

Resilience

Synoptic Table of Activities

Title	Objectives	Overview	Evaluation & Reflection
<p>My Life Path</p>	<ul style="list-style-type: none"> • Self-awareness • Self-esteem • Communication skills • Emotional intelligence <p><u>Level of Difficulty:</u> Advanced</p>	<p>This Individual Activity encourages students to discover and express their emotions as well as to visualise their life-paths, thus reflecting on the people and resources that help them overcome difficult moments in life in the past.</p>	<p>At the end of this activity, students will be able to reflect on their emotions and lives as well as have a better understanding of how to face difficult situations.</p>
<p>Ugli Orange Negotiation</p>	<ul style="list-style-type: none"> • Self-Regulation • Creativity • Critical Thinking • Decision Making/Problem Solving • Negotiation • Teamwork • Communication • Engagement <p><u>Level of Difficulty:</u> Advanced</p>	<p>This Group Activity involves the students being provided with a role and bargaining position in the context of the scenario provided. The key to the game is that a win-win scenario for both teams is achievable. Students are required to exhibit their negotiation and communication in order to attempt to reach the best possible outcome to the scenario.</p>	<p>The completion of this activity should prove beneficial in boosting students' ability to negotiate the terms they desire within a given circumstance and cooperate with others towards the attainment of a mutually beneficially outcome for all parties.</p>
<p>Strike Up A Conversation</p>	<ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Self-Presentation • Communication/Emotional Intelligence <p><u>Level of Difficulty:</u> Advanced</p>	<p>This Homework Activity is designed to hone and refine the young peoples' self-presentation and communication skills. Throughout the course of their week, students are encouraged to start up conversations with people in their environment that they may not usually speak with (the shopkeeper or waiter, a colleague at school who they do not know too well etc.)</p>	<p>Following the completion of this activity, the young people should exhibit more confidence in their capacity to effectively communicate with others and should be more aware of how they need to present themselves, in order to make a more positive impression on other people.</p>
<p>Tangerine Meditation</p>	<ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Emotional Intelligence <p><u>Level of Difficulty:</u> Advanced</p>	<p>This Individual Activity is designed to assist students in learning how to become more aware of their bodies in the here and now, and regulate their thoughts and emotions by guiding their attention towards an in-the-moment experience (in this case, the consumption of a tangerine).</p>	<p>Following the completion (and regular practice of this activity) students should become more attuned to their own bodies and emotions and how best to manage the feelings, sensations and thoughts they encounter in their day to day lives.</p>
<p>A World of Solutions</p>	<ul style="list-style-type: none"> • Resolving conflicts • Reflection skills • Critical thinking 	<p>This Homework assignment invites students to reflect on constructive and contra-productive behaviours in conflicts, thus enabling them</p>	<p>After this assignment, students will have a deepened knowledge on conflicts as well as a clearer idea of</p>

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	<u>Level of Difficulty:</u> Advanced	to deepen their knowledge about themselves as well as to further their ability to resolve conflicts.	how to confront and resolve them.
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Title of the Activity:	My Life Path
Duration:	(45 minutes)
Type of Activity:	Individual
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> To understand how to better face difficulties thus building <i>self-awareness</i> and <i>self-esteem</i>. To improve students' written and oral <i>communication</i> as well as <i>emotional intelligence</i>.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> Paper Pens Post-its <p><u>Implementation Procedure:</u></p> <p>The activity is divided into two parts.</p> <p><u>First part (5 minutes):</u></p> <p>Give the students a blank sheet of paper and ask them to write down everything they feel in that very moment. Tell them not to think too much, to just make a list with everything they are currently feeling. Give them only 90 seconds for this task.</p> <p>Ask students to read aloud what they have written. Note that they might tend to write general sensations, instead of specific ones. Additionally, they might ignore some sensations or censor themselves and thus not articulate specific things like "I'm hungry", "I am cold/hot", "I feel the pen in my hand", "My muscles are too tens for this activity", "I am empty-headed", "I am sad because of something that happened this morning on my way here" etc.</p> <p>This activity is training "the emotional muscle", enabling people to re-learn to express what they feel, instead of censoring their feelings because "they</p>

