

# Good Bob, bad Bob

## School perseverance workshop



### Target people

High School students

### Group size

10 to 30 participants

### Duration

45 to 60 minutes

### Animators

1 to 3

### Material

Pen or pencil for each student

4 felt-tip pens

1 or 2 white cardboards (22 x 28 inches)

Adhesive tape or adhesive putty

Board and erasable felt-tip pen

2 to 6 Post-it blocks

Small cardboards or 8½ x 11 sheets of paper cut in half

### Short description

Workshop that demands an active and dynamic participation, with the goal of starting conversations about school perseverance.

### Main objectives

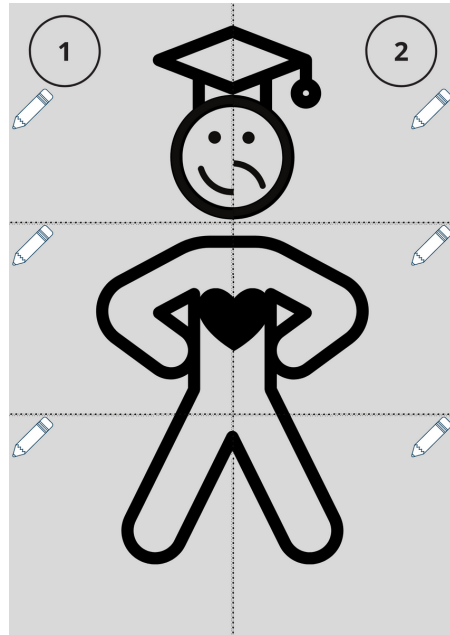
Encourage students, through discussion, to become aware of the determinants of school perseverance that could promote or harm their educational path.

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## WORKSHOP PREPARATION

- 1 On a 22 x 28-inches cardboard, draw the outline of a graduate with their mortarboard. Draw a heart in the middle of the body, a smile on the left side of the face, and a frown on the right side. Write "1" on the left side of the drawing, and "2" on the right side. Draw sections that isolate the head, the body (heart) and the legs. Then, cut the cardboard in half from head to toes, to separate Bob in the middle.

Here is an example :



- 2 Move the desk to form two half-circles (of equal numbers), with the chairs facing the wall (can also be done while sitting on the floor).
- 3 Place the Post-its and pencils on the ground, in the middle of the circle.
- 4 With adhesive tape or adhesive putty, place one half of Bob on the wall facing each team.

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## ANIMATION

### PRESENTING THE ACTIVITY

 10 min.

**Material :**

- Board
- Post-it
- Pencil for each student

#### 1- Introduce the activity :

*"Today, we are going to talk about school perseverance by sharing thoughts and ideas. It's not an evaluation; we are here to talk and have fun!"*

*"To begin, you will answer individually, without discussion, the question I am going to write on the board. Take a Post-it to write your answers. Then, stick it to the board, inside the circle."*

#### 2- Draw a large circle on the board. Over the circle, write the following question :



*What makes me want to get up in the morning to go to school?*

### EXPLAINING TO THE GROUP

#### 3- The animator explains Bob's workshop :

*"This is Bob. Bob is a student currently working towards getting his diploma (adapt to your reality - secondary school, vocational training, adult education, cégep, etc.). Bob, like everyone, is faced with things that can help him, and things that make school perseverance harder. During this workshop, we are going to think about these things and have a conversation. You are separated into 2 teams: Bob's good side, and Bob's not-so-good side."*

*"Your group's animator will ask questions about each of Bob's 3 parts. With the heart, we will talk about emotions and feelings. With the feet, we will talk about what can encourage Bob's success, and what can work against it. And with the head, we will talk about what he thinks of school perseverance. Up to you now!"*

 5 min.

**Material :**

- Cardboards with body parts
- Adhesive tape or adhesive putty

# Good Bob, bad Bob

🕒 20 min.

## Material :

- Cardboards with body parts
- Felt-tip pen

## ANIMATION IN SMALLER GROUPS

4- Each team gets directions from their animator, who explains and asks questions about Bob's body parts in the recommended order. The animator writes the answers on the cardboard, next to the body parts (use keywords to avoid overfilling the cardboard).



