

# Body Map of Resilient Capacities for Educators

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 educators to have in order to build the resilience of their learners 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 educators should develop?

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

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

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

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

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

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

**FEET AND LEGS:** To which places do we want to see educators going? Which institutions in society should educators 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 educators from educational initiatives that would make them better equipped to promote their learners' resilience to 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)