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	<p>are not appropriate in this setting".</p> <p><u>Second part (40 minutes):</u></p> <p>Proceed with providing the time and the opportunity to students to express their deeper feelings. Ask them to individually draw a blank line on an A4 sheet, representing their lifeline from their birth up to today. Instruct the students to sketch the ups and downs of the experiences they lived through on that line. Next ask the participants to choose a difficult event, a low point on their timeline. Ask them to think about what helped them in facing this situation, e.g. the resources they used to overcome this particular event.</p> <p>In addition, you can give each of them a post-it, asking them to write something nice for one significant person, who really helped them to overcome difficult times in their lives, on it. Gather all these notes in a bowl, read them aloud and discuss them with your students.</p>
<p>Evaluation & Reflection:</p>	<p>After the implementation of the activity, take some time to reflect and evaluate it with the students, e. g. asking the following questions:</p> <ul style="list-style-type: none"> - How did you feel implementing this activity? - Why do you think it's important to retrace your lifeline? - Do you feel more confident explaining your life goals and objectives now? <p>Give students enough room to express and discuss their impressions and feelings. You might give them some time to reflect individually first, before sharing their opinions in the group.</p>

Reference:

Handbook of the Project "ROBIN - Reinforcing competences to Build Inclusion through a New learning methodology"

Authors: **A. Alessi, R. Condrut, A. Dumitru, M. Orozco Mossi, N. Shalamanova, R. Shalamanova, D. Smolyanska, F. Steffen, C. Vlădescu.**

Title of the Activity: Duration:	Ugli Orange Negotiation (45 min)
Type of Activity:	Group
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • To promote positive communication skills between team members and underline the value of clear and detailed communication in conflict resolution/problem solving. • To help nurture the student’s ability to function as part of a coherent team unit working towards a common goal. • To cultivate decision making and critical thinking skills in students • To boost student’s ability to regulate their emotions and remain calm even in high pressure situations.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Confidential Instruction Sheets for Group A (Dr. Jones) & Group B (Dr. Roland) <p><u>Implementation Procedure:</u></p> <p>The facilitator will give each student an even or odd number and will ask the odd numbered students to move to one side of the room and the even numbered students to move to the other side of the room. If any students are familiar with the <i>Ugli Orange Negotiation</i> exercise, they will be requested to act as observers during the activity.</p> <p>When students have split into two groups, the facilitator should ascribe the role of “Dr. Jones team member” to all odd numbered students and “Dr. Roland team member” to all even numbered students. The facilitator will take the role of Mr. Cardoza. Before proceeding, the groups will receive a briefing from Mr. Cardoza (the facilitator), which will read as follows:</p> <p><i>I am the owner of the remaining Ugli oranges. After you read about your roles, spend about 6 to 10 minutes meeting with the other firm's</i></p>

representative and decide on a course of action. I am strictly interested in making a profit and will sell my oranges to the highest bidder. Since my country is alien to yours, there is no way either government will assist you in obtaining the oranges from me. Each pair of negotiators can assume that there are no others interested in the oranges.

The respective groups will then receive confidential instructions which detail the specifics of their circumstances and why they require the Ugli oranges

(See Instruction Sheets 1 & 2).

Having read their roles, the larger groups of odd and even numbered students will be split into smaller groups of three (i.e. in the case of a cohort of 24 students, 4x3 person teams representing Dr. Jones & 4x3 person teams representing Dr. Roland).

