

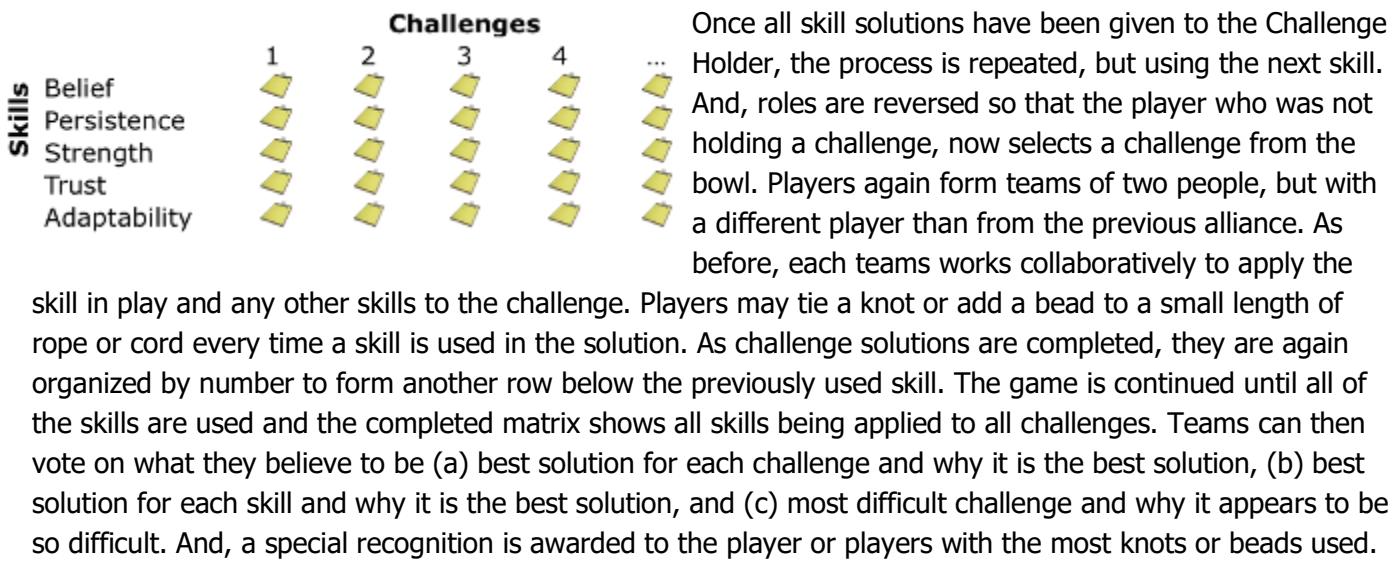


Expectations

A collaborative learning experience where teams apply skills to solve challenges.

About: Each player creates a challenge that can be real or made-up. The players select a Challenge Holder. The Challenge Holder is identified as the person who will organize the challenges, provide clarifying information to the players when questioned about a challenge, select the skill, and make sure players have written a solution to a challenge. Teams of two players attempt to solve a challenge using a selected skill. The goal is to provide solutions to each challenge using each of the skills thus providing the opportunity for everyone to explore every skill. Yet, another goal is realizing how many people can come together in social support to work on creating a variety of solutions to any challenge.

How: Each player anonymously writes a brief description of a challenge. The challenges are placed in a bowl. The Challenge Holder randomly removes half of the challenges and numbers the remaining challenges, starting at one, so that each challenge has a unique number. The Challenge Holder then has all of the players count-off by one to form teams of two players. If there should be an odd number of players, then a team of three can be formed. The Challenge Holder instructs players having the number two from the count-off to select a challenge from the bowl, thus each team has one challenge. The Challenge Holder then identifies the first skill for all players to use starting with Belief but progressing though all five skills. The teams apply the selected skill to the challenges and the player holding the challenge describes, on a piece of paper, how the selected skill will be used to solve the challenge. Additional skills may be used in the description, but the selected skill must be used. Players may tie a knot or add a bead to a small length of rope or cord every time a skill is used in the solution. The Challenge holder can set a time limit, such as ten minutes, to complete the challenge. As challenge solutions are completed, both the challenges and challenge solutions are given to the Challenge Holder. The Challenge Holder places the challenges back in the bowl and organizes the solutions in a row starting at 1 to the total number of challenges. This can be done on a table, floor, or wall. The resilience skill in play can be placed at the beginning of the row to better identify the skill used.



