



# YOUTH RESOURCE PACK

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**REACH**  
COMMUNITY SERVICES

# INTRODUCTION

This resource pack has been developed to complement the youth work that we do at REACH Youth Service. These materials are designed for facilitators to engage with youth participants over a period of time, to develop participants by addressing a clear goal or area in their lives.

These resources incorporate the philosophy and tools of the Solutions Focused Approach, and keeps the context of Singaporean youths in mind. We hope that these materials will facilitate conversations that generate new perspectives, thus empowering participants to take steps forward in their development.

The sequence of the 5 topics are intentional, to create a step-by-step build up. This package is intended for facilitator use, but do print out the relevant activity sheets for participants.

Do note that these materials are intended to facilitate purposeful conversation. Merely completing the activities are not the end goal; these are the tools of growth! Moreover, note that this package is not a one-size-fits-all solution, so do adapt the materials to suit participant's needs and interests.

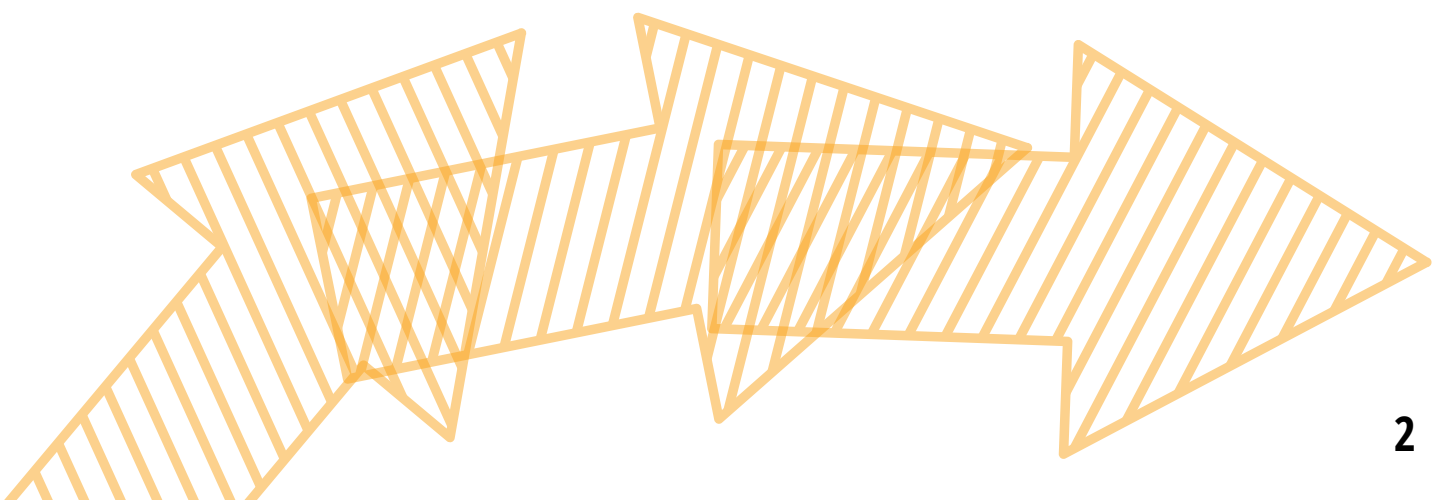
# INTRODUCTION

In the conceptualisation of this package, we aimed to be sensitive to the current youth context. We hope the content and visuals used will be culturally relevant to youths, thus allowing for youth's deeper engagement and reflection.

We hope you find this package useful in your youth work. Do feel free to share this with other practitioners who might benefit from this as well!

Wishing you and your youths all the best!

Regards,  
REACH Youth Service (May 2019)



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# LOGISTICS REQUIRED

This overview includes the materials required for all topics.

| Topics             | Materials   | Quantity                          |
|--------------------|---|-----------------------------------|
| Life Gallery       | Drawing and Colouring Materials                                       | As required                       |
| Score!             | Strengths Cards   | As required                       |
| Beads of U         | Assortment of Beads of different colours, Elastic String and Scissors | 5 beads/pax<br>15cm of string/pax |
| I AM...            | Superhero Lego sets   | 1 set/pax                         |
| Walking Reflection | Markers and tapes   | As required                       |
| Ninja Shuriken     | 10"x10" Origami paper   | 2 sheets/pax                      |

# OVERVIEW

## TOPIC 1 : Perspective Taking Who am I?

*Who am I* facilitates self-discovery through identification of their strengths, and re-looking at the current situation.

This is the foundation for the youths to identify and work towards their goals in life.



# Who am I?

**Who am I, or who do I represent?**

**What are my strengths?**

**What do I want to create?**

**What will my best friend say my best quality is?**

**What else can I do to be who I want to be?**

*Do write your answers on the shield*



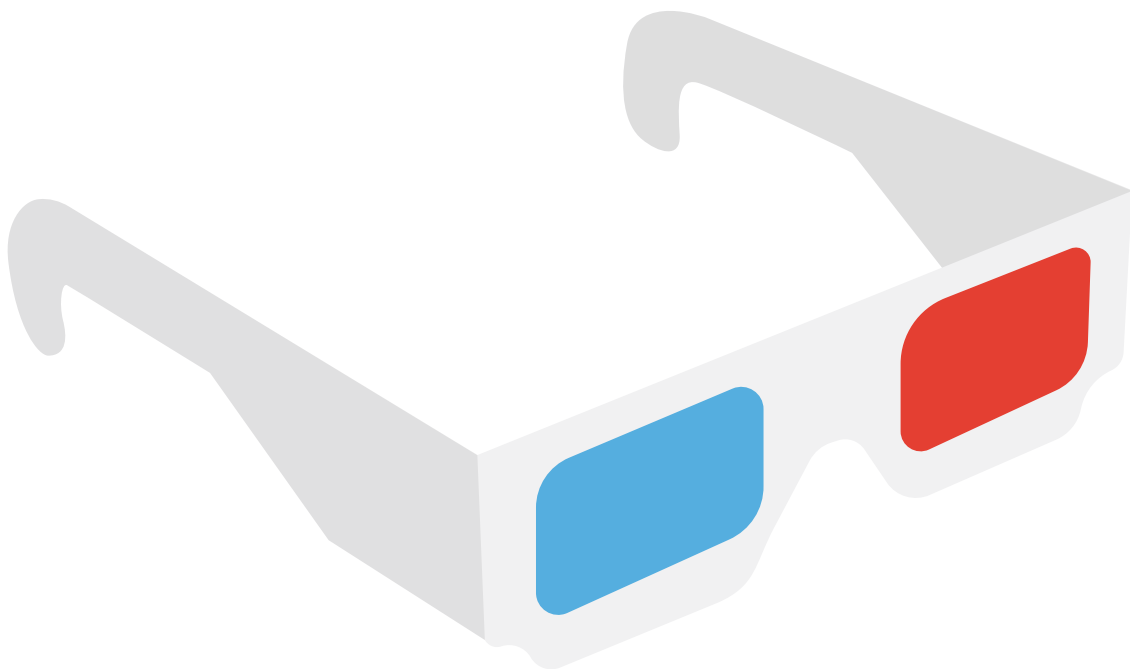
*Sign on the shield when you're done!*

# OVERVIEW

## TOPIC 1 : Perspective Taking Famous Failures

*Famous Failures* communicates that our perspective matters: how we look at our life situations will heavily influence the outcomes. This activity examines 4 famous stories of people who, when they had a perspective change toward their situation, sparked a change in their outcomes.

