASTER RISK  
I'M READY! EMERGENCY VERSION\*



### EMERGENCY PLANNING

CLASSROOM HAZARD MAPPING  
BUILD AN EMERGENCY KIT - SCAVENGER HUNT  
SCHOOL EVACUATION PLANNING



### CLIMATE CHANGE

CREATE YOUR OWN EARTH\*  
MOCK MODEL UNITED NATIONS\*  
TOWERGANICS: A FUN AND EASY WAY TO FARM\*  
WHAT IS YOUR INNER WEATHER REPORT?\*



### HEALTH

WASH YOUR HANDS  
RACE FOR NUTRITION  
DONOR, RECIPIENT MATCH-UP



### WELLNESS AND RESILIENCE

CALM BREATHING  
YOGA BREATHING  
TU DILO: MIND FIELD\*  
TU DILO: FINDING OURSELVES\*  
TU DILO: HERO'S JOURNEY\*



### LEADERSHIP AND FUTURE BUILDING

IDENTIFYING THE NEED\*  
GOAL SETTING  
RISK REDUCTION PROJECT VIEWFINDER



# HAZARD HISTORIES

Depending on the location of the community, certain hazards may be more likely to occur than others. For instance, people living on a tropical island should not need to prepare for an arctic blizzard, but they may need to be prepared for tsunami risks. It's important to understand your hazard risks, so you can take proper action to prepare for hazards to help prevent their impacts from turning into a disaster. Since certain hazards may regularly occur in local communities, they may have local knowledge on how to prepare. Their local knowledge and preparedness techniques are important to capture and practice to help manage local disaster risks.

## Instructions

### Disaster Risk Reduction

#### Time

30 minutes

#### Difficulty

Easy

#### Resources

Pencil, paper

#### ● Step 1

- Think about your community. What hazards regularly occur where you live?

#### ● Step 2

- Talk to elders in your community to learn more about what hazards your area has experienced. With their permission, you may want to take notes or record their story-telling to help capture their good guidance.
- What does your community do to prepare? Have any hazards turned into a disaster, if so what did your community to respond during the event and recover afterwards? Did they experience any hazards in the community when they were growing up? Are the hazards your community experienced back then any different than what is experienced in the present day?
- Be inquisitive about their experiences to learn more about your community's history.

#### ● Step 3

- Think about how you can share their story with your peers or younger generations to help ensure your community continues the build on your local traditions of preparedness.



For more DRR activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# HAZARD MEMORY GAME

According to the IFRC, hazards are “a dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.”

Hazards do not have to turn into disasters. Knowing your disaster risks and simple preparedness steps can help you reduce your vulnerability and strengthen your disaster resilience.

## Instructions

### Step 1

- Cut up the table below and shuffle the cards.

### Step 2

- Lay out all of the cards on a table.

### Step 3

- Match the hazard name to the correct hazard description and the appropriate do's or don'ts.

## Disaster Risk Reduction

### Time

15 minutes

### Difficulty

Easy




### Resources

Paper, printer, scissors



For more DRR activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)





# HAZARD MEMORY GAME

Hazard Names	Hazard Descriptions	Do's or Don'ts
 <b>Extreme Heat</b>	An extended period of unusually high temperatures and often high humidity	<b>Do:</b> Avoid sport and heavy exercise during peak hours of the day
 <b>Epidemic</b>	An unexpected, often sudden, increase of a specific illness within a community or region	<b>Don't:</b> Keep raw meat with fresh produce
 <b>Earthquake</b>	A sudden and rapid shaking of the ground caused by the shifting of rocks beneath the surface, or by volcanic or magmatic activity in the earth	<b>Do:</b> Drop/lock, cover your head and neck, and hold on



For more DRR activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# HAZARD MEMORY GAME

 <p><b>Tsunami</b></p>	<p>A sea wave triggered by a large-scale displacement of the sea floor. Waves can move as fast as a jet plane and can hit shorelines at more than 20 meters/66 feet in height</p>	<p><b>Do:</b> Evacuate to higher ground and as far inland as possible</p>
 <p><b>Flood</b></p>	<p>Overflowed water from the normal boundaries of a stream, river or other body of water, or accumulated in an area that is usually dry</p>	<p><b>Don't:</b> Walk, swim or drive through water</p>
 <p><b>Wildfire</b></p>	<p>Large, uncontrolled and potentially destructive fires that can affect both rural and urban areas</p>	<p><b>Do:</b> Avoid open burning, especially during fire season</p>
 <p><b>Power Outage</b></p>	<p>Loss of the supply of electricity</p>	<p><b>Do:</b> Evacuate if your home is too hot or too cold, or if you have medical devices that need power</p>



For more DRR activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# UNDERSTANDING DISASTER RISK

Disaster risk is calculated by understanding what hazards are likely to occur in an area, assessing where communities could be negatively impacted by a hazard, and identifying a range of human factors that impact people's ability to prepare for, respond to and recover from a disaster. By understanding and addressing their disaster risks, communities equipped with knowledge and resources have a higher capacity to protect themselves and build their resilience from disasters.