Recognize: Digging deeper into a challenge solution can be rewarding by looking for multiple skills within the solution. For example, if applying the Strength skill, one might: 1) Develop a workout plan (Persistence), 2) Find a friend as a workout partner (Trust), and 3) Make adjustments to better meet needs and improve outcomes (Belief). Notice that in applying the Strength skill, three other skills are used in the process. That would equate to not one, but tying four knots or adding four beads to your rope.

Variation: An alternative and more ambitious game can be played by using all of the challenges rather than half of the provided challenges. In this version each team solves two challenges for each skill. Each player anonymously writes a brief description of a challenge. The challenges are placed in a bowl. The Challenge Holder numbers the challenges, starting at one, so that each has a unique number. Each player then selects a challenge from the bowl. The Challenge Holder then identifies the first skill for all players to use starting with Belief and progressing through all five skills. Players form problem-solving teams of two people. The teams apply the selected resilience skill to each of the two challenges. With the assistance of the other team player, the player holding the challenge describes, on a piece of paper, how the selected skill will be used to solve the challenge. Additional skills can be used in the description, but the selected skill must be used. Players may tie a knot or add a bead to a small length of rope or cord every time a skill is used in the solution. As challenge solutions are completed, they are given to the Challenge Holder. The Challenge Holder organizes the solutions in a row starting at 1 to the total number of challenges. This can be done on a table, floor, or wall. The resilience skill in play can be placed at the beginning of the row to better identify the skill used.

Once all skill solutions have been given to the Challenge Holder, the process is repeated with the next skill. As before, each player pulls a challenge from the bowl. And, players again form teams of two people, but with a different player than used in the previous skill challenge. As before, the teams work collaboratively to apply the resilience skill to each of the two challenges. Players may tie a knot or add a bead to a small length of rope or cord every time a skill is used in the solution. As challenge solutions are completed, they are again organized by number to form another row below the previously used skill. As before, the resilience skill in play can be placed at the beginning of this second row. The game is continued until all of the skills are used and the completed matrix shows all skills being applied to all challenges. Players or teams can then vote on what they believe to be (a) the best solution for each challenge and why it is the best solution, (b) the best solution for each skill and why it is the best solution, and (c) the most difficult challenge and why it appears to be so difficult. And, a special recognition is awarded to the player or players with the most knots or beads used.

Belief

Perception is shaped by belief. Changing your belief changes your perception, giving you control, inner strength and courage to make change.

Why: Recognize that your beliefs control your actions and the way you feel about something, your attitude. Belief may ask you to risk change and adjust your perception to better reflect reality.

How: Approach the challenge facing you with a realistic view. Can you change the challenge outcome so it is more controllable? If the outcome appears to be not changeable, a change of attitude is possible by changing a belief.

- Consider your challenge. Is the outcome changeable? If so, identify a more positive, yet realistic outcome.
- Or, if the outcome is not changeable, then identify your worst fear and the self-defeating belief supporting that fear. Identify a more positive belief to replace the self-defeating belief.
- Recognize that a challenge may require a change of belief before a change of outcome can be made. Alternatively, changing the outcome of a challenge may be necessary before seeking the more positive belief.

Example: I have an irreversible medical condition. This condition is not going away and it seems I can't change it.

- The challenge is how to deal with an irreversible medical condition.
 - The outcome seems to be not changeable, so I will focus on a change of belief.
 - My worst fear is that I can't do everything I want to do.
 - I recognize that my belief is self-defeating because the belief appears to be "all or nothing" thinking.
 - I seek the more positive belief that there is still opportunity to do some of what I need and want to do.
 - I recognize now that I can also improve the outcome by creating a list of attainable goals to include a support group that will provide insight as to how I can best fulfill my goals.
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Persistence

Persistence is facing a challenge with the belief you will ultimately succeed.

Why: Persistence encourages you to make change, mark progress, and build belief in yourself.

How: Persist by building belief. Consider creating a realistic goal and the steps needed to reach the goal so that when all of the steps are completed the goal has been attained.

- Consider your challenge and recognize the importance of believing you can meet the challenge.
- Creating a goal is way to build the belief you can meet the challenge. The goal must be reachable within a realistic time limit.
- The steps describe the actions that are needed to reach your goal.
- Remember to reward yourself as you persist, when your goal is met, but also as each step is completed.

Example: I have a work project to complete that seems to run on forever. I need to get this completed and submitted.

- The challenge is to complete a project.

- The goal is to "Create a Project Management Time Completion Plan for Submitting the Final Project."
 - The steps begin with identifying the remaining parts of the project.
 - Identify the order in which the project parts are to be completed.
 - Identify how much time is needed to complete each project part.
 - Assign a due date to each project part to include an opportunity to review the final work.
 - My revised goal is to "Complete and Submit the Work Project by the End of the Month."
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Strength

Physical strength grows from proper nutrition, exercise, relaxation and sleep.

