



Resiliency: Facilitator Guide

This facilitator guide is part of a series created for the course “Game Changers: Gaming Skills and the Workplace.” Built in a modular fashion to allow for maximum flexibility, this course provides training on real-world skills that can be developed and practiced in a game-based environment. Using a combination of facilitated lessons, participatory activities, research, and games, this course will help teach a new generation of job seekers the 21st Century soft skills so critical to Canadian employers. Modules in this course include:



A Youth Advisory Committee played a key role in the development of this course. Literacy Link South Central offers thanks to committee members Cassandra Smith, Colin Todkill, Eleyas Araya, Eric Rice, Jamie Kaill and Taisha Jenee Pinsonneault for their input and guidance.

Gaming recommendations for this project were provided by our advisors at Teleos Engagement. Literacy Link South Central recognizes Gabriel Hancock, Robert Durant and Shayne Ganness and thanks them for sharing their in-depth knowledge of game design and development.

This curriculum was developed and formatted by Summer Burton, Project Manager, Literacy Link South Central. For questions about this curriculum, please contact Literacy Link South Central at 519-681-7307 or literacylink@llsc.on.ca

Literacy Link South Central is pleased to provide this course through the support of the Royal Bank of Canada’s Future Launch fund.

A note for our Facilitators: This course was designed for flexibility. It is divided into several modules, and many can be done in the order that suits your personal facilitation style and the timing of each session in your course. Participants also have an opportunity to provide input into the order of modules.


At the start of each module you will find a list of supplies required, along with recommended tasks and activities for facilitators to complete before the session begins. A set of companion playbooks are available for participants and should be used by participants throughout.




Each module also has an estimated time requirement, which may fluctuate depending on your number of participants, how in-depth group discussions become, and how long game-play takes. You may find that the estimated length of time required for a particular module does not align with the time allotted for individual sessions in the course you are facilitating. Please note that every module is separated into a series of lessons, activities, discussions and games, so you can review it in advance, plan for an appropriate time to break, and begin your next session where you left off.


Tip: if you break up modules in this fashion, we recommend you set that expectation with participants in advance, so you do not appear to have run out of time.

Curriculum Legend: Each module includes several key components, meant to keep the workshop moving and provide breaks between lecture-style elements. Please watch for the following symbols to identify each element of the module you are facilitating:

 Facilitator notes (a summary of what should happen during a session. Facilitator notes provide an overview, which the facilitator can customize to reflect the format of their workshop/course)


 Lesson / presentation (facilitator-led teaching opportunities)


 Discussion (facilitator-led conversations, using provided questions. Facilitators are encouraged to respond to the conversation by adding their own questions whenever appropriate)


 Playbook (activities to be completed by participants in their curriculum work book. When a specific “right” answer is expected, an answer key is provided in your facilitator guide.)

 Activity (interactive or independent activities not included in the participant playbook)

 Game (interactive play-based opportunities, often using board games or digital games)

 Video (video presentations to be viewed by the group)

 Debrief (a discussion following an activity, game or video. Includes guiding questions and topics, and key points to cover when applicable)

 Independent work / homework (handouts or activities provided in the playbook, which are intended to be completed by participants independently. Some are reviewed, while others are for the participants’ personal information.)

Estimated time to complete this module: 1 hour and 45 minutes, not including a break.

Supplies required for this module:

- The Learner Playbook
- One copy of the handout called “Learning from Failure” for each participant
- A SmartBoard, or laptop connected to a projector and screen, with internet access and working speakers
- The PowerPoint Presentation called “Resilience”
- Computers with internet access that each participant can use
- The video game “Getting Over It,” which is available for download on Windows, MacOS, iOS and Android. Because this game must be downloaded to be played, it is not available for loan from LLSC’s game library.
- One copy of the article “Building Resilience by Wasting Time” for each participant

Pre-session preparation:

- Consider any take-away activities or “homework” you may have assigned at the end of the last session, so you can review them before starting this module.
- On one copy of the Learning from Failure handout, write down a failure and something that was learned from it. The failure can be something personal if you’re comfortable sharing it, or a failure of someone else’s.
- Write the following link on a whiteboard or flipchart, or send it to participants electronically if you are able to. Test the link yourself to be sure that it works. It should lead to a website with the title “Everyday Health Assessment: Get Your Resilience Score.” <https://www.everydayhealth.com/wellness/resilience/get-your-resilience-score>
- Review the instructions for the single-player video game “Getting Over It,” and if possible, play the game yourself to become familiar with it.
- Cue up and test the “Getting Over It” game trailer, available using this link: <https://youtu.be/wzjuQ3K72u4>
- Decide how you would like to have the group choose the topic for the next session and prepare any supplies you need.