## Instructions

### Step 1

- Collect an empty egg carton to represent exposure, and two eggs and two ping-pong balls to represent vulnerability.

### Step 2

- Place one egg and one ping-pong ball at the edge of the egg carton and shake the carton to simulate an earthquake.

### Step 3

- Discuss what happened to the egg and ping-pong ball in the earthquake. They were both exposed to the same hazard, but one broke due to vulnerability and the other was able to bounce back.

### Step 4

- Place the remaining egg and ping-pong ball in the middle of the egg carton and shake the carton to simulate an earthquake.

### Step 5

- Discuss what happened to the egg and ping-pong ball under these conditions. With less exposure to the dangers of the earthquake because of the protection in the middle of the carton, even the vulnerable egg was less impacted.

## Disaster Risk Reduction

### Time

30 minutes

### Difficulty

Medium

### Resources

Egg carton, 2 eggs, 2 ping-pong balls



For more DRR activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# I'M READY! EMERGENCY VERSION\*

Emergencies can happen at any time and without notice. Every member in your household may have individual needs that need to be addressed in order to be properly prepared to respond in an emergency. Think of how things like age, disability, gender, health status, language needs, etc. can affect how people need to prepare to respond in emergency situations. Create 4 different hazard scenes to demonstrate the different preparedness and response needs for people.

## Disaster Risk Reduction

### Time

1 hour

### Difficulty

Medium

### Resources

Poster board, markers, pens

\*This activity was created as a continuation of learning connected to the [Pils Web Limitless Project](#).

## Instructions

### ● Step 1

Create 4 different hazard scenes of people in possible emergencies.

- Try to think of emergencies that can happen in daily life. What type of hazards could happen at a beach, mountain, city, school, etc?
- Include characters with different needs:
  - Ethnic groups, age, gender, disabilities, etc.
- Think of what resources would be needed in different hazard scenarios.

### ● Step 2

Add speech bubbles to each scene from the perspective of people with their individual needs in mind. Think of:

- What happened?
- What do I need?
- How do I respond?



For more DRR activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)



# CLASSROOM HAZARD MAPPING

Think about what hazards happen where you live. If a hazard hit while you were at school, do you have an idea of how your school would be impacted? By making a hazard map, you can identify what simple changes could be made to help make you and your classmates safer.

## Emergency Planning

### Time

1 hour

### Difficulty

Easy

### Resources

Large paper, colored markers

## Instructions

### Step 1

- In your group, discuss what hazards happen where you live. Then, rate which of the hazards you identified are more likely to occur than others.

### Step 2

- Choose someone in your group to draw a detailed layout of your classroom.

### Step 3

- Look at the hazards you identified and identify on your map what areas in your classroom could be impacted by your hazards (e.g. falling bookcase in an earthquake).

### Step 4

- Discuss what changes should be made in your classroom to help keep everyone safe if your hazards hit.



For more Emergency Planning activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)



# BUILD AN EMERGENCY KIT: SCAVENGER HUNT

One of the fundamental steps you can do to prepare for an emergency is to have an emergency supplies kit. You can make a kit to stay at your home, school, car or place of work, or you can make a smaller one that's easy to grab and go in case you need to evacuate. This exercise will help you learn what could go in your kit.

## Emergency Planning

### Time

30 minutes

### Difficulty

Easy

### Resources

Pen, paper, emergency kit items

## Instructions

### Step 1

- Divide the class into two teams. One team will hide the supplies and the other team will find them to put in their emergency kit. Teams will switch roles at the end.

### Step 2

- Collect all the items that belong in an emergency kit for the first team to hide around the classroom or school building.
  - Hidden items should include recommended materials in an emergency kit, but should also include a few useless things that don't belong in a go-to bag to make it more difficult to find everything and win.

### Step 3

- Make a list of the hidden items. Indicate which items are recommended or non-essential. Items that are recommended for an emergency kit will earn 3 points, while non-essential items will earn 1 point.

### Step 4

- Give the second team a list of the hidden items to find in five minutes. Set the timer for five minutes. At the end of the game, the team with the most points wins.



For more Emergency Planning activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

## BUILD AN EMERGENCY KIT: SCAVENGER HUNT

Recommended item ideas	Non-essential item ideas
Cell phone charger	Make-up
Water bottle	Shampoo
Map of the area	Musical instrument
Hand sanitizer	Flowers
Flashlight	Candy
First aid kit	Broom
Radio	Photograph
Blanket	Stuffed toy
Whistle	Bathrobe
Multi-purpose tool	Book



For more Emergency Planning activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# SCHOOL EVACUATION PLANNING

Preparing for emergencies is the first step towards a safer community and even a safer world. Knowing the risks that your community holds will help achieve that goal. This activity will help participants be better prepared for any emergencies that may come by creating plans.