Divide participants into groups, and assign one story to each group. Facilitators, lead the group to discuss the material.





# CHALLENGER

Michael Jordan was cut from his high school varsity basketball team. It wasn't because he didn't have enough talent, but because he was still a junior at that time. On the junior varsity team he would get more playing time, but to him, not getting in the varsity team was the ultimate failure. Jordan cried, and thought of giving up the sport, but his mother convinced him not to do so.

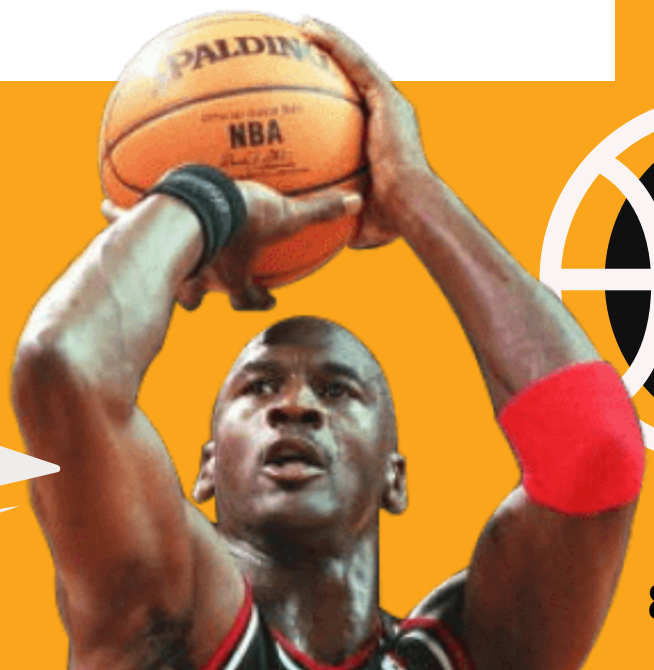
Jordan picked himself up, changed his perspective and let his goals drive him. "Whenever I was working out and got tired and figured I ought to stop, I'd see that list in the locker room without my name on it, and that usually got me going again."

"I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game winning shot, and I missed. I have failed over and over and over again in my life. And that is why I succeed."

Jordan faced another challenge when he became the owner of the NBA basketball franchise, the Charlotte Bobcats. Under him, the team earned the worst record of any team ever in the history of the NBA. They also had very few supporters.

Then, Jordan brought in a new coach, Mike Dunlap. Jordan himself focused on what he could do better than anyone else: to revitalise the brand. He changed the team's name, participated in community events and connected the team to the city. The team finished the 2013-2014 season with a winning record. Their ticket and merchandise sales also skyrocketed. Finally, the team made a comeback.

When you make bad decisions, you learn from that and move forward. I think I'm better in that sense.



# REFLECTIONS



What concerns did Jordan have?



What did he do differently?



What are the strengths or resources he tapped on to help him?



How can I see things differently?



How can I apply this to my daily life?



# LIMITED

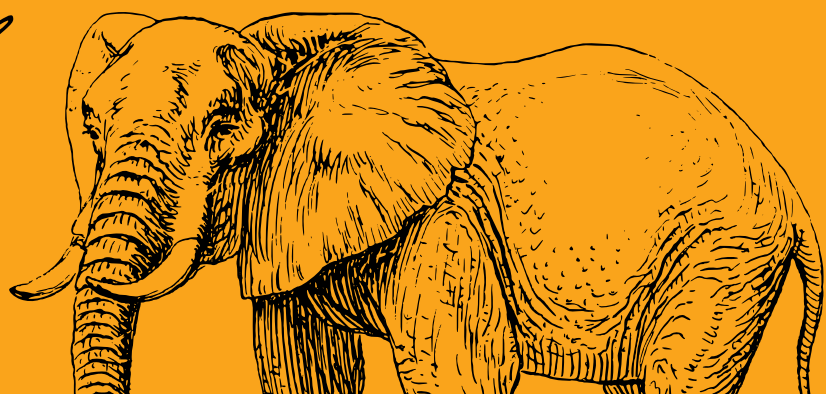
**As a man was passing by the elephants, he suddenly stopped, confused by these huge creatures that were being held by only a small rope tied to their front leg. No chains, no cages. It was obvious that the elephants could, at anytime, attempt to escape from their bonds but for some reason, they did not.**

**He saw a trainer nearby and asked why these elephants made no attempt to get away. "Well," the trainer said, "when they were very young and much smaller, we used the same sized rope to tie them and, at that age, it was enough to hold them. As they grew up, they were conditioned to believe they cannot break away. Now, they still believe that the rope can hold them, so they never try to break free."**

**The man was amazed. These animals could break free anytime but did not, because they believed they couldn't.**

**Sometimes, we could be like the elephants, going through life hanging onto a belief that we cannot do something, simply because we failed before.**

**Failure is part of learning; we should never give up the struggle in life. Instead, simply changing our perspective of failure and focusing on our goals, would help attain them eventually.**



# REFLECTIONS



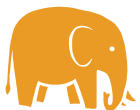
What were the concerns of the elephants?



Why did the elephants never break free, even though they could?



How can I see things in my life differently?



How can I apply this to my daily life?



# ARCHITECT

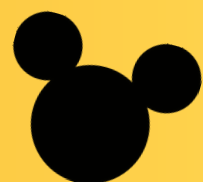


**As a young boy, Walt Disney's family moved around a lot. His family was not well-off, so he and his brothers worked to deliver newspapers, and school was not a priority. When Disney had spare time, he would go to the theatre where he would study the acts played.**

**At 20, he experimented with making short films for fairy tales, which was uncommon at the time. But he was not afraid of venturing onto this path. The business failed, yet that did not deter Disney. He then moved to Hollywood to chase his dream of becoming a director.**

**There, every studio turned him down. As a last resort, Disney reluctantly returned to familiar work at animation studio, where he found success in creating Oswald the Lucky Rabbit. However, he was eventually replaced by the studio as he did not own the rights to the character.**

**He responded by bringing Mickey Mouse to life. At the time, sound was introduced to previously silent films, so Disney voiced Mickey as well. Mickey Mouse soon found immense success. Now, Mickey Mouse and other Disney creations are well known around the world; the Disney empire was built from scratch in the face of many setbacks, by a man determined to build his dreams.**



# REFLECTIONS



What challenges were encountered?