The three person teams representing Dr. Jones, will be paired with a three-person group representing Dr. Roland and will be given 10 minutes of negotiation time to reach an agreement over how to approach Dr. Cardoza regarding the purchase of the Ugli oranges. Ideally, the negotiations will not take place in earshot of each other. Negotiation and problem-solving skills are required on two fronts: to achieve a consensus with the other team members and to reach an agreement with the competitor.

Having reached a resolution (if one is achieved), one representative from each team will approach Mr. Cardoza with their proposal for purchasing the Ugli oranges.

Key Point in the Exercise:

A “win-win” resolution is possible as one team is seeking the rinds while the other is seeking the juice. Students must utilize their critical thinking skills and problem-solving abilities to deduce that this, as neither team is aware of this detail. Oftentimes, the students deem themselves as being in direct competition for the whole orange. Progress in the role play depends upon their capacity to realize that their needs are not necessarily in

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	<p>competition with one another.</p> <p>An added element of difficulty can be added to the activity by the facilitator influencing the level of competition between the opposing parties, by altering the manner in which the instructions are delivered.</p>
<p>Evaluation & Reflection:</p>	<p>After the activity finishes, evaluate and reflect on it with the students. You might ask the following questions:</p> <ul style="list-style-type: none"> - What do you feel was the purpose of this activity? - What did you learn from engaging in this activity? - Was it easy to reach a consensus within your own team? Why do you think this was the case? - Was it easy to reach an agreement with the “Competitor”? Why do you think this was the case?

Reference:

Additional resources: Ugli Orange Instruction Sheets 1 & 2

APPENDIX

Ugli Orange Negotiation Instruction Sheet 1

Role for Dr. Roland's Team

You are a member of Dr. P. W. Roland's team. You work as a research biologist for a pharmaceutical firm. The firm is under contract with the government to do research on methods, in order to combat enemy uses of biological warfare. Recently several World War II experimental nerve gas bombs were moved from the U.S. to a small island just off the U.S. coast in the Pacific. In the process of transporting them, two of the bombs developed a leak. The leak is presently controlled, but government scientists believe that the gas will permeate the bomb chambers within two weeks. They know of no method of preventing the gas from getting into the atmosphere and spreading to other islands, and very likely to the West Coast as well. If this occurs, it is likely that several thousands of people will incur serious brain damage or die.

You have developed a vapor that will neutralize the nerve gas if it is injected into the bomb chamber before the gas leaks out. The vapor is made with a chemical taken from the rind of the Ugli orange, a very rare fruit. Unfortunately, only 4000 of these oranges were produced this season.

You have been informed, on good evidence, that a Mr. R.H. Cardoza, a fruit exporter in South America, is in possession of 3000 Ugli oranges. The chemicals from the rinds of this number of oranges would be enough to neutralize the gas if the vapor is developed and injected efficiently. You have been informed that the rinds of these oranges are in good condition. In addition, you have been informed that Dr. J. W. Jones is also urgently seeking purchase of Ugli oranges and he is aware of Mr. Cardoza's possession of the 3000 available. Dr. Jones works for a firm with which your firm is highly competitive. There is a great deal of industrial espionage in the pharmaceutical industry. Over the years, your firm and Dr. Jones' firm have sued each other for violations of industrial espionage laws and infringement of patent rights several times.

Ugli Orange Negotiation Instruction Sheet 2

Role for Dr. Jones's Team

You are a member of Dr. John W. Jones research team. You are a part of a team of biological research scientists employed by a pharmaceutical firm. You have recently developed a chemical useful for curing and preventing Rudosen. Rudosen is a disease contracted by pregnant women. If not caught in the first four weeks of pregnancy, the disease causes serious brain, eye, and ear damage to the unborn child.