## Instructions

### Emergency Planning

#### Time

1 hour – continued

#### Difficulty

Hard

#### Resources

Large paper/poster board, colored markers, pens, tape

#### Step 1

- Create a map of your school and surrounding area, and identify any hazard areas (river nearby, unsecured bookcases, electrical wires, potholes, etc.) that should be avoided in a hazard scenario.

#### Step 2

- Work together to determine two safe locations where you could go if there is an emergency at school. Be sure to avoid the hazards you identified and map the routes you could take to reach your safe zones.

#### Step 3

- Work with school administrators to approve the map and evacuation locations to make a clean and final copy of the map. Make copies of both of these and post them around the community.

#### Step 4

- Be sure to work with school administrators to practice evacuations 2 times a year.



For more Emergency Planning activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# CREATE YOUR OWN EARTH\*

The participants will dive deep into their brains and emotions to picture the planet they are living in versus the planet they never want to live in. At the end of the task, they will realize that even as an individual they have a lot to contribute to the planet through their small and consistent efforts.

## Climate Change

### Time

45 minutes

### Difficulty

Medium

### Resources

Compass, white chart paper, pencil, eraser, colored pens

\*This activity was created as a continuation of learning connected to the [TowerGanics](#) Limitless Project.

## Instructions

### ● Step 1

- Take a white chart paper and divide it into two halves (You don't have to cut it just draw a line to separate the halves)

### ● Step 2

- On the top side of one half write 'The earth you want to see' while on the top of the other side write 'The earth you NEVER want to see'

### ● Step 3

- Using a compass, draw a huge circle on both halves of the paper

### ● Step 4

- Outline the features of the earth

### ● Step 5

- Take turns and draw elements on earth (for eg; trees, people, flowers or smoke, garbage, sick people) to create two pictures of the planet

### ● Step 6

- After you finish, present the differences between the two pictures

### ● Step 7

- List 10 things that you can do as an individual to take care of the planet and its resources (on the same paper) For example- turn off electricity when leaving my room, plant a tree on my birthday



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# MOCK MODEL UNITED NATIONS\*

The participants will have a thorough understanding of how Model United Nations work. They will represent themselves as diplomats of different countries of the world. They will learn to read research articles and papers on the internet. They shall discuss the ongoing climate crisis and its impact on food production and the alternatives of food production in a round table simulating the vibe of the United Nations.

## Climate Change

### Time

An event of 2 days can be held in the school under the guidance of school administrators

### Difficulty

Medium

### Resources

A room with a rectangular seating arrangement for diplomats

A desk and chairs for the moderating committee

A desk and chair for the International press

Notebooks and pens for participants

Placard with country name and designation

Other as seemed necessary by the organizers

NOTE: Agendas and discussions shall only be limited to climate change and its impact on food production.

\*This activity was created as a continuation of learning connected to the [Towerorganics](https://www.towerorganics.com/) Limitless Project.



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](https://www.preparecenter.org/TeenPrepKit)

# MOCK MODEL UNITED NATIONS\*

## Instructions

---

### ● Step 1

- Seven participants shall be designated with a specific country. Three participants will be sitting as a chair, co-chair and director of the discussion. These three designations will be referred to as the moderating committee in the further part of the document. Two participants shall stay as International Press on the committee. The responsibilities of the chair, co-chair, director and the International Press are listed on the next page.

### ● Step 2

- Agendas about climate crisis and impacts on food production shall be raised by the diplomats in front of the moderating committee. Alternative methods of food production such as vertical farming, hydroponics, aeroponics shall be discussed.

### ● Step 3

- The moderating committee shall drive the discussion towards drawing conclusions.

### ● Step 4

- Conclusions pertaining to each discussion shall be reported by the International Press.

### ● Step 5

- Best Diplomat and Best Strategist shall be awarded by the moderating committee.



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# MOCK MODEL UNITED NATIONS\*

## Responsibilities of the Diplomats

Make sure you research the climate status, climate change impacts mainly on food production of the country that you are assigned for.

Maintain a decorum on the simulation and present yourself in a smart manner (Remember that you are here representing your country).

Ensure that you raise important agenda points on the committee and your discussion is healthy and solution-centric.

## Responsibilities of the Moderating Committee

Ensure the committee is well-moderated and that participants speak in turn and only when asked to.

Ensure diplomats are addressed through the name of their countries.

Ensure discussions are not monotonous and reach an agreement.

Ensure there is room for entertainment and additional light conversation during the discussion session.

Evaluate the diplomats based on their presentation, manner of speaking, the agenda points they raise, their involvement during the discussions and their diplomacy.

