

# THE LEMONADE PROJECT

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FOR WHEN LIFE GIVES YOU LEMONS

50 interactive activities to build resilience  
in young people aged 8 - 18

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sharedhealth  
foundation





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## Testimonials: What do people say about the project?

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*"It's often discussed how life is more complicated for children and young people now than it used to be. Technology, the media, and exam culture all add additional pressures for young people, whilst trying to negotiate this transitional stage in their lives. Despite young people being under more stress than before, their ability to cope with these stresses doesn't appear to have advanced at the same rate. As a result it is no surprise that rates of self-harm are on the rise, and young people adopting unhealthy ways of coping is often evident in the young people we work with."*

*The Lemonade Project offers tangible solutions to this problem through helping young people to identify ways of coping with stresses, and building their resilience to set backs. The project's conversational and activity lead approach really helped to keep young people engaged in what can be a very sensitive topic to broach. The resource is also really flexible, and can be tailored to suit different ages, abilities and group dynamics. The project provided our young people with a safe environment to talk, and with the tools they will need for "when life gives you lemons".*

**Emma Burke-Sheen, Health & Wellbeing Champion, OnSide Youth Zones**

*"The Lemonade Project is a great resource for use in both educational and youth work sessions. The modules are easy to use, with creative ideas that promote meaningful engagement and impact. As well as using the resource in youth club interventions, we also intend to use it to support our transition program."*

**Andrew Smyth, Community Hub Lead and Chaplain, Oasis Academy Oldham**

*"It made me know how to deal with my anger better and helped me to understand my friends when they are upset. Now when things get on top of me I know how to cope with stuff and feel better."*

**Young Person, aged 14**

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## About the Project

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The Lemonade Project is a programme funded by Shared Health Foundation aiming to build resilience in vulnerable young people. It is part of Shared Health Foundation's wider strategy to improve mental health and wellbeing amongst adolescents across Greater Manchester.

The project is designed as an early intervention strategy to address rising numbers of young people engaging in negative behaviours in adolescence, including self-harming. The activities are intended to provide youth professionals with tools to support young people develop their resilience as they move into adolescence and beyond.

The resource book contains six chapters and includes over 50 discussion topics with interactive activities that can be delivered to young people either in one-to-one or small group sessions.

The Lemonade Project Resource Book Chapters:

1. Bouncing Back - Foundations for Resilience
2. Feelings, Emotions & Moods - Building Emotional Literacy
3. Sour Situations - Dealing with Challenges
4. Friends, Family & Role Models - Understanding & Maintaining Relationships
5. All About Me - Self Esteem & Identity
6. The Future - Setting Goals & Moving Forward

All of the activities included in this resource have been designed and delivered specifically to support young people to develop their resilience in an informal and experiential way.

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## What is Resilience?

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Resilience can be described as having the capacity to recover quickly from difficulties in life. It is what gives people the strength to deal with emotional and physical challenges and refers to a person's ability to 'bounce back', despite difficult circumstances.

It can be argued that all people have the building blocks to develop resilience, depending on their levels of self awareness, motivation and the support they receive from others.

Research suggests that building resilience can support young people to cope better with life's challenges and this can reduce their likelihood of risk taking and self harm in adolescence.

Professor Angie Hart, with help from her colleagues Derek Blineow and Helen Thomas, developed a tool called the Resilience Framework, which you will find on the following page. It breaks resilience down into five sections and includes key ideas that can be drawn upon to support individuals to develop their resilience.

All of the activities you will find in this resource book are informed by The Resilience Framework, with each activity addressing at least one of the key ideas included in the framework.

SPECIFIC APPROACHES				BELONGING	LEARNING	COPING	CORE SELF
	BASICS			Find somewhere for the child/YP to belong Help child/YP understand their place in the world	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live			Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe			Keep relationships going		Solving problems	
	Access & transport			The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Healthy diet			Take what you can from relationships where there is some hope		Fostering their interests	
	Exercise and fresh air			Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Enough sleep			Responsibilities & obligations			
	Play & leisure			Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Being free from prejudice & discrimination			Make sense of where child/YP has come from		Lean on others when necessary	
				Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
				Make friends and mix with other children/YPs			
NOBLE TRUTHS							
ACCEPTING	CONSERVING	COMMITMENT	ENLISTING				

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## **CHAPTER TWO**

### **‘Feelings, Emotions & Moods’ Building Emotional Literacy**

Supports young people to develop an understanding of the range of feelings and emotions that they experience, and how to express them in ways that are both safe and positive



## 2.1 - Feelings, Emotions & Moods - Building Emotional Literacy

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### Conversation: Understanding emotions

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Emotional response is a vital part of being human. Feeling emotions helps us to take information from what we are experiencing around us and how to react to it.

Key questions:

Why do we need emotions?

What would the world be like without emotions?

Are there good or bad emotions?

What is emotional awareness?

It may feel like emotions can be positive (happy, excited, contented) or negative (sad, angry, frustrated), but actually it's important to feel and understand emotions that make you feel both good and bad.

Feeling emotions and learning to experience them are the first steps towards emotional awareness. If you are able to understand what emotion you are feeling and how you normally react to that emotion, you will be able to develop coping strategies more effectively.

Being more emotionally aware can help you develop who you are and how you relate to other people. For example, if you are more aware that certain situations might make you feel angry, you can manage how you are feeling and develop strategies to avoid those situations.

In order to be a resilient person and bounce back from challenging situations, it is important to develop some level of emotional awareness, as it will help you to deal with the challenges you face and allow you to come out of them feeling okay.

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### Activity: Emoji Bingo

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Try this easy game to get your group naming and thinking about emotions. The idea is to help young people develop and expand their vocabulary to express how they feel.