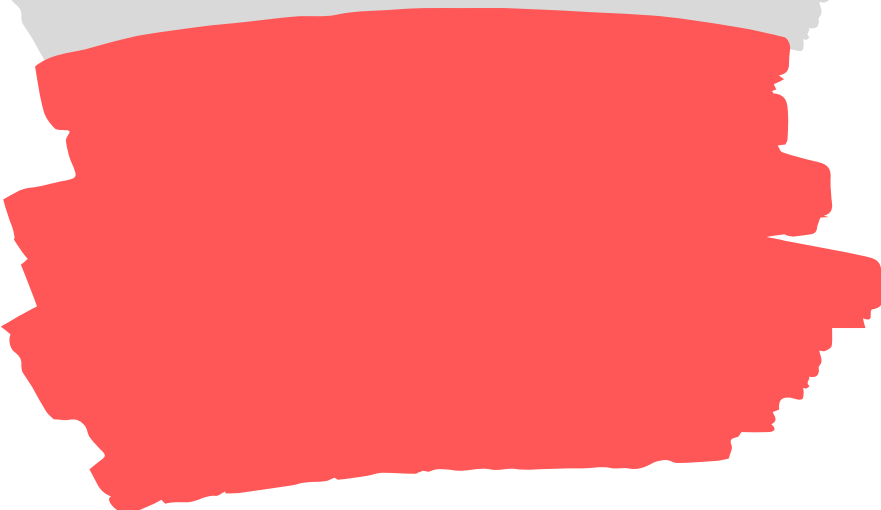
What resources or strengths were used by Disney to overcome his challenges?



What is something I can learn from this?



How can I apply this to my daily life?



# OVERCOMER



**In the day, he is known as Bruce Wayne, a playboy and philanthropist who owns Wayne Enterprise. At night, he is Batman, who protects the city and citizens from criminals, attempting to occupy Gotham City by force.**

**As a child, Bruce witnessed the horrific murder of both his parents at an alley, as they were murdered and robbed at gunpoint. This event shocked the city, making people feel fearful, and the police powerless. Criminals saw this as an opportunity; crime rates rose overtime.**

**The loss devastated young Bruce, but he looked beyond the tragedy and turned it into his vision to make Gotham a safe place for all.**

**This motivated him to train himself, physically and intellectually, to become the capable masked protector: Batman.**

**A protector to the city, a protector to his loved ones and a protector to the weak, Batman and his team's efforts made Gotham a better city to live in.**



# REFLECTIONS



What challenges were encountered?



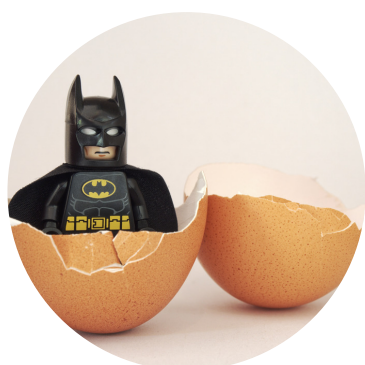
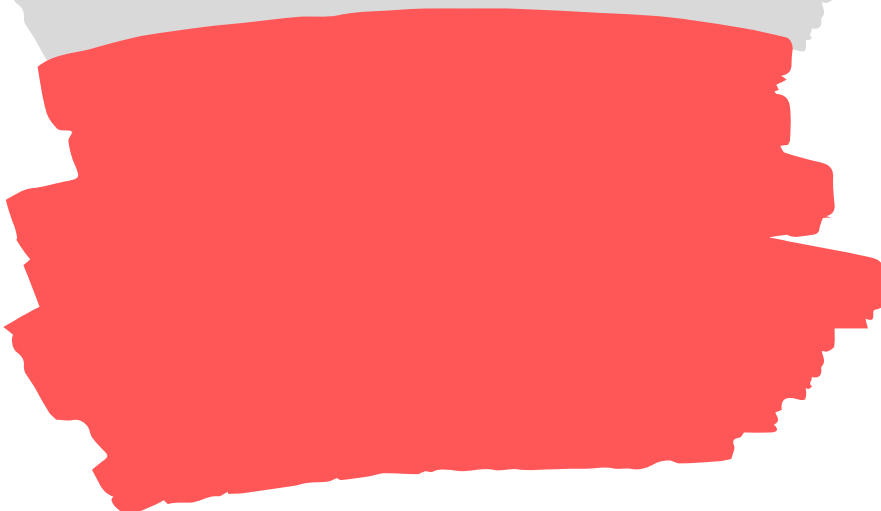
What resources or strengths were used by Batman to overcome his challenges?



What is something I can learn from this?



How can I apply this to my daily life?





# OVERVIEW

## TOPIC 2 : Goal Formulation Text from the Future

In *Text from the Future*, participants imagine that they are texting with their future self. The guiding questions help them envision their desired future, and the small steps that they can take to get there.



# YOU HAVE 1 NEW MESSAGE!

Suppose you are your best self in 1 year's time, and you send a message to yourself today. What would you say to yourself? How would you encourage yourself?