Avoid any nature of biases during the discussion sessions.

*Responsibilities of the individual Chair, Co-chair and Director can be assigned by the organizing committee*

## Responsibilities of the International Press

Report on the topics that are discussed during the committee.

Capture photographs and short clips.

Make a news report of the event and present it to the committee on the final day.



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)



# TOWERGANICS: A FUN AND EASY WAY TO FARM\*

The participants will be able to learn a great deal about vertical farming by reading the comprehensive passage. At the end, they will be able to answer the questions that follow the passage.

## Climate Change

### Time

30 minutes

### Difficulty

Medium

### Resources

Pen, paper, colored pens (optional)

\*This activity was created as a continuation of learning connected to the [Towerganics](#) Limitless Project.

## Instructions

### ● Step 1

- Ensure there is an adult to supervise this activity

### ● Step 2

- Print the comprehensive passage and questions on a paper and distribute to the students

### ● Step 3

- Start the test at a specific time

### ● Step 4

- Do not allow discussion during the test

### ● Step 5

- Take the answer paper back after the end of the test period

### ● Step 6

- Evaluate the papers and display the pictures made by the students in the classroom



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

## TOWERGANICS: A FUN AND EASY WAY TO FARM\*

The participants will be able to learn a great deal about vertical farming by reading the comprehensive passage. At the end, they will be able to answer the questions that follow the passage.

### Passage

In Nepal, a developing nation in South Asia, more than 85% of the imported pesticides are used on vegetables repeatedly and carelessly without knowing the active ingredient. (Sharma et. al, 2015)

People living in the cities are obliged to consume stale and chemical laden vegetables that are transported from hundreds of kilometers away.

Growing your own herbs and vegetables on the already available spaces of your home means access to fresh, organic, healthy and affordable produce for your family. Towerganics is a 21st century technologically sound innovation that uses zero soil, zero pesticides, 90% less water than conventional methods of farming and produces vegetables 3 times faster than on soil. It works on the principle of aeroponics which means 'to work on air'. The plants hang on air while a pump propels water and nutrients to the top and showers down on the dangling roots. Individuals living in the city can grow their own organic herbs and vegetables using this innovation that is easy and operates on a click of a switch. Yes, you read it right! ON A CLICK OF A SWITCH. Farming has always been considered as an energy-intensive job. When you are asked to imagine a farmer, I bet you imagine someone wearing a hat and overalls, bending down to the soil with a plant or something close to that. However, with Towerganics you can be a farmer as well. A modern farmer, of course!

### Questions

- What principle does Towerganics work on?
- What can be grown using Towerganics?
- What are the advantages of using Towerganics to farm compared to farming in soil?
- What do you mean by pesticides?
- Draw a sketch of Towerganics method of farming with your favorite vegetables growing on it, take a picture of it and mail it to towerganics@gmail.com (We are waiting to see your pictures)



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# WHAT'S YOUR INNER WEATHER REPORT?\*

Tackling climate change can provoke anxiety. It's important to learn how to address these emotions to prevent burnout. This activity will promote inner reflection about the emotions that surge in relation to climate change to help you build your inner resilience.

## Instructions

### Climate Change

#### Time

45 minutes

#### Difficulty

Medium

#### Resources

Large piece of paper, regular paper, colored markers

\*This activity was created as a continuation of learning connected to the [Tu Dilo](#) Limitless Project.

#### Step 1

- Form a circle with all of the participants and ask them to kindly close their eyes, connect to their breath, start thinking how are their emotions in that moment and keep breathing for a couple of minutes.

#### Step 2

- After the time, ask them to open their eyes again and give every participant a piece of paper and markers of different colors. Ask them to draw how they are feeling using the question: "What is your inner weather report for this day?" You can think about the weather report on TV but turning it into your inner emotional state. For example, if you are feeling happy and optimistic, you can draw a very shiny sun or if you are having a lot of thoughts your draw could be full of clouds.

#### Step 3

- When everyone has their drawings give them a couple of minutes to share about their drawing and emotions.

#### Step 4

- After that ask them another question: "What is your inner weather report when you hear about the effects of climate change?" "Comparing it to your first drawing would you change anything?" Give the group a couple of minutes to modify their drawings.

#### Step 5

- When everyone finishes, ask them to share how their emotions change when they think about climate change impact.



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# WHAT'S YOUR INNER WEATHER REPORT?\*

## Instructions Continued

---

### ● Step 6

- Remind them that when there are situations that are out of our control, sometimes it's difficult to know what is the next step or to find hope. Highlight that they can take action with the things they can control, such as their behavior.

### ● Step 7

- Ask them to think of something they can commit to contribute to climate action. Maybe learn more about the topic, involve in local clubs or groups for climate advocacy, start talking about it with their family and friends.