Optional preparation:

- Review the 4 Bartle gaming types and Yu-kai Chou’s 8 core drives of gaming, which can be found in the lesson “Why Gaming is Good: An Overview of Gaming Psychology” from the first module in this series. Both of these concepts may come up during this module’s lesson.

Introduction:

📖 Begin by welcoming participants and outlining the timing (including any breaks) for the session. Then, share the agenda. Note that the agenda is also in the participant playbooks for reference.

Agenda:

1. Learning from Failure
2. What is resilience?
3. Building and practicing grit, persistence and determination
4. Resilience Assessment
5. 10 Tips to Build Resilience
6. Getting Over It
7. Selecting the next session's topic
8. Wrap-up and take-away

Before you begin the first item on the agenda, take up or discuss any activities you may have asked participants to do between the last session and this one. They may be sharing observations from their life outside of class, letting you know what they learned from something you asked them to read, or describing an interaction they had with someone else.

Estimated time to complete: 5 minutes

Learning from Failure

📖 Explain that the word failure is something that makes most of us pretty uncomfortable, but it's the perfect place to start when we're discussing resilience. If we didn't fail at things – if life didn't throw challenges at us – we'd have no reason to know if we were resilient or not.

🗣️ Ask: what would you say a failure is? What does that word mean? Answers will vary, but could include not succeeding at something you try, or not living up to what you're capable of. Some participants may relate it to messing something up, doing something dumb, or making bad choices as well. Discuss these concepts with the group.

📖 Share an example of a failure with the group to get them thinking about similar failures they may have experienced. If you are not comfortable sharing a personal story, think of a failure that happened to someone else – a news story, or something from history.

Hand out one copy of the document called “Learning from Failure” to each participant, and direct them to write down a list of their own failures in the column titled “Failure,” and to number them as they write them down. Let them know that no one will see their list – they won't need to turn it in or share it with anyone.

After giving them three or four minutes to write, instruct participants to write matching numbers in the “Learning” column, and write then write something valuable they learned from each of those failures in. To reinforce what you're asking them to do, be prepared to give an example of learning that came from the failure you provided as an example earlier. Give participants three or four additional minutes to write down the things they've learned.

🗣️ Ask participants to share one of the things they wrote on their “Learning” list with the rest of the group. Remind them they should not share the failure – just the learning they gained from it.



Failure	Learning

✍ Once everyone has shared something they learned, direct participants to fold their handout in half along the center dividing line between the two columns, and then rip it in half along the fold. They will be left with their failures on a sheet that's separated from what they've learned from that failure.

✍ Let participants know they have to make a choice about what to do with these two pieces of paper. They can:

1. Keep both their failures and their learning
2. Throw away their failures and keep their learning
3. Throw away their learning and keep their failures
4. Throw away both their failures and their learning

Let them know you'll be asking about their choice. After a moment, tell them that if they chose to throw anything away, they can crumple it up and actually throw it in the garbage. Walk around with the garbage can so they can throw away whatever they're not going to keep.



🗣 Ask: As participants throw out their paper (or choose not to) ask them which list they chose to keep and throw away? Why did they make that choice? Answers will vary, but some participants may keep their failures so they don't repeat them, or throw their failures away so they aren't a reminder of negative situations, bad choices or discomfort. It's to be expected that most participants will keep their learning so it stays with them in the future. Very few people are willing to throw away what they've learned. Discuss each of these concepts with participants.

✍ Conclude the activity by suggesting that if we keep what we learned from previous failures, we can use that learning to do better next time – to get stronger, make better choices, and hopefully succeed where we failed earlier.

Note: This activity was adapted from one originally created by Skip Downing¹.

Estimated time to complete: 15 minutes

¹ Downing, S., 2011. Facilitator's Manual On Course: Strategies For Creating Success In College And In Life Sixth Edition Skip Downing. [online] Academia.edu. Available at: https://www.academia.edu/27966797/Facilitators_Manual_On_Course_Strategies_for_Creating_Success_in_College_and_in_Life_SIXTH_EDITION_and_STUDY_SKILLS_PLUS_EDITION_Skip_Downing

What is Resilience?

🗣️ Ask: Now that we've talked about failure, what do you think the word resilience refers to? Answers will vary, and could include the ability to keep trying after we fail at something, being strong enough to handle challenges without them breaking our spirit, or a belief that we can eventually get to the other side of a stressful situation.