Recently, there has been an outbreak of Rudosen in your state and several thousand women have contracted the disease. You have found, with volunteer victims, that your recently developed chemical cures Rudosen in its early stages. Unfortunately, the chemical is made from the juice of the Ugli orange, which is a very rare fruit. Only a small number (approximately 4000) of these oranges were produced last season. No additional Ugli oranges will be available until next season, which will be too late to cure the present Rudosen victims. You've shown that your chemical is in no way harmful to pregnant women and has no side effects. The Food and Drug Authority has approved the production and distribution of the chemical as a cure for Rudosen. Unfortunately, the present outbreak was unexpected and your firm had not planned on having the curing chemical available for six months. Your firm holds the patent on the chemical and it is expected to be a highly profitable product when it is generally available to the public.

You have recently been informed, on good evidence, that Mr. R.H. Cardoza, a South American fruit exporter, is in possession of 3000 Ugli oranges in good condition. If you could obtain the juice of all 3000, you would be able to both cure the present victims and provide injections for the remaining pregnant women in the state. No other state currently has a Rudosen threat.

You have recently been informed that Dr. P. W. Roland is also urgently seeking Ugli oranges and is also aware of Mr. Cardoza's possession of the 3000 available. Dr. Roland is employed by a competitor. He has been 4 working on biological warfare research for the past several

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years. There is a great deal of spying between pharmaceutical companies. Over the past several years, Dr. Roland's firm and your firm have sued each other for infringement of patent rights and espionage law violations several times. You've been approved by your firm to approach Mr. Cardoza to purchase the 3000 Ugli oranges. You have been told he will sell them to the highest bidder. Your firm has authorized you to bid as high as \$250,000 to obtain the juice of the 3000 available oranges.

Before approaching Mr. Cardoza, you have decided to talk with Dr. Roland to influence him, so that he will not prevent you from purchasing the oranges.

Title of the Activity: Duration:	Start up a Conversation (45 min)
Type of Activity:	Homework
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • To improve the students' <i>communication skills</i> and ability to <i>connect/engage</i> with others through the initiation of conversations. • To assist fewer outgoing students in learning to <i>regulate</i> their anxiety and nerves when interacting with unfamiliar people. • To make students <i>more aware</i> of how they may be <i>presenting</i> themselves to others and the world around them.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • N/A <p><u>Implementation Procedure:</u></p> <p>Throughout the course of one's daily routine, people encounter a variety of strangers across a range of settings. However, it is a rarity to see individuals choose to initiate conversations with these strangers. This exercise urges students to change their tendencies and urges them to reach out to others rather than proceeding in silence.</p> <p>Students are encouraged to strike up three separate conversations, with individuals they meet throughout the course of their daily routines. There are no parameters on what the identity of the individual should be, or where these exchanges should happen (fellow commuters, shoppers, other members of a queue or fellow students who the student participants do not regularly converse with).</p> <p>Students should endeavor to connect with the other party in the conversation, by finding out something about the individual, whilst also attempting to share personal detail about their own life.</p> <p>The longer the duration of the exchange the better. The aim of the conversation is to attempt to become more familiar with the other</p>

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	<p>participant in the conversation. Reliable ways to generate conversation include:</p> <ul style="list-style-type: none"> • Posing questions about the immediate surroundings (“What type of coffee do you like the most?” if waiting in line at a coffee shop/ “Is that worth reading?” if you notice someone is carrying a book) • Using broad and open questions to provide scope for a wide range of responses (e.g. “What are your favorite things to do for fun?”) • Using follow up questions to build upon the start of the exchange rather than flitting between topics. <p>Though people are generally quite willing to reciprocate when met with a friendly, interested converser, students should remain cognizant and sensitive to whether the other party wishes to engage in conversation. If they do not, students should not feel implored to proceed.</p>
<p>Evaluation & Reflection:</p>	<p>In a follow-up session, the trainer presents the given answers and reflects with the students on the correct/incorrect answers.</p> <p>Questions to ask the participants might include:</p> <ul style="list-style-type: none"> - What did you learn from engaging with a selection of strangers you encountered in your daily life? - Describe the feelings and emotions you experienced during any of the exchanges you participated in with a stranger during the past week. - Would you recommend this exercise to others? Explain. - Will you continue with this practice in the upcoming weeks? Why/Why not?