### ● Step 8

- Invite the participants to write their commitment on a big piece of paper and sign it as a symbolic way to take climate action.

### ● Step 9

- End the activity with a short breathing exercise.
- "I invite you to kindly close your eyes and bring your attention to your breathing. Gently recognize your thoughts and emotions, maybe there is worry about the future, anxiety of their uncertainty or hope to highlight the changes that you can make. Keep focusing on your breath and remember how brave and capable you are. Remember that you have everything that you need to take action and contribute to make the world a better place. Remember that you are doing your best right now and that it is completely fine. Remember that you are special. Keep breathing and let all the heavy emotions and thoughts flow and welcome calm and inspiration. Kindly be aware of your surroundings and when you feel ready open your eyes."



For more Climate Change activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# WASH YOUR HANDS

Harmful germs can easily be spread to one another. Clean hands can help keep you healthy and prevent the spread of germs. Proper handwashing by wetting your hands, lathering the fronts and backs of your hands, fingers and nails for 20 seconds with soap, rinsing thoroughly and drying with a clean towel is the best way to get rid of germs.

## Instructions

### Health

#### Time

30 minutes – 3 weeks

#### Difficulty

Medium

#### Resources

Bread, tongs, sealable plastic bags, markers, soap, hand sanitizer, clean towel

#### ● Step 1

- Use a clean tong to take one slice of bread and carefully place it in a plastic bag and seal it. Label it as the control sample.

#### ● Step 2

- Use a clean tong and take one slice of bread and rub it on a door knob, desk, or keyboard. Then place it in a sealed plastic bag. Label it as the surface sample.

#### ● Step 3

- With unwashed hands, take one slice of bread and place it in a sealed plastic bag. Label it as the unwashed sample.

#### ● Step 4

- Wash your hands with hand sanitizer and then take one slice of bread and place it in a sealed plastic bag. Label it as the hand sanitizer sample.

#### ● Step 5

- Use the proper handwashing technique and then take one slice of bread and place it in a sealed plastic bag. Label it as the handwashing sample.

#### ● Step 6

- Take all the samples and put them in a safe place. Check them in three weeks to see how important handwashing is in stopping the spread of germs.



For more Health activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# RACE FOR NUTRITION

The key to a healthy lifestyle is following a healthy diet and being physically active. While access to and use of nutritious foods varies across the globe, a balanced diet consists of a combination of grains, legumes, fruits and vegetables, and animal proteins. Balanced diets help provide important vitamins and minerals and reduce the risks of diseases. To help promote muscle and bone strength, teens should be physically active at least 60 minutes every day.

## Health

### Time

30 minutes

### Difficulty

Medium

### Resources

Paper, pens, markers,  
plate, bowl

## Instructions

### ● Step 1

- At the front of the class, have a volunteer write down the different food categories: grains, legumes, fruits and vegetables, and animal proteins.

### ● Step 2

- Have the class call out examples in your community of the different foods in these categories. Have a volunteer write these examples on a piece of paper and cut them up.

### ● Step 3

- Place the food examples in a bowl in the middle of the class.

### ● Step 4

- Divide the class into even teams. Each team will have an empty plate and will send one person at a time to grab a food example from the bucket and write it under the correct category at the front of the class.

### ● Step 5

- After they write their food example under the right category, they have to run back to their team and put it on their plate. Then the next person on their team goes. The first team to have their plate filled with food examples from each category, wins.



For more Health activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# DONOR, RECIPIENT MATCH-UP

Did you know that one blood donation can save up to three lives? Blood donations can be used for the treatment of diseases and during surgeries. There are 4 blood types: O, A, B, and AB, and they are divided into + and -. The blood compatibility chart shows what types of blood people can receive.

## Instructions

### Health

#### Time

15 minutes

#### Difficulty

Easy

#### Resources

Paper, pens, markers

#### ● Step 1

- Divide the class into two groups, Recipients and Donors.

#### ● Step 2

- Create two equal sets of blood type cards (enough for everyone in the class).

#### ● Step 3

- Draw the Blood Compatibility Chart at the front of the class to review it together.

#### ● Step 4

- Give each Recipient and Donor their own blood type card.

#### ● Step 5

- Have each Recipient look at the chart to see what types they are compatible with and sit down, hiding their card.

#### ● Step 6




























- Set the timer for 2 minutes. Donors go around the room to quickly find their match by showing the Recipients their cards and seeing if the Recipient acknowledges their match.



For more Health activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)



# DONOR, RECIPIENT MATCH-UP

BLOOD COMPATIBILITY CHART									
		DONOR							
TYPE		O+	O-	A+	A-	B+	B-	AB+	AB-
RECIPIENT	O+								
	O-								
	A+								
	A-								
	B+								
	B-								
	AB+								
	AB-								



For more Health activities, visit  
[www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# CALM BREATHING

Dealing with difficult situations can be stressful. It's important to learn how to effectively manage your emotions. This activity will help you to cope with your feelings of being overwhelmed or anxious and help you build your inner resilience.