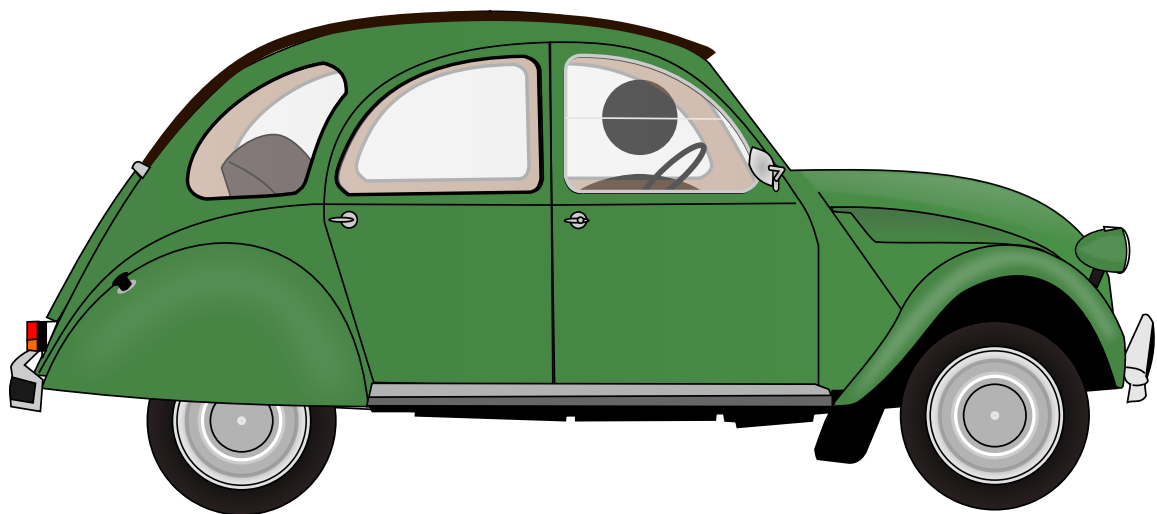


# OVERVIEW

## TOPIC 2 : Goal Formulation STOP, READY, GO!

This material is designed to help participants envision what they want to keep seeing in their life, and what they want to change in their life. It connects the two concepts by guiding the participants on what small steps they would take in bringing themselves towards their desired future.

Facilitators will facilitate the discussion with participants.



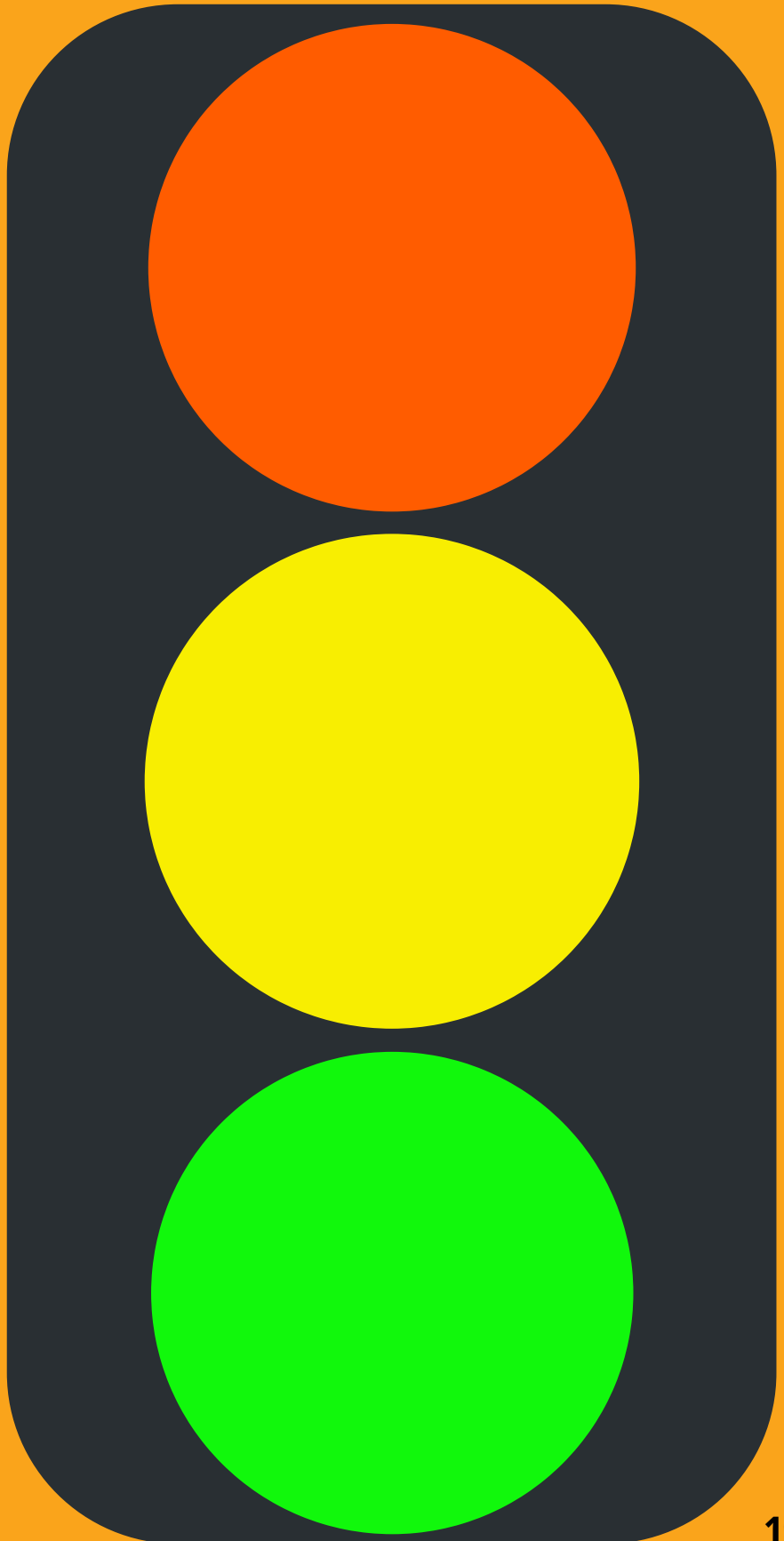
# STOP. READY. GO!

Draw/Write down in the traffic lights.

What would I like  
to keep in my life  
now?

What difference  
would I like to see  
in my life  
currently?

What small steps  
can I take to  
move to the  
direction I want?



# OVERVIEW

## TOPIC 2 : Goal Formulation Life Gallery

Likening the picture gallery in smartphones to one's life will be used to help participants envision their goals for their future, and the small steps taken in between.

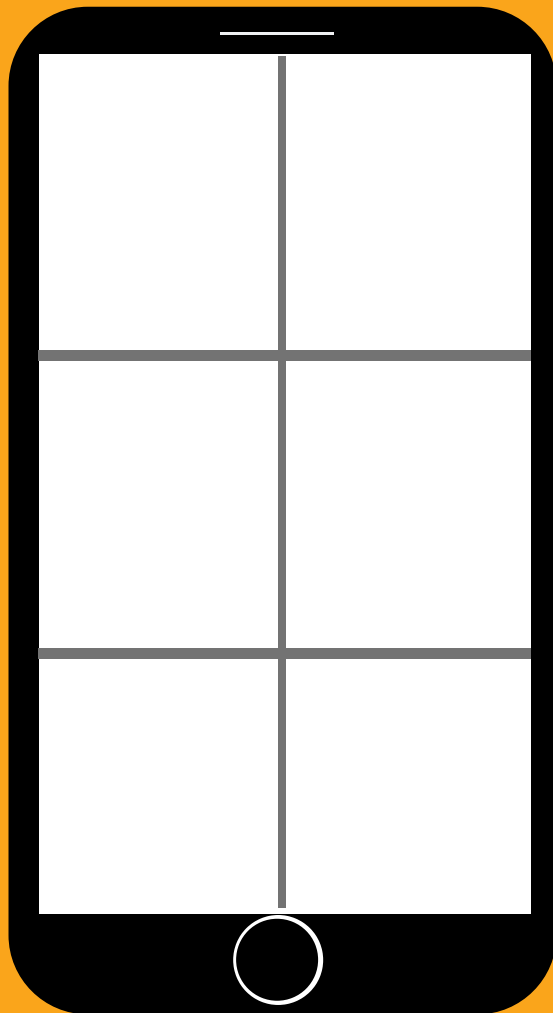
Facilitators will facilitate the discussion with participants.



