

# Body Map of Resilient Capacities for Learners

Education is far more than imparting knowledge to students. Educational initiatives can equip children, youth, and even adults with necessary skills, transform attitudes and perceptions about themselves and their society, and connect them to necessary resources if needed.

Educational initiatives that promote resilience to the appeal of violent extremism can use all of these opportunities to reduce any vulnerabilities people may have. In this activity, we will reflect on the skills or capacities that we would want a resilient learner to have by mapping them out on the Body Map on the following page.<sup>1</sup> You will fill the Body Map out by answering the questions below:

**HEAD:** What are the skills or knowledge that learners should develop?

**EYES:** What changes in perception should learners experience in the way they see themselves, others, and their society?

**EARS:** How should learners listen to others? What should they hear from others in society?

**MOUTH:** What communication skills should learners develop?

**SHOULDERS:** What responsibilities should learners be taught to embrace regarding their role in society? What do we want learners to have leadership in?

**HEART:** How should learners feel about themselves because of their education? What emotions should learners be able to deal with in appropriate ways thanks to their education?

**HANDS AND ARMS:** What are the activities learners should have access to in order to be more resilient to the appeal of violent extremism? What are the things we want to see learners engaged in?

**FEET AND LEGS:** To which places do we want to see learners going? Which institutions in society should learners be taught (and feel safe) to utilize if needed?

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<sup>1</sup> Adapted from Michael McGill and Claire O’Kane, “Evaluation of Child and Youth Participation in Peacebuilding” (Global Partnership for Children and Youth in Peacebuilding, July 2015).

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What are the changes you would want to see in learners from educational initiatives that would make them more resilient to the appeal of violent extremism? Write these goals in the spaces below:

**HEAD:** (Knowledge)

**EYES:** (Perceptions)

**EARS:** (Listening skills)

**MOUTH:** (Communication skills)

**SHOULDERS:** (Responsibilities/Leadership)

**HEART:** (Feelings/Emotions)

**HANDS AND ARMS:** (Activities/Engagement)

**FEET AND LEGS:** (Places/Institutions in Society)