## Instructions

### Wellness & Resilience

#### Time

10 minutes

#### Difficulty

Easy

#### Resources

A quiet place

#### ● Step 1

- Set the intention to focus on your breath. Take a moment, wherever you are, to simply breathe consciously and mindfully.

#### ● Step 2

- Notice where your breath is. Perhaps it's in your nostrils, or maybe you feel it more in your stomach, or your chest.

#### ● Step 3

- Breathe a little deeper and longer than you usually do. Notice how it feels.

#### ● Step 4

- When you get distracted, come back to your breath. When your mind wanders away from focusing on breathing (as it tends to do), gently come back to your breath.



For more Wellness & Resilience activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# YOGA BREATHING

Dealing with difficult situations can be stressful. It's important to learn how to effectively manage your emotions. This activity will help you to cope with your feelings of being overwhelmed or anxious and help you build your inner resilience.

## Instructions

### Wellness & Resilience

#### Time

5-20 minutes

#### Difficulty

Easy

#### Resources

A quiet place

#### Step 1

- Sit in Padmasana i.e. lotus pose (crossed legged posture).
- Touch the base of your left thumb with the tip of your index finger.
- Place your left hand on the left knee with your palm facing upward.
- Place your index and middle fingers of your right hand on the forehead in between the eyebrows.
- Close your right nostril with your thumb.
- Breathe 10 times from your left nostril.
- Breathe slow and deep without making any sound.
- Open your right nostril and close the left one with your ring finger.
- Breathe 10 times from your right nostril.

#### Step 2

- Assume the same posture as above. Inhale from your left nostril.
- At the end of inhalation close both nostrils and retain breath inside.
- Open your right nostril and exhale.
- Inhale from the same (right) nostril.
- Close both nostrils, holding your breath.
- Exhale from your left nostril.
- The meter of inhalation, retention and exhalation should be 1:1:1.
- Repeat 10 times.



For more Wellness & Resilience activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# TU DILO: MIND FIELD\*

Learn how to manage your emotions during situations that are out of your control to ensure your safety and increase positive outcomes in future events.

## Instructions

### Wellness & Resilience

#### Time

15 minutes

#### Difficulty

Easy

#### Resources

Balloons, ribbons, markers

\*This activity was created as a continuation of learning connected to the [Tu Dilo](#) Limitless Project.

#### ● Step 1

- The facilitators will give a balloon to each participant and ask them to think of something that you appreciate, it can be situations, activities or people.

#### ● Step 2

- When everyone has a balloon, participants will blow it up and write what they appreciate (on the balloon).

#### ● Step 3

- They will be divided into two groups, one group will tie the balloon in the shoelace or in a bow or ribbon on the ankle and they will have to protect them, while the other team tries to burst the balloons of their counterpart.

#### ● Step 4

- The exercise is repeated exchanging groups.

#### ● Step 5

- The group that pops the balloons in the shortest possible time is the winner.

#### ● Step 6

- Once the activity is finished, make a small reflection by asking the participants:
  - How do you act when someone affects what you love most?
  - How do you feel about this?
  - Could you have done something different, and if so, what would you change?



For more Wellness & Resilience activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# TU DILO: FINDING OURSELVES\*

Promote the recognition of individual strengths to keep in mind in everyday challenges.

## Instructions

### Wellness & Resilience

#### Time

15 minutes

#### Difficulty

Easy

#### Resources

Ball

\*This activity was created as a continuation of learning connected to the [Tu Dilo](#) Limitless Project.

#### Step 1

- The person leading the activity should start with a short introduction, for example: "Hello everyone, in this activity we will reflect on our strengths. The elements that make us unique and set us apart from others. I invite you to close your eyes, connect with your breath and little by little think of the things that you believe make you strong. Sometimes it can be difficult to think of one or several strengths, but it is important to become aware of them in order to reach our potential. When you have already identified them, open your eyes and I want you to keep these strengths in mind throughout this activity."

#### Step 2

- Once the participants have identified them, the leader will form 2 groups in lines.

#### Step 3

- One participant from each team at a time will run and reach a ball that is located at a distance from them.
- The first one to take the ball will have to explain how they would apply the strengths they identified to navigate the scenario presented by the activity leader.

#### Step 4

- If they manage to respond adequately by applying their strengths, they will earn a point and the team with the most points will win the challenge.
- Review the Annex below for additional scenarios.



For more Wellness & Resilience activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# TU DILO: FINDING OURSELVES\*

## Annex - Everyday Situations

You are in an important meeting with your schoolmates and they have to propose a project that helps a problem that is happening in a specific community. Based on the strengths you identified, how would you help the group find a solution?