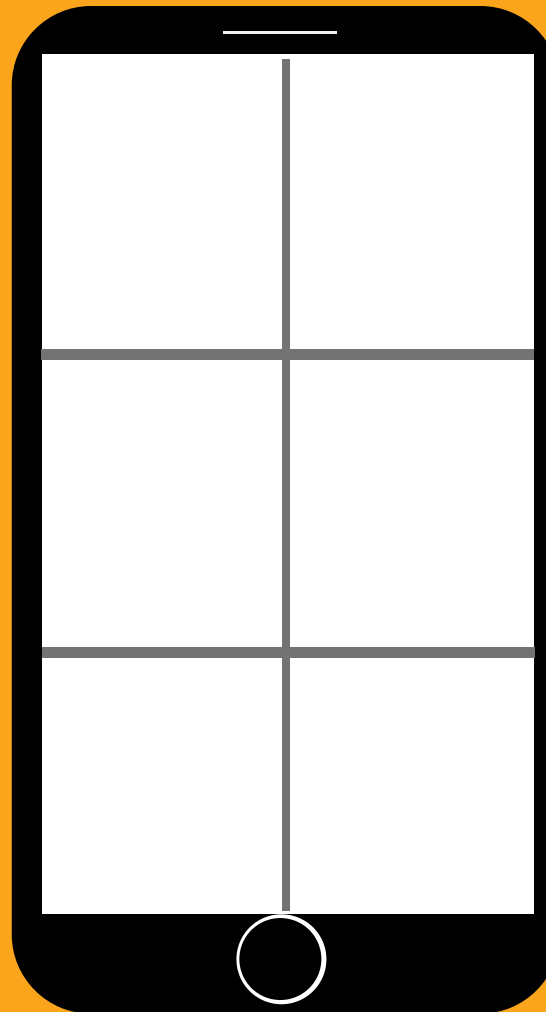
# LIFE GALLERY

WHAT WOULD YOUR LIFE GALLERY LOOK LIKE?  
DRAW YOUR CURRENT AND FUTURE LIFE GALLERY.

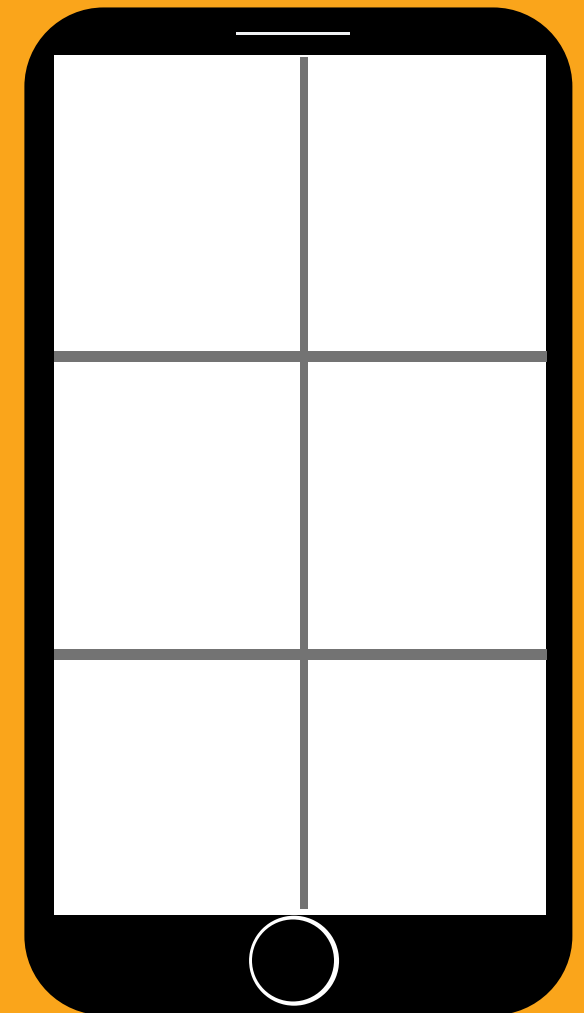
TODAY



IN 6 MONTHS



A YEAR



# OVERVIEW

## TOPIC 3 : Scaling for Success Growing Mindsets

In *Growing Mindsets*, participants familiarise themselves with the concept of a growth mindsets, which make use of positive thinking. Growth mindsets are key to personal development.

This aims to build resilience in participants to overcome challenges, strive for growth and not give up easily as they work towards their preferred future.



# GROWING MINDSETS

Just as we need food, our minds need healthy statements to grow

## Healthy Statements

---

- 1) I can try something different.
- 2) Practice more of what works.
- 3) I can make progress towards what I want.





# GROWING MINDSETS

Just as we need food, our minds need healthy statements to grow

Now you try:

