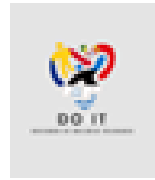




Co-funded by
the European Union



My Secret Story – 50 activities – 10 from each partner

Activities may be overlapping or have similarities as each partner created them separately in the workgroup formed inside their organisation.

PARTNER 1

1. Guess what?

‘Microphone or Beyond?’ is a game where players identify objects by asking yes-or-no questions. In each round, one player (the thinker) picks an object, and the other players (guessers) try to figure out what it is by asking questions that compare it to different categories. The first question is always, “Is it more like a tree or an artist?” The thinker then chooses the closest category and answers based on that. For example, if the object is a pumpkin, the answer would be “tree.” If it’s a wooden nutcracker, the thinker uses their judgment to decide. The game keeps going until the object is guessed or players give up.

2. Find the exit

The teacher or a separate group of pupils create a maze and students try to find the exit as quickly as possible. You can transform the classroom in a small maze if it is possible.

3. The think deeper wheel

The class is divided into two groups. One group creates a wheel with questions about a topic or a subject like emotions is created by given in groups.

4. Clapping mission

The students in groups and one of them is trying to find an object in the classroom that the other group indicated. The students clap their hands depending on how close to the object he is. Time matters. There is always only one winner.

5. Machine

Each group creates a machine using their own bodies (i.e. ceiling fan, hot air balloon, watch, etc). Each person is required to make a sound and one motion of this machine. The group members should put their motions and sounds all together to create the machine. The teacher gives each group about 5 or 10 minutes to prepare, and then present it.

6. Back to back

Each student must find a partner of approximately equal height and weight. The partners will lock arms standing back to back. With arms remaining locked at all times, the partners will sit down on the ground, kick their legs out straight, and then try to stand up. Then they make groups of four and try the same thing. Then groups of eight, and eventually, the entire class together. If they are too many make two groups. This is the perfect trust activity.

7. Secret feelings

Students are given a blank piece of paper. They are asked to cut out eyes and a mouth. Then they asked to decorate the face with this paper. One side represents what they think people see/know/believe about them. (on the outside). The other side represents what he/she feels that people do not necessarily know or see. If they feel comfortable they can share.

8. The box of secrets

Get a large box and write notes using some questions. You can use a ball writing on it with a permanent marker . The resulting is an "icebreaker box" or an "icebreaker ball." You can use it in a large circle and throw the ball around or give the box to each other. The person who catches it has to answer the question touching his/her left thumb.

Example questions:

What sport is the most fun to play and why?

What is the first thing you do when you get out of bed?

What is the best advice you ever got?

9. The Statues

The activity starts with pupils standing in a circle. Two of them enter the centre of the circle and begin acting. After about a minute, someone from the group says, "Freeze." The two actors stop in the middle of their action like statues. Based on the positions and expressions the actors are in, the others must guess what they represent.

10. Find the code

In groups the pupils are asked to write a short story using a code that they create after using the Internet for information. Then they change stories between the groups, try to read the story and guess the code.

PARTNER 2

1. Meditation journaling

Lead a brief meditation with the participants. Invite them to sit comfortably, then ask them to focus on their breath for a few minutes. Afterward, ask them to observe any physical sensations present in their body: in the legs, abdomen, chest, back, arms, the temperature of their hands, neck, and shoulders... Finally, request that they notice how they are feeling emotionally. Once the practice is complete, ask the participants to write down what they felt and noticed during the practice, including emotions, physical sensations, and thoughts.

2. Drawing emotions

Lead a brief meditation with the participants. Invite them to sit comfortably, then ask them to focus on their breath for a few minutes. Afterward, ask them to notice any physical sensations present in their body: in the legs, abdomen, chest, back, arms, the temperature of their hands, neck, and shoulders. Finally, request that they observe how they are feeling emotionally. Once the practice is complete, ask the participants to draw what they felt and noticed during the practice, including emotions, physical sensations, and thoughts, creating a completely free-form drawing.

3. Secret box

Each pupil receives a small box and is invited to decorate it however they like. They write or draw something about their "secret story" – a feeling, a dream, or an experience they haven't shared with anyone yet. The boxes are closed and exchanged anonymously with another participant. The pupil who receives the box reads the "secret story" and tries to imagine who wrote it. Afterward, there is a sharing moment where anyone who wishes can talk about their story.