You are going through a difficult time in your life. What strengths would you lean on to try to move forward?

Mention a strength that you discovered in yourself as a result of the pandemic.

Do you know the strengths of your community? Mention how they would help you when carrying out an activity in your community

You see that one of your classmates is feeling a little sad and unmotivated. What strength would you lean on to approach and try to help them?

You have a lot of pressure at work, you know you have to complete the tasks, but you feel that there is not enough time to finish them. What strengths would you rely on to find a solution?

You are doing an important activity and you have a misunderstanding with one of your classmates. Based on your strengths, how could you resolve the situation?

You are upset with your parents because you feel like they control a lot of what you do and you feel that you don't have as much freedom. Based on your strengths, how would you talk to your parents to tell them how you feel and find a middle ground?



**For more Wellness & Resilience activities,  
visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)**

# TU DILO: HERO'S JOURNEY\*

Know the skills and learning obtained in the previous activities and be the leader to face the atypical situations that arise daily.

## Instructions

### Wellness & Resilience

#### Time

30 minutes

#### Difficulty

Easy

#### Resources

Paper, pen

\*This activity was created as a continuation of learning connected to the [Tu Dilo](#) Limitless Project.

#### ● Step 1

- The facilitator will highlight how the previous Tu Dilo activities helped us learn about emotional regulation and self-knowledge. The Tu Dilo learning thread helps to emphasize the importance of the learning journey to mental wellness and resilience. Review the annex provided.

#### ● Step 2

- The facilitator will assign an atypical situation at random, in which the objective is to get participants out of their comfort zone and recognize how to regulate their emotions and find their inner strengths.

#### ● Step 3

- By using the example of The Great Test in The Hero's Journey by Joseph Campbell, the participants will create a story by being the protagonists of their own "Hero's Journey" to explain how they will deal with the atypical situation they're given.



For more Wellness & Resilience activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)



# TU DILO: HERO'S JOURNEY\*

## Annex 1 - Atypical Situations

Your family is going through a very difficult and painful moment and they cannot find the strength to continue. You must be their support, how would you provide support?

You just found out that your application to enter your first choice for university was rejected. Your family put a lot of pressure on you to go to this university. How will you deal with your family's disappointment and your own disappointment?

## **Annex 2 - Tu Dilo's Hero's Journey example**

"Perhaps we have heard the story of the most famous Hobbit in the world, Frodo Baggins, or the most famous wizard of our time, Harry Potter. Both stories have a common theme of the protagonist being a regular person, living their everyday lives, when they're presented the opportunity to tackle a challenge. The Tu Dilo team had to navigate this similar situation when we accepted our invitation to participate in the Teen Preparedness Toolkit. Initially we felt skeptical about facing this challenge but in the end we decided that our potential to create fun and useful activities was greater than our worries and we started the process to create activities. We found a guide who gave us guidelines on how to move forward. As we began to get to know each other and recognize ourselves, we realized our abilities and weaknesses and we took advantage of our strengths to help us get over the hurdle of creating the activities. Now we are at a critical point in our journey and the test begins here to learn how these activities are used by learners..."



**For more Wellness & Resilience activities,  
visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)**

# IDENTIFYING THE NEED\*

Before we get started on working on a project in the community, we need to start with identifying the needs. Identifying needs can sometimes be as easy as learning your ABCs, but sometimes you may be presented with some interesting hurdles. This activity will help you look within your community to identify the most pressing challenges that you can help address.

## Instructions

### Leadership & Future Building

#### Time

Self paced

#### Difficulty

Medium

#### Resources

Pen, paper, community leaders and members, teammates, empathy

\*This activity was created as a continuation of learning connected to the [Vijana Tupo](#) Limitless Project.

#### ● Step 1

- Ask around. You can use google forms or questionnaires to create surveys. This is the most crucial step.

#### ● Step 2

- Find the root cause. Economic challenges are many and each one is caused by different issues. You will need to ask the 5 Whys. We'll talk more about this.

#### ● Step 3

- To become a changemaker, you must empathize. This means that after knowing the root cause, you have to see it from your community's point of view.

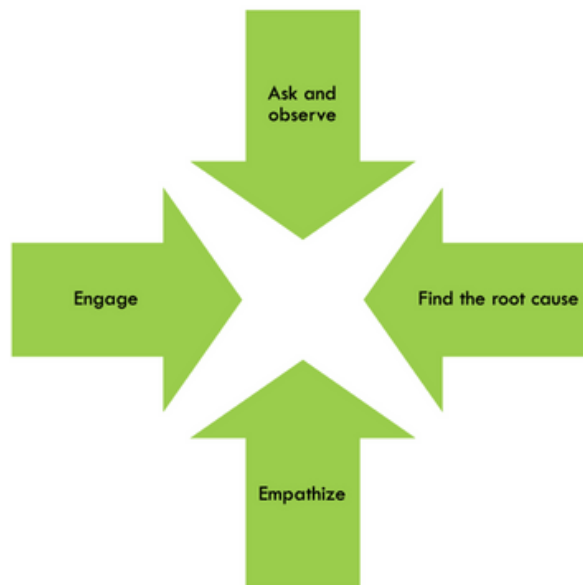
#### ● Step 4

- Engage with your community to come up with solutions together.