Write down a few positive statements about yourself

I can do ... \_\_\_\_\_

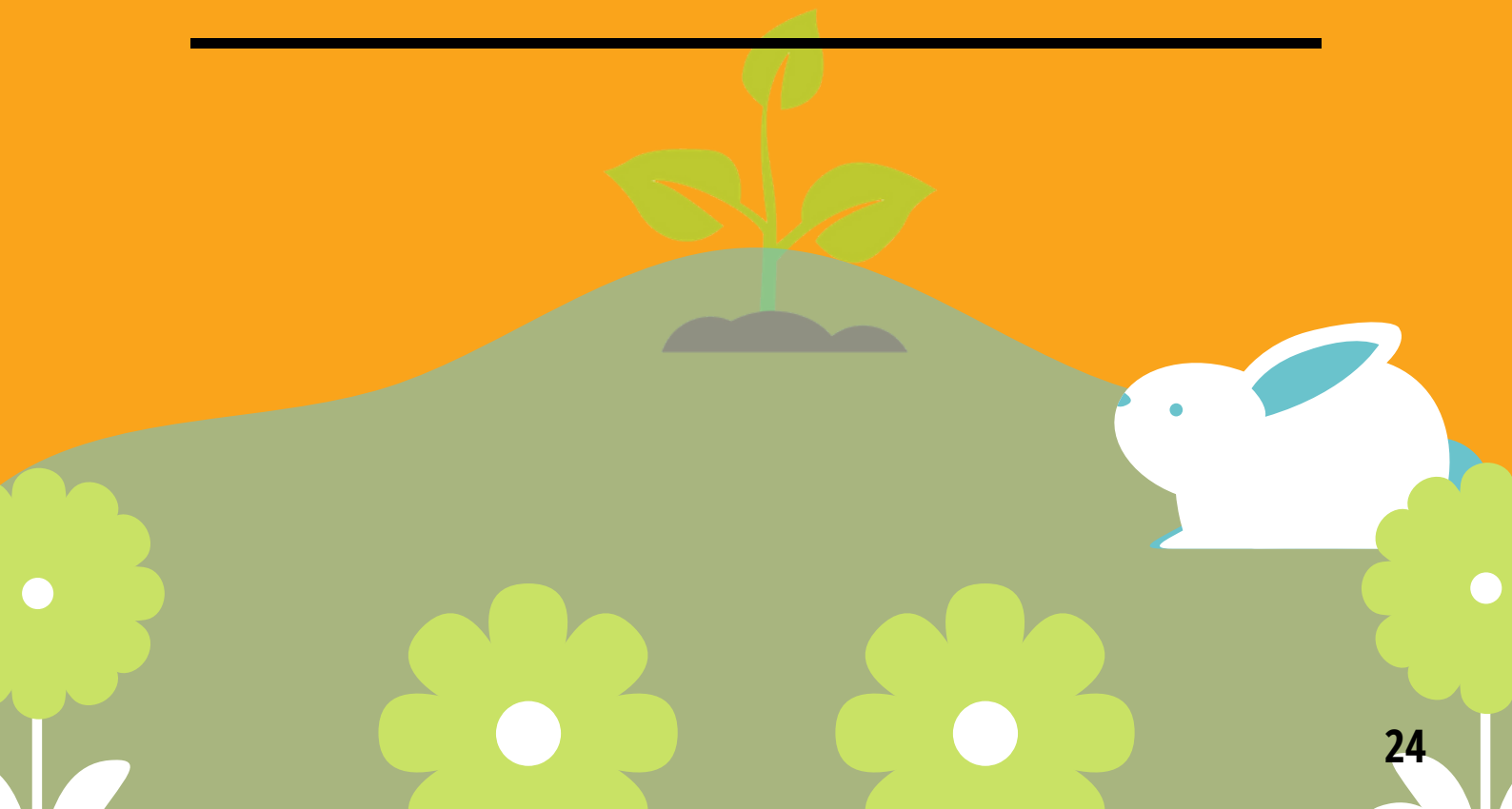
I have managed to... \_\_\_\_\_

I am able to... \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# OVERVIEW

## TOPIC 3 : Scaling for Success Power Up!

This material guides participants to discover what powers them towards their goals. By knowing what powers and motivates them, they can be better motivated towards their preferred future.

Facilitators will facilitate the discussion with the participants.



# POWER UP!

WHO/WHAT/WHERE POWERS YOU TOWARDS YOUR GOALS?

DRAW AROUND/INSIDE THE SCREEN BELOW.



You can draw as many pictures as you like.

# OVERVIEW

## TOPIC 3: Scaling for Success Score!

In *Score!* participants records down their strengths with the help of Strengths Cards, and think of examples of how their strengths can be used.

This aims to help participants be more self-aware of their strengths, and empowered to use their strengths.

Facilitators will facilitate the discussion with the participants.



# Score!

Identify your strengths & pen them down!

For each strength, write down ways how these strengths can help you in your challenges.



*I am Brave ... it helps  
me \_\_\_\_\_*

# OVERVIEW

## TOPIC 3: Scaling for Success Avengers Assemble!

In *Avengers Assemble!*, participants take on the role of Captain America to identify his or her own team of Avengers, those whom the youth are connected to.

This aims to help participants to identify and be aware of their social support systems, and how that can be a resource for them.

Facilitators will facilitate the discussion with the participants.



# Avengers Assemble!

**Think about who is near you and who makes up your Avengers team.  
Who are they? E.g. parents, friends, siblings  
How do they support you?  
How can they better support you?**



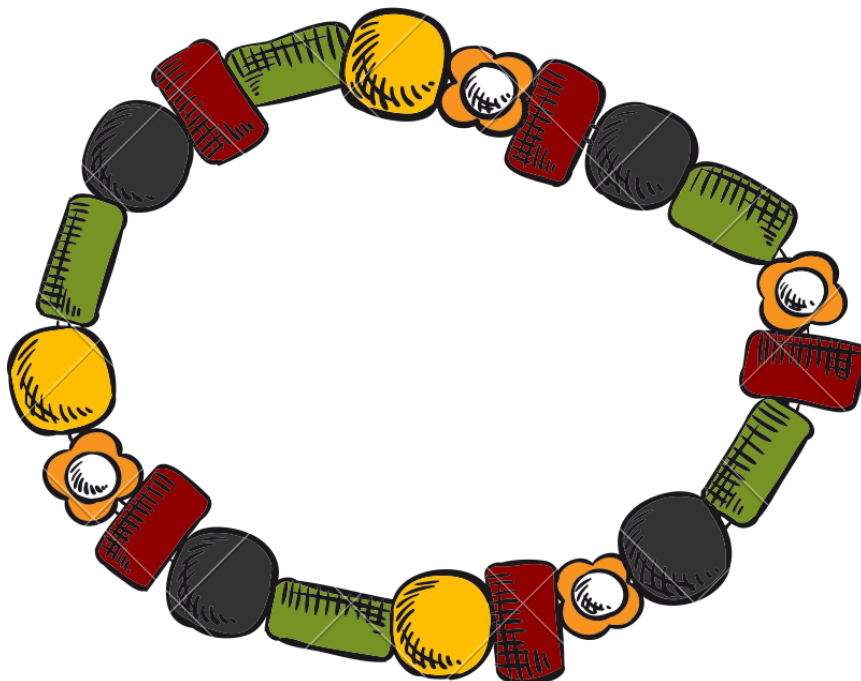
# OVERVIEW

## TOPIC 4 : Celebrating Small Steps Beads of U

This activity requires participants to take 5 beads each, of different colours and shapes. With their interpretation of what each bead represents, they will go up to other participants in the room, give them beads and an affirmation.

An accompanying affirmation sheet is given for each participant to write the affirmation down, to keep it as a reminder and memory.

Provide participants with many beads of different shapes, sizes and colours, strings to string up the beads, and the accompanying affirmation sheet.