You will need:

Pens // printable template // prizes

How to play:

1. Ask your group to get into pairs - each pair will have a printable sheet
2. Challenge your group to find at least one word to describe the emojis on the sheet
3. The first pair to finish this and shout bingo will get a point
4. Then challenge the pairs to find other words to express the emotions on the sheet - e.g. happy = joyful, ecstatic, pleased
5. Each word is worth one point - the pair with the most points at the end of a set time will be the winners!

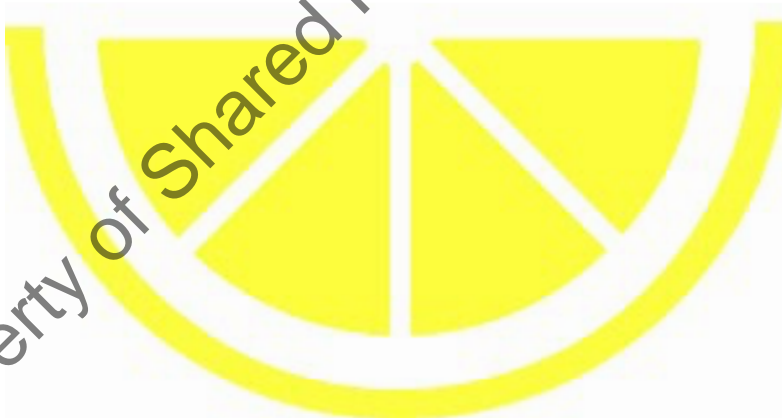
**Add-on:** Get your group to act out their emotions in the 'Emotion Chair' Game.

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## **CHAPTER THREE**

### **‘Sour Situations’ Dealing with Challenges**

Explores a range of coping strategies that young people can adopt when they face a challenging situation or negative experience



### 3.1 - Sour Situations - Dealing with Challenges

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## Conversation: Positive & negative coping

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Everyone develops their own methods for coping with life's difficulties. Some ways of coping can have a positive impact on you as a person and your general wellbeing. Other ways of coping can actually do more damage and have a negative impact, even if it feels good at the time.

Key questions:

- What is coping and what does it mean?
- What are some positive ways of coping?
- What are some negative ways of coping?
- Does everyone cope in the same way?

Coping means to face or deal with challenges, changes and circumstances in life that you may find difficult. There are many different ways that people learn to cope with situations and experiences.

Positive coping: dealing with problems in way that has a positive impact on your wellbeing and does not harm those around you e.g. meditation/exercise/creative activities

Negative coping: dealing with problems in a way that might be harmful to you or the people around you and may make the situation worse - e.g. substance misuse/self harm/alcohol misuse

You might come up with some coping strategies that cause some debate - for example lots of people eat chocolate or sweet treats to boost their mood - can you think about when this might turn into a negative way of coping with problems?

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## Activity: Coping Fortune Teller

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A game to get young people thinking about their own positive coping strategies and how/when to use them.

You will need:

Coloured pens // printable templates // scissors

How to make them:

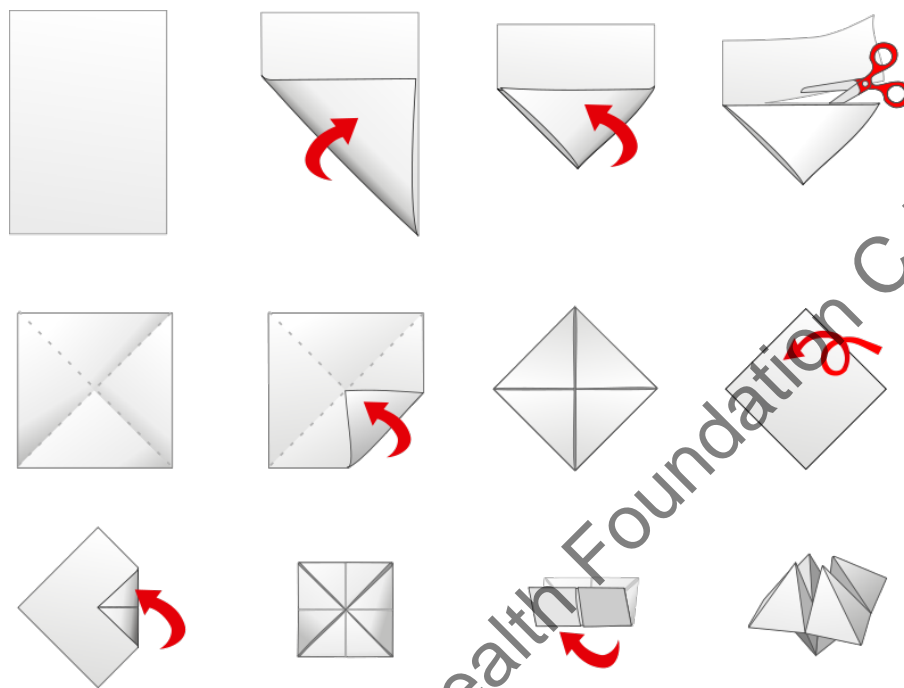
1. Each young person has a printable template of the 'fortune teller' and they can follow the instructions on the sheet
2. Young people can design their teller using whatever colours and patterns they like
3. Each person needs to come up with 4 positive coping strategies that they can write on the inside of the teller
4. To play, one person holds the fortune teller and the other chooses the colours and numbers that they prefer
5. Once they get to the coping strategy underneath, the person choosing has to explain when they might use that strategy and in what situation it might be useful.

**Add-on:** Explore positive and negative coping further by creating 'Coping Still Images'.

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## Coping Fortune Teller

How to make your teller:



How to design your teller:



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