

PRODIGIOUS SNACK



MAIN FEATURES

Reinforced skills (TASC Cluster)	CONSTRUCT, LEAD, FOCUS ON SOLUTION
Suitable for	Teachers, Students
Difficulty level	High
Setting	Group
Minimum number of participants	12
Average time length	60 minutes
Special material	Yes
Online version	No



1. DESCRIPTION

The activity was designed to enhance the psychological capital of the participants, whether they were students or teachers. Psychological capital is a positive psychological state characterized by four personal resources (Luthans, Youssef-Morgan, 2017): hope, self-efficacy, resilience, optimism. It is a construct created within the so-called positive psychology and effectively summarizes one of the mottos of this discipline: people are essential (Peterson, 2008). According to positive psychology, the variable that most correlates with the well-being of people is the quality of their relationships. The prodigious Snack exercise is conceptually superimposable to the following principle: "The whole is superior to the part", and it is inspired by the video "One Human Family, Food for All" by Caritas International. The video is part of an educational campaign and recalls an ancient story on the themes of hunger and sharing. In the "metaphor of ladles," the following pedagogies are contained: when we try to feed only ourselves, others remain without food, while if we focus on the hunger of our neighbours, we discover different ways of feeding everyone. Applied to this exercise, it is a role-playing game whose purpose is to activate the psychological resources of the children through an experiential approach.

2. AIM / BENEFITS

In this activity, the attention is focused on the enabling conditions of psychological capital, identifying the social and attributional processes that can promote collaborative functioning within a group, the development of personal potentials, the well-being of students, the sense of satisfaction and appreciation towards the school, and the construction of a positive identity. Rather than repairing or removing disabling conditions, the aim is to activate personal psychological resources (Seligman, 2011), through this activity.

3. COMPETENCIES CLUSTER(s) related

CLUSTER NR 1 CONSTRUCTING, NR 2 LEADING, and NR 5 FOCUSING ON SOLUTIONS

Why

1. The first cluster involved in this exercise is cluster 1, "Construct", with all the sub-competencies involved: Proactivity, Personal/Group Agency, Relationship as a co-construction of meaning, and Relationship as a mutual influence process. From this point of view, this is a complex exercise, and it actively stimulates students and teachers to find a collaborative approach to developing individual and group agency. It is based heavily on relationships among participants, in which, in a systemic view, the consequences of individual actions are always social and vice versa.
2. The second cluster involved is the number 2 in the framework, "Lead". Inside this cluster, the exercise promotes a collaborative approach to leadership, in which there is not only "the leader" but also "the follower", with ultimate responsibility for group functioning.



- The third cluster involved is number 5, "Focus on solutions", with sub-competencies Solution-Focused Approach, and Problem Solving VS Solution Building Mindset. The exercise is essential in helping students shift from a mindset based on problem comprehension to an attitude based entirely on finding solutions to common problems.

4. HOW TO DO THE EXERCISE

The activity includes four phases: introduction and first test, watching the video "One Human Family, Food for All", a second test, and finally, counting the results and final reflection.

Step 1 / Introduction and first test

Divide the participants into four groups, called "peoples". Each group will choose a player whose goal is to collect the most significant number of pieces of bread for its people. He/she will have to do this using a long spoon and placing the piece taken in a bowl on his/her right (on the left if the player is left-handed). At the center of the room, placed on a stool, there is a basket with a series of pieces of bread, as many as the participants in the group activity. The player must take one slice of bread after another. If the piece falls, the people have lost food. In trying to take the bread, the player holds the spoon with one hand; the second-hand remains behind the back, he/she is sitting cross-legged, and the position of the body must be kept behind a placeholder. For each person, a group member will have the task of raising the "HELP" paddle if the group wants to ask for help from the facilitator teacher. In a low voice, comrades and teachers can suggest strategies. This first part should last about 5 minutes.

Step 2 / Watch the video "One Human Family, Food for all"

This video of Caritas International's available on Youtube¹ is projected through the PC and the video projector in the classroom.

Step 3 / Second test

With the same organization as step 1, repeat the attempts, for each group, to collect pieces of bread.

Step 4 / Counting results

After the second test, each group counts the pieces of bread it managed to take in the first step and then in the second step taken after watching the video.

5. DEBRIEF

The video experience is the learning model for participants. The video traces the transition from an individual approach to a social and relational one in the sharing of resources, in this case represented by the food. It is the same experience lived by the participants of the "peoples" that now need, in the final part, to be taken up for a conclusive reflection. The reflection among the "peoples" can be facilitated through the following stimulating questions:

¹ <https://www.youtube.com/watch?v=qhU5JEd-XRo>



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- What are the fundamental differences between the first test, before the video, and the second test, after the video?
 - What strategy has proved most effective in addressing to find a solution to the problem of sharing food between people?
 - Have you ever found yourself in similar situations at school and how did you handle them?
 - In everyday life have you ever found yourself in similar situations and how have you handled them?
 - What impact do you think this experience will have in your life in and outside the classroom?

6. SPECIAL MATERIALS

The exercise requires a series of materials to be realized. First of all, food to share (preferably small sandwiches), baskets where to store bread (a basket from which to take the bread and other baskets, as many as there are groups/peoples, where to store bread), wooden spoons with the handle as long as possible. Signs with the words "Help" ask for support from the teachers during the first and second tests. And clearly, a computer connected to the internet with a projector to show the video.

7. TIPS AND TRICKS

The exercise works best in a spacious environment, which can not always be the classrooms where you do lessons—for example, a gym. The activity can be carried out within a single class, but it can also be carried out between different classes to take care of the development of the widespread climate between the classes. The activity can be an excellent way to start the school year by identifying, from the point of view of the central values, the essential elements of investing in relationships (collaboration, support, common goals, ...).

8. ON-LINE VERSION

An online variant is not possible for the exercise's features.

9. BIBLIOGRAPHY - SITOGRAPHY

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