📖 Let the group know that according to the Merriam-Webster dictionary (which offers two main definitions) resilience is “an ability to recover from or adjust easily to misfortune or change.”

🗣️ Ask: when we think about that definition, what other words come to mind? Answers could include persistence, strength, determination, or grit. Suggest some of these words if they aren't mentioned, and also equate resilience to being able to “bounce back” from failure.

📖 Let the group know about the second definition the Merriam-Webster dictionary, and mention that it offers provides a really nice analogy for personal resilience even though it's technically referring to physics. The second definition says resilience is “the capability of a strained body to recover its size and shape after deformation, especially that caused by compressive stress.” To expand on this definition, share the following – either as written below or in your own words:



In physics, resilience is the ability of an elastic material (such as rubber or animal tissue) to absorb energy (such as from a blow) and release that energy as it springs back to its original shape. The recovery that occurs in this phenomenon can be viewed as analogous to a person's ability to bounce back after a jarring setback. ²

¹ “Resilience.” Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/resilience>

✍ Explain that resiliency – the ability to bounce back after failing – is a skill that you can use in pretty much all areas of life. Things often don't work out the way we thought because life is constantly throwing us curveballs. We're going to experience setbacks, challenges and failures that test our strength at school, in our personal lives, in relationships, and at work.

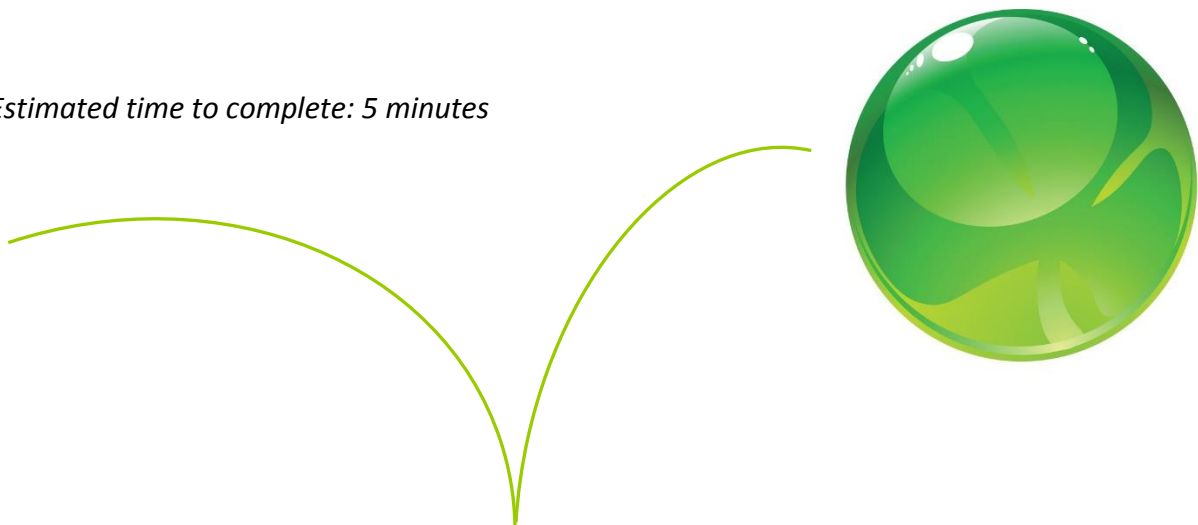
What makes us resilient is getting back up again when we're knocked down. It's recognizing the embarrassment or hurt or frustration associated with that failure, then using what we learned from that failure to do better next time. And for resilient people, there's *always* a next time. Another shot at success. A *real* failure is deciding we can't do something because it didn't work the first time we tried. It's learning nothing from the experience; it's quitting.

🗣 Ask: Has anyone heard the phrase "failing forward" before? If they haven't, explain that it refers to using mistakes and failures as important and necessary steps toward achieving our goals.

✍ Let the group know that it's a catchphrase that's been used in business for the past several years. If the group has already completed the Verbal Communication module, suggest they add it to their list of "buzzwords." You can also mention that this concept is often brought up in job interviews – when preparing for an interview it's a good idea to come up with an example of how they've learned from a setback and used it to change and improve how they approached a problem that happened after.

Remind the group that if there's one place that we consistently fail and use what we learned to move forward instead of letting it deflate us, it's when we play games. Tell them we're going to take a look at why that is.