4. Secret journal

Each pupil receives a small notebook where they can write or draw their "secret story" over the course of a week. After this period, they can share parts of the journal with a partner or the group, explaining what they chose to reveal. The activity concludes with a group discussion about how they felt expressing and hearing each other's stories, promoting empathy and understanding.

5. Secret code story game

The pupils write a "secret story" about a personal topic, but instead of using words, they create codes or symbols to represent their feelings. For example, they can use drawings or shapes to express emotions. The other participants try to decipher the code and guess what the story is trying to convey. In the end, each pupil can explain the meaning of their story and reflect on the experience of communicating creatively and decoding others' messages.

6. The story behind the object

Each participant brings an object that holds personal significance or represents an important part of their "secret story." They share the story behind the object with the group, explaining why it is meaningful and how it connects to their experiences or feelings. This activity encourages communication through personal narratives, helping participants to open up and connect with others on a deeper level.

7. The partner story

Pupils pair up and share a "secret story" with their partner. After listening, each person retells their partner's story to the group, highlighting how they interpreted and absorbed the other person's experience. This creates a space of trust and strengthens active listening while encouraging reflection on how personal stories are perceived and retold by others.

8. Story told in photographs

Pupils bring a series of 3 to 5 photographs that represent significant moments or "secret stories" in their lives. They share with the group how these images reflect their experiences or emotions, explaining the context behind each one. This activity promotes visual communication and offers a

different way to tell personal stories, encouraging a deeper understanding of each person's experiences.

9. Writing the unsent letter

Pupils write a letter to someone about a "secret story" they've never shared. The letter can be addressed to a person from their past or present or even to themselves.

They can choose to share the letter with a partner or the group, discussing the writing process and its emotional impact. This activity promotes emotional release and helps open discussions about feelings that are difficult to communicate verbally.

10. Painting my story

Each pupil is invited to paint or draw a representation of their "secret story." The focus is not on artistic skill but on expressing emotions and experiences through art. After creating their artwork, participants present their pieces to the group, explaining the visual elements and how they connect to their story.

This activity offers an alternative way to share experiences and promotes empathy through artistic expression.

PARTNER 3

1. My secret place

Describe a secret place where you feel safe and happy. Why is it special to you? How does it make you feel to be there?

2. A hidden talent

Write about a talent or skill you have that not many people know about. How did you discover it? Do you use this skill often?

3. A secret wish

What is a wish you have that you haven't told anyone? Why is it important to you? Have you already done something to make this dream come true?

4. A mysterious friend

Imagine you have a secret friend who only you can see. Describe this friend, the adventures you have together how does this friend help you?

5. A hidden treasure

If you could find a hidden treasure, what would it be? Describe what it looks like and why it is valuable to you.

6. A secret message

Write a secret message to your future self. What advice or encouragement would you give?

7. A secret recipe

Invent a secret recipe for a dish that represents you. What ingredients would you use and why?

8. A secret adventure

Describe an adventure you would go on if you could go anywhere without anyone knowing. Where would you go and what would you do?

9. A hidden memory

Write about a memory that you cherish but haven't shared with many people. Why is it special to you? How does this memory make you feel?

10. My emotions

What kind of different emotions did you experience during these 9 days? Describe.

PARTNER 4

1. Writing a personal narrative

Pupils write a story based on their life experience that they have never shared before. This exercise encourages self-reflection and self-expression.

2. Drawing and symbolism

Pupils draw pictures to symbolize their secret story. They then share their drawings with the group, explaining the symbolism and its meaning. The exercise develops visual expression and symbolic thinking.

3. Creating a video diary

Pupils create a video diary where they talk about their secret story anonymously. They then discuss how making and sharing the video impacted them. This exercise allows for expressing feelings and thoughts in a safe and creative way.

4. Sharing stories in pairs

Pupils share their story with a partner who actively listens and later asks questions to better understand the deeper meaning of the story. This exercise helps build trust and deep connection.

5. Creating a personal happiness action plan

Pupils develop a personal happiness action plan and share it with a partner who provides feedback. This exercise helps set goals and develop a positive outlook.

6. Values

Pupils are invited to select 3 core values from the value cards and write how this value affects his or her actions and behaviour.

7. Victim role

Pupils are invited to identify and write down 5-10 situations where I have chosen not to take responsibility fully for my life and instead blamed others for their misfortunes.

8. Story collage

Pupils use various visual materials (photos, magazine clippings) to create a collage that represents their story.

9. Developing a collective story

A group of participants creates a collective story by combining elements of each participant's secret story. This exercise fosters creative collaboration and empathy.