**Animator's tips** – The animator makes sure everyone answered to each part.



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## TEAM 1

(This team talks about the facilitating factors for school perseverance)

The head



*In your opinion, what is being persevering?*



**Animator's tips - Expected answers :** to keep trying, not giving up, to keep going forward even when it's hard, achieving your goals, persisting, understanding that we don't know everything, going one step at a time, believing in yourself and in others, realising that the best is yet to come if I work hard, etc.

The foot



*In your opinion, what helps a student persevere in school?*



**Animator's tips - Expected answers :** Friends, healthy eating, physical activity, parents encouragements and involvement, feeling good in your personal life, relationships with your teachers, good self-esteem, motivation, involvement in school, school results, feeling supported by your relatives, health, well-being, etc.

The heart



*How do I feel when I'm doing well in school?*



**Animator's tips - Expected answers :** confident, proud, happy, motivated, supported, encouraged, strong, joyful, stimulated, comforted, relaxed, fulfilled, captivated, satisfied, focused, appreciated, pleased, etc.

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## TEAM 2

(This team talks about the factors that can interfere with school perseverance)

### The head



*In your opinion, what is being persevering?*



**Animator's tips - Expected answers :** to keep trying, not giving up, to keep going forward even when it's hard, achieving your goals, persisting, understanding that we don't know everything, going one step at a time, believing in yourself and in others, etc.

### The foot



*In your opinion, what can work against a student's perseverance in school?*



**Animator's tips - Expected answers :** Alcohol or drug consumption, bad relationships with my teachers, low motivation, not having aspirations, not getting along with other students, not eating well, not being physically active, absent parents, bad school results, bad health condition, feeling like no one supports me, toxic romantic relationships, etc.

### The heart



*How do I feel when I'm not doing well in school?*



**Animator's tips - Expected answers :** discouraged, anxious, unmotivated, losing my self-confidence, don't feel like making efforts anymore, sad, embarrassed, hopeless, depressed, nervous, frustrated, uninterested, closed-up, sullen, suffering, tormented, disappointed, jealous, etc.

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 10 min.

## Material :

- Cardboards with body parts
- Felt-tip pen

## SHARING THE RESULTS

5- Students turn to the board, or they are asked to sit in one large circle, facing the board.

Animators reassemble Bob's two halves. They alternate in sharing their team's answers (Each presents the three parts) with the whole class, mentioning the questions that were asked in their team.



**Animator's tips** – The animator encourages participants to raise their hand to share comments or discuss, during each part of the presentations.

## PERSONAL REFLECTION AND CONCLUSION

 10 min.

## Material :

- Board
- Small cardboards
- Pencil for each student

6- The animator quickly shares the main ideas that were answered to the question asked in introduction (What makes me want to get up in the morning to go to school?).

7- The animator gives small cardboards to the students and ask them to pick a pencil. The students must answer to the following question by themselves (the animator chooses 1 of these 3 questions): "Knowing everything we talked about" :



*What makes me persevere in school?*



*What is my definition of school perseverance?"*



*If I had 3 tips to give to my friend who didn't participate in this workshop, what would they be?"*



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## School perseverance workshop

### SOME TRAPS TO AVOID

- **Not managing time!** An abrupt ending is disappointing for everyone, participants and animator.
- **Stray away from the subject during group conversations** : It's important to focus and write as many ideas as possible on the board.

### VARIANTS

- **One animator or under 10 participants** : form a single group, sitting in circle, that works on Bob's both sides.
- **Over 30 participants** : split into 4 teams, in 4 circles, and 2 Bobs (4 halves).
- **If you have more time** : encourage discussions when sharing the answers. Ask the students if they agree or disagree with certain ideas.
- **Adults** : the workshop could be done with a group of adults to make the issue of school perseverance known!

### SUGGESTION

Answers to the final question can be kept to make a wall of perseverance, that collects all the beautiful ideas that came out of the workshop!