For more Leadership & Future Building activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# IDENTIFYING THE NEED\*



## Vijana Tupo's Example: The 5 Whys

We are going to use Vijana Tupo's example. When I started Vijana Tupo, I wanted to solve youth unemployment in my community, so I used The 5 Whys Method to address the problem and find the root cause. *These questions can be customized to your situation.*

**Problem:** Youth unemployment in my community

- Why is there youth unemployment?
  - Because youth in my community have limited opportunities to develop job skills.
- Why don't youth have proper skills?
  - Because they were not taught these skills in school.
- Why were they not taught these skills in school?
  - Because our curriculum does not embrace this.
- Why doesn't our curriculum embrace job skill development?
  - Because there are limited job opportunities in our community.
- Why are there limited job opportunities in our community?
  - Because economic independence isn't promoted enough.

**Root Cause:** Lack of economic independence promotion

*These questions led me to the answer that I needed. I needed to find a way to help make young people aware of job skill development opportunities to give them an early advantage to start their journey to economic independence.*



For more Leadership & Future Building activities,  
visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# IDENTIFYING THE NEED\*

## Next Steps

- Ask your family about the most pressing economic issues. You can also ask community members. You can utilize Google Forms to cover more ground.
- Find the root cause. Use the 5 whys method to understand and empathize. Many issues aren't as we thought they were.
- Partner with friends. You can achieve more by utilizing all the strengths you and your friends have. Working together can help produce better results.
- Engage with community leaders. These can be your parents, school administrators or anyone that has been in the community for a long time and understands the challenges. You need to learn from the people who are already working in this space before trying to identify where you can help.
- Write down notes for everything you find. Categorize the issues in groups according to how consistently they are identified by speaking with community leaders.
- Change starts happening as soon as you identify the need. By identifying the gap, you already completed the first step in filling in the gap to address the needs with community resources.



For more Leadership & Future Building activities,  
visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# GOAL SETTING

We live in a world today filled with increasing challenges and complexities, and it can be overwhelming to know what to do or where to start. To tackle the challenges in front of you, it's important to take some time to reflect on yourself and your situation. By making goals, you can build your foundation to set a realistic and achievable plan in motion to achieve your goals, whether they be personal or with a team.

## Leadership & Future Building

### Time

Self paced

### Difficulty

Medium

### Resources

Pen, paper

## Instructions

### ● Step 1

- Take time to sit down and reflect on a challenge in your life. What is something that motivates you to work towards?

### ● Step 2

- Hold yourself accountable to your goal. Tell someone or write it down to say you will achieve X by Y date.

### ● Step 3

- Now that you've expressed your goal, think of how to break it down into baby steps so you can develop a plan on where to start. For example, if you want to build a community garden with your class before the end of the school year, you may want to start with researching how to build a garden. Then continue to break out what will come next.

### ● Step 4

- Keep going. Every milestone you achieve, make sure you acknowledge how much closer to your goal you are. Even if things don't go right, remember you are still closer to your goal than yesterday. All your effort counts!

### ● Step 5

- When you hit your goal, make sure to share your great work and celebrate your accomplishment! Keep your momentum going and keep setting future goals. You have the skills to help you work through the challenges in your way.



For more Leadership & Future Building activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)

# RISK REDUCTION PROJECT VIEWFINDER

Young people are integral in disaster risk reduction. We have unique perspectives and ideas for our future that can help our communities grow. Sharing our stories and our work is a great way to connect with others to help build disaster resilience.

## Instructions

### Leadership & Future Building

#### Time

Several weeks

#### Difficulty

Hard

#### Resources

Self-assessed

#### ● Step 1

- With your classmates and a teacher, walk around your school to learn and document where your school's hazard risks are. Take pictures to document where your project will begin.

#### ● Step 2

- Brainstorm ideas together on how to address the hazard risks that were identified. Make step by step instructions to bring your project to life.

#### ● Step 3

- Review your project plan with your school for approval, collect any resources you may need for your plan, and get to work bringing your plan to life!

#### ● Step 4

- Take pictures throughout the planning and building of your project. When your school's disaster risk reduction project is finished, work with your teacher to help share your experience on social media.



For more Leadership & Future Building activities, visit [www.preparecenter.org/TeenPrepKit](http://www.preparecenter.org/TeenPrepKit)