Estimated time to complete: 5 minutes



Resilience: building and practicing grit, persistence and determination

🗨️ Facilitate the lesson “Resilience.” Facilitator instructions and scripting are both included in this Facilitator Guide, and also in the “notes” section of the PowerPoint presentation.

📄 If you are comfortable with this material, the scripting does not need to be used word-for-word. It is there as a guide and to be referenced to assist you in this lesson as needed. Please note that there are several places where animation has been built into this presentation. The script will indicate when to click your mouse to make new text appear using the prompt ((CLICK)).

📖 The participant playbook contains accompanying information and places to record notes for this lesson.

Estimated time to complete: 20 minutes

*"The greatest glory in living lies not in never falling,
but in rising every time we fall."*

— Nelson Mandela





Games are a great way to both learn and practice our resilience, because all good games include the possibility of failure – in fact, sometimes it’s practically guaranteed. Games that are really easy don’t actually hold our interest. As our skills develop, we get bored if we’ve figured out the strategy and have overcome all the obstacles. We want something more challenging, more intricate, more difficult.

🗣️ Ask: Why do you think we find difficult games more enjoyable? Answers could include the rush you get when you overcome a challenge, that you feel powerful, confident, or accomplished.

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📖 If you have completed the “Gaming is Good” module with this group, consider how the Bartle Gamer types (listed below) might influence the answers to this question, and discuss them with participants.

- Achievers may mention how good it feels to “beat” a difficult game, and that they feel prouder of a hard win
- Explorers may mention that more difficult games often give players more options to getting to the win, and that they like figuring out what they are
- Socializers may mention the benefits of working together to complete a game they might not be able to win on their own
- Killers may mention they liking that they accomplished something other players couldn’t

Some people may actually disagree with that statement, saying they like the guarantee of knowing they can win – if that’s the case, point out that there are very few, if any, games that are *unwinnable*. No one would play a game if there was absolutely no way to win it – or at least complete the journey – to see progress through levels and recognize that you’re getting better at the game.



Because there’s almost always a way to “win,” we have the perfect platform to learn how to cope with failure on our way to victory.



We already talked about what resilience is, but did you know there are actually four different kinds of resilience? They are physical, emotional, social and mental resilience. We're going to look at each of them, and talk about where they appear in both work, and play.

((CLICK)) Physical resilience refers to the stamina and strength we have in our bodies, and our ability to recover from physical stress quickly and efficiently. We're demonstrating physical resilience when we're able to handle physical exertion, illness, or injury. How quickly we recover from those things is a great way to measure our resilience, and it can be built through healthy lifestyle choices that include exercise, nutritious food, and getting enough rest.

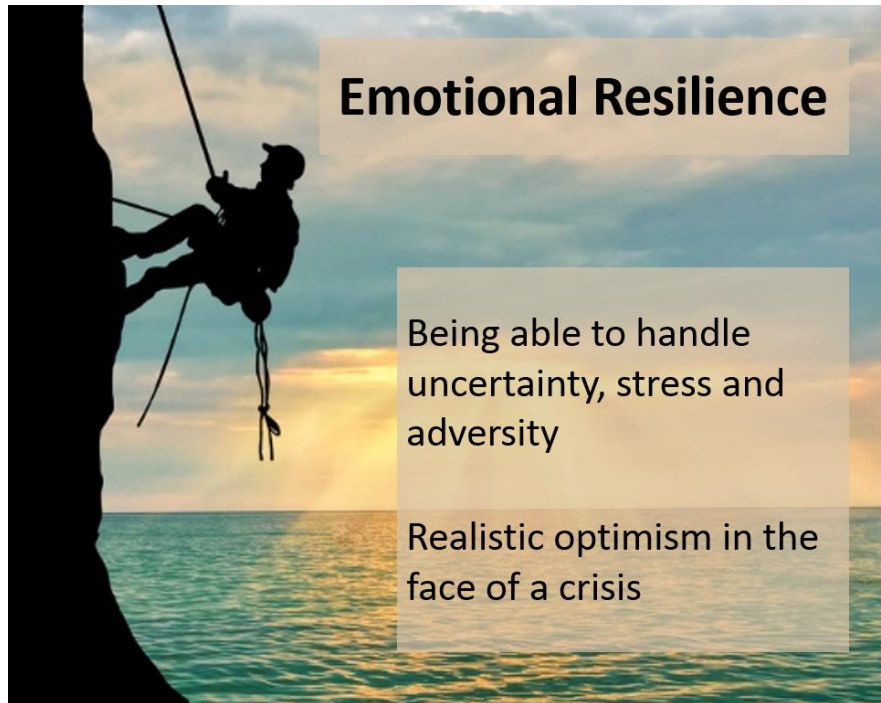
🗣️ Ask: What kinds of games do you think would help build physical resilience? Answers will vary but will likely include most sports including basketball, baseball, hockey and soccer. Laser Tag is a game that marries physical activity and video-game like mechanisms, as is paintball. Video games like Wii Sports and Wii Fit, Just Dance and Dance Dance Revolution, and even Pokémon Go include physical activities, as do tabletop-style games like Guesstures, and Cranium. Share some of these with the group if they aren't suggested.