10. Expressing through movement

Pupils are invited to express their secret story through a movement-based exercise (e.g., dance or gesture).

PARTNER 5

1. Setting goals

Pupils are asked to think of 1-2 things they would like to achieve in the next 3 months. They are invited to write an action plan how to reach the goal.

2. Sadness and anger

Pupils write about one incident that made them either angry or sad. They are instructed to write about this case using simple sentences. For example: I slept in. This is why I had no time to eat breakfast. Then they need to write down the emotions they felt during this incident and how the emotions impacted the subsequent behaviour, e.g. I snapped at my best friend. I slammed the door.

3. Pleasant emotions

The pupils are instructed to find 3-4 activities that give them relaxation, pleasure, joy or satisfaction. They need to be simple, well-known and tested as well as easily doable. The pupils can refer to this list of activities every time they feel tense, sad or angry.

4. Identify fears

The pupils are invited to think about their fears and things that hold them back. They need to write down as many as they can identify. This is a personal activity and sharing is optional.

5. Visualise the future

Pupils visualise as clearly as possible where they see themselves in 5 years' time. They write down the situation outlining as many details as possible.

6. Regrets

This is quite a challenging activity that is better done with secondary school students. Pupils are asked the following question: What do I regret? And then answer the question: Could I have done anything better or differently? This helps the pupils understand if they had any control over the situation or not. And identify the actions they can take next time and move on.

7. Skills

Students work independently and try to write down things they can do well, i.e. identify different skills they possess, such as musical abilities, artistic skills, sports, practical things (cook, sew, etc.).

8. I am ...

Finish the sentence “I am ...” with 15 different endings about yourself. This exercise can be analysed later with the whole group classifying the endings according to the following categories:

Appearance

Character / personal quality

Role

Temporary situation / mood

9. My family portrait

Pupils are invited to describe a perfect family portrait; it can be their real family portrait or imaginary dream family.

10. "My secret story"

In the story, the pupils can write about their own secrets or invent a character with his/her secrets. Unveil secrets in your narrative mysteriously. Consider strategically placing revelations at crucial moments to maximize their impact. Build suspense by dropping hints and foreshadowing, creating an air of anticipation that keeps readers engaged. The character's hidden past, unspoken desires, or undisclosed intentions can add depth and nuance, creating a rich context that readers find irresistible. Infuse complexity by introducing layers of secrets that interconnect, creating a web of intrigue. This complexity not only enhances the storytelling but also provides ample material for plot twists and character development. Explore revelation, delving the emotional and psychological impact on your characters. Add realism and depth to your narrative. A hidden object, a cryptic message, a recurring motif can be a narrative device—they can become powerful symbols that enhance the overall meaning of your work.

SAMPLE STORIES WRITTEN BY PUPILS

MY SECRET STORY 1

Once there was a beautiful girl that was staying at her grandma's house. Every day she was staying in the yard, helping with the chores, till one day when her granda feel too sick to go to the market to buy some food, so Ann went alone.

On her way to the market, she saw a small hurt dog. She stopped and looked at it to see what's wrong. The poor animal was stuck in a weed and couldn't move. The girl helped the dog and moved on. When she came back from the market, she heard some voices behind her. She looked back but no one was there. She was scared because Ann was sure that she heard that voices. When she looked closer, she spotted two mice. She gets figured it out that the mice were talking. How was that possible? She run back to her grandma and confessed everything. The old lady asked her: "Have you done something good on your trip?" Ann told her about the dog she helped. At that moment the grandma told Ann: "I knew that this will happen at one point, but not this soon. You see, I am the Animal's fairy and I can understand what the animals are saying and this ability is inherited."

Ann said: "So now I am the Animal's Fairy?"

"Yes, but you mustn't tell anybody about this because the people will try to take this gift from you, so this must be your secret!"

From that day, Ann took care of all the animals and lived happily with her grandma.

MY SECRET STORY 2

One night, Elise opened the old attic door. Dust settled on forgotten items, the air filled with secrets. Among all those things, she found the wooden box that she had hidden a long time ago. Her hands shook as she took a key hidden within the pages of a diary. She waited for a bit, knowing it would give her access to the truth she had kept hidden for years. Inside the box there was a photo of a boy she never spoke of.

Elise's heart started to beat very fast as she took a quick look at the mirror, catching a glimpse of her own reflection with a boy beside her, with a figure so similar to the child in the photo. The truth wasn't just about her, but it was the family's secret that could unravel everything: the mysterious death of her brother.