Why: Practicing a good diet, physical exercise, relaxation, and good sleep improves physical, emotional, and mental well-being.

How: Create and practice plans for diet, exercise, relaxation, and sleep to fit your lifestyle while meeting the goals of proper nutrition, aerobic exercise, stress reduction and adequate sleep.

- Consider your challenge and how it relates to diet, exercise, relaxation and sleep.
- Find and practice a healthy diet that fits your lifestyle yet lowers your health risks. Consider researched plans such as MyPlate, Healthy Eating Plate, Mediterranean, and DASH (Dietary Approaches to Stop Hypertension).
- Find and practice a physical exercise plan that fits your lifestyle and provides at least 2 hours and 30 minutes of moderate-intensity aerobic physical activity ideally spread evenly throughout the week.
- Find and practice a relaxation exercise, such as slow diaphragmatic breathing, progressive muscle relaxation, positive imagery, social resilience, and mindfulness-based stress reduction.
- Practice good sleep hygiene by keeping a consistent sleep-wake schedule, exercising daily and eliminating long naps and naps within a few hours of bedtime.

Example: I need to focus on exercising consistently and to try a simple relaxation technique. But, I am not at all good about consistently eating well and unsure which diet plan will work for me.

- The challenge is to find plans, particularly diet, that meet needs and lifestyle.
 - Try four different diet plans over four weeks.
 - Compare likes and dislikes for each diet plan.
 - Try a thirty-minute per day, five days a week aerobic exercise schedule.
 - Jog or use stationary bike depending on weather and log results.
 - Examine the exercise log to determine exercise consistency throughout the week.
 - Do a breathing relaxation exercise before going to sleep.
 - Adjust or change any of the plans that are not working and monitor the changes.
 - Recognize the benefits.
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Trust

*Empathy develops by seeking to understand what another being is experiencing from their point of view.
Trust develops by reaching out to engage and provide mutual support.*

Why: Social support is considered one of the best protections from the effects of stress, posttraumatic stress disorder (PTSD) and suicide.

How: Develop a system of social support by identifying your personal needs, the other individuals and the roles they play, and the contributions you make to sustain the system.

- Consider your challenge with respect to empathy, reaching out to others, letting others reach out to you, and social support.
- Identify ways to improve empathy to aid communication and critical thinking.
- Identify your strengths and weaknesses to better identify your needs and the support you bring.
- Identify the individuals in your support system, roles they play, and how to contact them.
- Identify the contributions you make to sustain the support system.

Example: I have been accepted into a demanding professional program. I will be separated from family for some time. I need to establish a support system to best assure I will successfully make it through the program.

- The challenge is reach out and develop a social support system.
 - My strengths are perseverance and critical thinking.
 - My weaknesses point to my immediate need for a study group and staying focused with the program.
 - The people in my support system are two family members, who will stick with me and offer advice, I contact each week. In addition, I have study partners, from each of my difficult classes, who I meet at least weekly and a program advisor who I personally contact as needed.
 - I expect to actively participate in the study groups and report interesting events and progress to family members.
 - I expect to make adjustments to the support system as needs change and as I meet other people sharing common interests.
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Adaptability

Adaptability is the confidence and understanding to create and pursue a skillful outcome that best meets the challenge.

Why: Those believing they have the ability to succeed are more likely to pursue a challenge as something to be mastered rather than as a threat to be avoided. Developing the skill to best adapt to a challenge gives you confidence and control. You own it.

How: Developing your skill can be a goal setting process that calls for planning, cooperation, persistence and control to fully define and develop.

- Consider your challenge and research the idea. Perhaps a skillful solution is already developed.
- Discuss the skill idea with others to be sure the idea is understood and can meet its intended purpose.

- Consider creating the skill as a goal that is reachable along with the steps necessary to reach the goal.
- Steps may include a definition About the skill, Why the skill meets the challenge, and How the skill meets the challenge.

Example: I have an uneasy feeling that one of my friends may be thinking about suicide. I am unsure how to handle this situation and need a plan on how to approach my friend. I need to develop a skill to provide some assistance.

- The challenge is to help a person who may be considering suicide. (About)
- Suicide is one of the leading causes of death for teens and young adults. (Why)
- Identify community resources. (How ...)
- Contact resources to determine the best way to handle the situation.
- Be prepared to reach out to the person and listen.
- Question the person about the possibility of suicide.
- Persuade the person to get help.
- Refer the person to the identified resources for specialized help. Offer to get the person to assistance or call 911 if critical.
- Do a personal welfare check to best encourage a positive outcome.