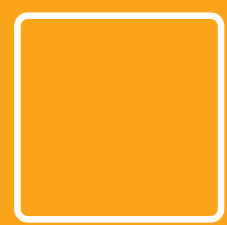
# BEADS OF U

## FACILITATOR'S INSTRUCTIONS

1. Give each participant 5 distinct beads, an accompanying instructions sheet and a pen.
2. Explain the activity to them: They are to go around the room to give each bead to different people. They are to affirm the person they give the bead to (eg by completing the sentence in the affirmation sheet), with reference to the colour and shape of the bead. For example, one could say, "You are always cheerful and optimistic, just like this yellow bead." The one receiving the affirmation will then fill up their own affirmation sheet to keep track. This activity will continue until all blanks are filled up.
3. After everyone has filled up their affirmation sheets, ask participants to go to separate corners of the room to read and reflect on the affirmations they have just received.
4. Gather everyone after 5 minutes for a debrief and sharing of their thoughts.

## GUIDING QUESTIONS

- What did you feel as you read the affirmations of you? Do you agree with them?
- After knowing your strengths better, how can you use them to work towards your goals?



# BEADS OF U

## AFFIRMATION SHEET

INDICATE THE COLOUR OF THE BEAD THAT YOU RECEIVE IN THE WHITE SQUARES, AND WRITE DOWN THE AFFIRMATION YOU RECEIVED.



**YOU ARE ABLE TO**

\_\_\_\_\_.



**YOU CAN**

\_\_\_\_\_.



**YOU ARE**

\_\_\_\_\_.



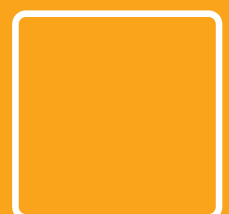
**YOU KNOW HOW TO**

\_\_\_\_\_.



**YOU ARE GOOD AT**

\_\_\_\_\_.



# OVERVIEW

## TOPIC 4 : Celebrating Small Steps I AM...

This activity requires participants to physically build their own superhero character from Lego bricks. Each brick represents a small part of a person, such as their strengths and experiences. As they build their superhero figurine, they should reflect on what their strengths and resources are, that can help them attain their goal.

Lego superhero sets are required (1 per person), and instruction and reflection sheet.





# I AM \_\_\_\_\_

## Build your superhero self

Many pieces of lego make up a superhero, just like different strengths make up a person. Imagine you are the lego superhero, and the lego pieces are the strengths and experiences that make you who you are. What do your pieces of lego consist of? What are your 'superpowers'?



## Instructions

1. Use the instruction sheet given to guide you to build your superhero.
2. Think of how each lego piece could represent parts of you, eg your strengths or experiences
3. Complete the reflection sheet behind and give the superhero a name!



# REFLECTIONS

**How did each piece of lego represent your strengths or experiences?**

**How did you feel as you took time to piece the pieces together to become your superhero?**

**What are some current lego pieces in your life that you can use to work towards your desired self or desired goals?**

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**Give your superhero a name!**

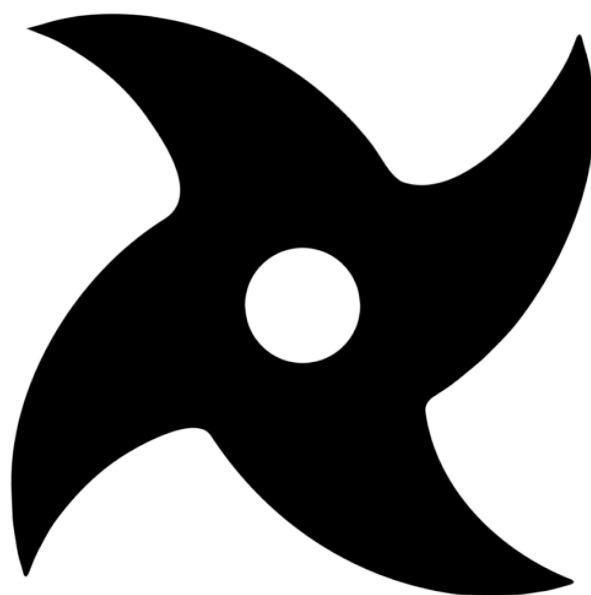
**I AM \_\_\_\_\_●**

# OVERVIEW

## TOPIC 5 : Peak Performance Ninja Shuriken

This activity allows participants to consolidate and summarise what they have gained in the past sessions. Participants are to fold origami shuriken, and write on its four corners. They can then keep the shuriken, which can serve as a reminder of their learning points.

Provide each participant with 2 sheets of origami paper, the instruction sheet and reflection sheet.



# NINJA SHURIKEN!

## YOUR MISSION INSTRUCTIONS

1. Obtain 2 pieces of origami paper
2. Follow video instructions at [tinyurl.com/NinjastarTUT](https://tinyurl.com/NinjastarTUT)
3. Recall the past sessions and what you have learnt.
4. On the four quadrants of the shuriken, write down on each quadrant, your desired:
  - Thinking Mindset
  - Goal
  - Small signs and steps taken towards it
  - Existing strengths and resources you can use.



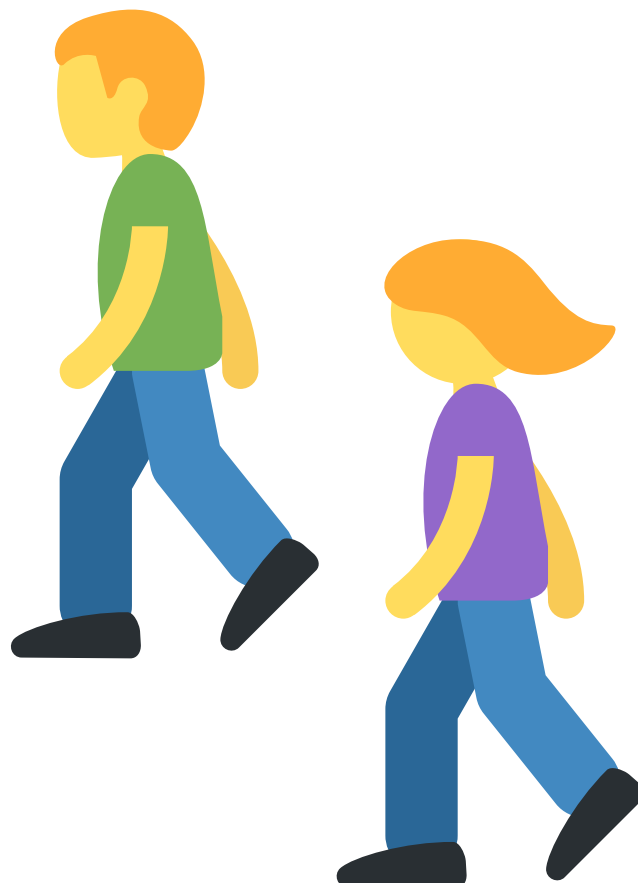
# OVERVIEW

## TOPIC 5 : Peak Performance Walking Reflection

In *Walking Reflection*, the facilitator will ask questions, and participants will respond by walking to the ratings that represent their opinions. This allows them to reflect on and share their progress throughout this programme so far.