Reference:

Adapted from Greater Good in Action. (n.d.). *Small talk*. Retrieved from https://ggia.berkeley.edu/practice/small_talk#data-tab-how.

Title of the Activity:	Tangerine Meditation
Duration:	(45 min)
Type of Activity:	Individual
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> To deepen knowledge about conflicts and develop the ability to resolve conflicts. To reflect on constructive and contra productive behaviour in conflicts.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> 1 tangerine (or another easy-to-peel orange) per student. Napkins/Hand wipes Hand Sanitizer 1 Tangerine Meditation Script for the Teacher <p><u>Implementation Procedure:</u></p> <p>Ask the students to each take a tangerine and sit at their desk. Next, using the sample script for the tangerine meditation, encourage the students to close their eyes and imagine the journey the orange made from the tree to being in their hand. Ask the students to being peeling the orange and focus on the smell, texture and color during the peeling process. Bring in as many senses as possible.</p> <p>Ask them then to place a piece of orange in their mouth and taste the flavor of the juice, being aware of the whole experience.</p> <p>Ask the class or groups to share their experience.</p>

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Evaluation & Reflection:

In a follow-up session, the trainer presents the given answers and reflects with the students on the correct/incorrect answers.

Questions to ask the participants might include:

- How did the exercise make you feel?
- Were you surprised by the way the orange tasted or felt?
- Do you think about oranges differently now you know the journey they've taken?

Additional Resources:

Appendix: Tangerine Meditation Script

APPENDIX:

Sample Script for the Tangerine Meditation

(To Be Accompanied by Music Suitable for Mindfulness Exercises at a Gentle Volume)

Find a comfortable seated position in your chair and place the tangerine on a table in front of you. Close your eyes and bring your attention to your breathing. Take a deep and steady breath in, and feel the sensation of the air filling your lungs. Hold the breath for a couple of seconds and then breathe out slowly. Become aware of the sensations you are currently feeling within your own body – in your feet, your knees thighs and hips, your stomach and torso, your arms neck and torso and, your shoulders neck and head.

Now, take some time to look at the fruit lying on the table opposite you. Look at the color of the tangerine and take note of its shape. Become aware of any dimples, marks or differences in the consistency of the color of the fruit. See the dimple at the center of the tangerine. Is the fruit exactly round?

Next, allow yourself the opportunity to hold the tangerine in your hands. Feel the skin of the fruit. How does it feel to hold the fruit in your hands? Is it heavy or light? Is it cool or warm? Is the skin of the tangerine rough or smooth? How does the skin on the outside of the fruit smell? Take some time to truly connect with the experience of holding the fruit in your hands.

Now, take a moment to consider where the tangerine has come from and the journey it has been on before you took it up into your hands. Imagine the tangerine hanging on a tree in the warm, bright sunshine in the grove where it originally grew. Imagine the other trees in this grove and the many other tangerines which grew nearby.

You can now open your eyes and begin to peel the tangerine. Take note of the variety of sensations that you experience during the peeling process and the colors of the tangerine skin (both inside and outside) and segments. How does the inside of the peel feel when compared with the outside of the peel? Notice the texture and shape of the tangerine segments. See the white strings on each of the tangerine segments. How many segments does the tangerine contain? Hold the tangerine close to your nose and become aware of its fragrance.

Remove a segment from the tangerine and take a bite. Pay attention to the texture of the tangerine and notice the taste of the fruit. Are there any seeds contained within the segment? Is the taste sweet or bitter? Is it juicy? Has any of the juice from the fruit gotten onto your fingers and hands? Continue to eat the tangerine focusing upon the numerous

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sensations associated with eating. Observe how you are feeling whilst eating the tangerine and how you feel after eating the tangerine.