This aims to build on the successes participants have achieved, and to help them take these successes further.

It is recommended to prepare tape, markers and paper to create the physical markers of ratings in the room (eg use tape to indicate ratings 1-10 on the floor).





# Facilitator's Instructions

**In this activity, the facilitator will ask participants to rate their progress in their goals since Topic 3 on a scale of 1-10. To make the activity engaging, lay out numbers 1-10 within the room. For example, on the floor/walls.**

**Instruct participants to stand at the number they think best represent their progress. For example, "On a scale from 1-10, how do you think your progress in your goal of \_\_\_\_ has been? Then walk to that number in the room."**

**Then, ask them more questions which they can respond by moving about (as needed).**

**Get participants who score themselves on either extreme ends (very high or very low) to share, and/or choose participants willing to share.**



# Example Questions

**Scale : 1 for Barely Making It, 10 for Doing Really Well!**

- 1. To start things off, how are you feeling today?**
- 2. Where do you think the progress of your goal was in session 3?**
- 3. Where do you think the progress of your goal is now?**
- 4. How did you get there? And what did you do differently?**
- 5. What strategy worked well?**

**Instruct them:**

**"Now, move to where you think you will be in 3 weeks' time"**

- 6. How will you notice if you have reached one score higher on the scale in the next 3 weeks?**

# OVERVIEW

## TOPIC 5 : Peak Performance The XY Game

In *XY Game*, participants will be split into teams, and without communicating with the other teams, achieve the best outcome.

The aim of this game is to teach the benefits of collaboration: that collaboration allows for even better performance in life.

1 points sheet is required for each team.

**X** **Y**  
**Y** **X**

## POINTS SHEET:

|  |   |
|--|---|
| 4 Xs (each group chooses X)                          | Each X group loses 1 point                                |
| 3 Xs (3 groups choose X)<br>1 Y (1 group chooses Y)  | Each X group wins 1 point<br>The Y group loses 3 points   |
| 2 Xs (2 groups choose X)<br>2 Ys (2 groups choose X) | Each X group wins 2 points<br>Each Y group loses 2 points |
| 1 X (1 group chooses X)<br>3 Ys (3 groups choose Y)  | The X group wins 3 points<br>Each Y group loses 1 point   |
| 4 Ys (each group chooses Y)                          | Each Y group wins 1 point                                 |

## SCORE SHEET:

Record down choices made by teams at the end of every round.

| Round | Choice (X/Y) |        |                     | Points gained or lost |  |
|-------|--------------|--------|---------------------|-----------------------|--|
|       | Team 1       | Team 2 | Team 3              |                       |  |
| 1     |              |        |                     |                       |  |
| 2     |              |        |                     |                       |  |
| 3     |              |        |                     |                       |  |
| 4     |              |        |                     |                       |  |
| 5     |              |        |                     |                       | Multiply your score in this round by 2 |
| 6     |              |        |                     |                       |  |
| 7     |              |        |                     |                       |  |
| 8     |              |        |                     |                       | Multiply your score in this round by 3 |
| 9     |              |        |                     |                       |  |
| 10    |              |        |                     |                       | Multiply your score in this round by 5 |
|       |              |        | <b>Total points</b> |                       |  |

# THE X-Y GAME

## A GAME OF COLLABORATION FACILITATOR COPY

### GAME OBJECTIVES

This game aims to instill the value of collaboration in participants. When facilitating, emphasise that the game is won when participants gain as many points as possible.

Each team must select X or Y in each round. Points are awarded or taken according to the scoring table below.

#### POINTS SHEET:

|  |   |
|--|---|
| 4 Xs (each group chooses X)                          | Each X group loses 1 point                                |
| 3 Xs (3 groups choose X)<br>1 Y (1 group chooses Y)  | Each X group wins 1 point<br>The Y group loses 3 points   |
| 2 Xs (2 groups choose X)<br>2 Ys (2 groups choose X) | Each X group wins 2 points<br>Each Y group loses 2 points |
| 1 X (1 group chooses X)<br>3 Ys (3 groups choose Y)  | The X group wins 3 points<br>Each Y group loses 1 point   |
| 4 Ys (each group chooses Y)                          | Each Y group wins 1 point                                 |

The choices of all teams influences the number of points each group can get. In fact, the situation which can get the maximum points for all groups would be when all groups choose Y for every round, allowing all teams to get the maximum total of 51 points. Any other situation would lead to all groups losing the game, as they failed the objective of gaining as many points as possible (collectively).

# THE X-Y GAME

## A GAME OF COLLABORATION

### FACILITATOR INSTRUCTIONS

- 1. Split participants into three groups, and appoint group leaders.**
- 2. Explain the aim of the game and how the point system works. For the debrief to make sense, the facilitator must emphasise that the objective of the game is for groups to obtain as many points as possible.**
- 3. Separate the 3 groups such that they do not have any visual or verbal contact with each other. Ask the 3 group leaders to stay behind to receive instructions.**
- 4. Hand a points sheet to each leader. Tell them that they have 5 minutes to go back to their respective groups, decide X or Y, then come back to tell it to the facilitator**
- 5. At the end of 5 minutes, group leaders are to whisper their group's choice (of X or Y) to the facilitator. The facilitator will record down the choices and points for each group, only revealing them after everyone has submitted their choice.**
- 6. Group leaders will record down every group's answer and their own points in the points sheet, then go back to their own group to share.**
- 7. Each group will now have only 2 minutes to make their choice in each subsequent round. Play until end of the game.**

# THE X-Y GAME

## A GAME OF COLLABORATION

### FACILITATOR INSTRUCTIONS

#### DEBRIEF

The lesson is that to get the most points, all groups need to instinctively help each other, by choosing Y every round. In real life, the 'points' can be compared to small successes each person has. In order to achieve the best outcome, everyone should collectively help each other gain as many successes as possible. Life is not just a competition to win others, but ultimate success is best achieved together, when we collaborate with others to achieve our goals.

#### REFLECTIONS (Guiding Questions)

- What was the outcome of the game?
- Why did that happen?
- What have you learnt from this, and how can you apply this to reach your goals?

# THE X-Y GAME

## A GAME OF COLLABORATION

### REFLECTIONS

- What was the outcome of the game?
- Why did it happen?
- What have you learnt and how can it be applied to reaching your goal?



Should there be any further queries on this resource package, please feel free to contact us at:



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