Title of the Activity:	A World of Solutions
Duration:	(45 min)
Type of Activity:	Homework
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> To deepen knowledge about conflicts and develop the ability to resolve conflicts. To reflect on constructive and contra productive behaviour in conflicts.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> Question and answer sheet <p><u>Implementation Procedure:</u></p> <p>Conflicts at work can come in many forms. It may occur that two employees simply do not get along or that someone harbours grievance against their manager. Conflicts may take the form of rivalry between teams; or they may occur as a lack of trust and cooperation between large groups of employees and management.</p> <p>Some signs of conflict are noticeable, such as the verbal exchange of negative emotions between colleagues. However, not all forms of conflict are obvious. Some individuals might hide their feelings as a way of coping with the problem.</p> <p>It is very important for personal success to be able to resolve conflicts and disagreement between conflict parties, as well as to deal with difficult situations within your working context. In this exercise, the participants will deepen their knowledge on conflict situations and the appropriate behaviours for solving them. Hence, they will gain or further their ability to resolve conflicts.</p> <p>Assign the participants the activity asking them to read each statement and decide what the appropriate behaviour for resolving the conflict would be. Ask them to mark their selection.</p>

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Evaluation & Reflection:

In a follow-up session, the trainer presents the given answers and reflects with the students on the correct/incorrect answers.

Questions to ask the participants might include:

- Why did you choose your answer instead of the other option?
- How do you usually face difficult/conflict situations at work or in your daily life?

Reference:

Adaption from: Open Educational Resources (OERs) “JOB-YES: Choose a job not a dole” project

APPENDIX:

QUESTION SHEET

Read each statement carefully and decide if it is true or false. Mark your selection.

(1/5) A conflict is just a disagreement.

- False
- True

(2/5) It is a good strategy to ignore the conflict.

- False
- True

(3/5) We respond to conflicts based on our perceptions of the situation.

- False
- True

(4/5) Conflicts trigger strong emotions.

- False
- True

(5/5) Conflicts always influence relations negatively.

- False
- True

APPENDIX:

ANSWER SHEET

(1/5)

False – Yes, you are correct!

True – Your chosen answer is incorrect.

A conflict is more than just a disagreement. It is a situation in which one or both parties feel a threat (whether or not the threat is real).

Conflict arises from our differences, both large and small ones: it occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences appear trivial, but when a conflict triggers strong feelings, a deep personal need is often at the core of the problem. Such can be the need to feel safe and secure or to feel respected and valued.

(2/5)

False – Yes, you are correct!

True – Your chosen answer is incorrect.

It is not a good strategy to ignore conflict situation, as this requires energy and effort.

We feel tension while we ignore conflict situation. Conflicts involve perceived threats to our well-being, and these threats stay with us until we face and resolve them. If we are not willing to solve conflict situation and choose to ignore them, the circumstances may get even worse over time.

(3/5)

False – Your chosen answer is incorrect.

True – Yes, you are correct!

Yes, we respond to conflicts based on our perceptions of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values and beliefs. And we should draw attention to the fact that the other person does this as well.

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(4/5)

False – Your chosen answer is incorrect.

True – Yes, you are correct!

We all experience strong emotions and always feel uncomfortable during conflict. Some feelings of anger and/or hurt, guilt and shame could be experienced during/after these situations. Before any kind of problem-solving can take place, these emotions should be expressed and acknowledged. We should be able to manage them in times of stress, and this would help resolve conflict successfully.

(5/5)

False – Yes, you are correct!

True – Your chosen answer is incorrect.

When you are able to resolve conflicts in a relationship, it builds trust. You can feel secure knowing your relationship can survive challenges and disagreements. Conflicts are an opportunity for growth. They are important in working as well as in personal life. Hence, you should always try to listen attentively to the other person's opinion, try to understand it and only afterwards share your own understanding of the situation and look for the solution that could be satisfying for both sides. In doing so, you will demonstrate your readiness to deal with conflict situations.