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🗣️ Ask: What kinds of jobs require you to be physically resilient? Answers will vary, and will likely include labour positions like installing dry walling, laying bricks, paving, roofing, landscaping and others. Mention jobs that may not be as obvious, like nurses, paramedics and personal support workers (where lifting someone's body weight is required), warehousing or delivery driving (which often involves lifting heavy boxes), and that jobs that even jobs that require you to stand for an entire shift like working in retail or serving in a restaurant or coffee shop can be very physically taxing if you're not used to it.

🗣️ Ask: Do you know of any jobs where you have to pass a test of your physical resiliency before they'll consider hiring you? Answers will vary, but good examples include first responder positions like police officer and fire fighter, as well as most jobs in the Canadian military. Mention that even if a physical assessment isn't completed, many job postings will list requirements like "must be able to lift 50+ lbs." to ensure that people don't apply unless they have the physical resilience required to handle the job.





Emotional resilience is our ability to withstand or adapt to uncertainty, stress, and adversity. To do that, we have to develop coping strategies so we can remain calm and focused during a crisis and come out the other side without long-term negative consequences.

🗣️ Ask: What kinds of jobs require you to be emotionally resilient? Answers will vary, but could include working in emergency services (answering 911 calls for example), crisis services (like working with people who have been abused), children’s protective services, or therapy / counselling.

🗣️ Ask: What do you think people working in jobs like these have, or do to maintain their emotional resilience? Answers will vary and could include being trained on how to handle emotional stress, having a good support network, being able to separate their work from their home life, and developing strong coping mechanisms. Mention that many first-responders and therapists are required to attend counselling to ensure they’re looking after their own mental and emotional health on the job.

It’s important to recognize that what constitutes a crisis depends on the person going through it – it could be an injury, the loss of a job, or a death – but it can also be sudden changes, or decisions being made that affect us but are out of our control.

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For many of us, living in a state of uncertainty calls on us to be emotionally resilient. Consider the unpredictability that COVID represents – most of us didn't see that coming. We didn't expect lockdowns and quarantine, didn't anticipate the business closures and job losses that resulted, and have been dealing with the stress and uncertainty of the situation without the normal group of family and friends around us for support.

((CLICK)) People who are emotionally resilient still feel the same fear, anger or nervousness that others do in a crisis, but they often deal with it through a lens of what's called "realistic optimism" – the ability to accurately assess the situation, foresee obstacles, consider how to overcome them, and imagine the likely outcome. And not just any outcome, but one where they prevail. They imagine what could become possible, and truly believe they can help make it a reality.



Realistic optimism is something that games naturally train us to have. We believe that challenges can be overcome – fights can be won, levels can be beaten, the right combination of game elements can be found. What's more, we take ownership of our own game play, not waiting for other players to rescue us or solve the problem, but believing that we will find the solution that will help us move on to the next level of the game.

Immersive role-playing games are particularly good at this, as they present us with long-term play with sometimes difficult or emotional decisions that can have lasting consequences for characters we like or relate to.



Social resilience refers to how groups of people work together to both respond to and to recover from challenges that threaten their community as a whole. Consider the way wolves hunt – not alone, but together as a group. Doing so they are responding to the threat of hunger or starvation in the pack, and are able to bring down more and larger prey working collaboratively than they could if they were hunting alone. We humans can often achieve more together than we can on our own too.

📖 If you have completed the “Teamwork” module with this group, remind them of two of the sayings from that lesson: “the whole is greater than the sum of its parts,” and Together Everyone Achieves More (TEAM). If you have not facilitated the “Teamwork” module with the group, mention that it includes lots of information about the skills found in strong, effective teams. Remind them that they will vote to choose the next topic at the end of today’s session, and they could choose “Teamwork” if they’d like to learn more.

((CLICK)) Resilient societies have that ability to come together as a team, with each person’s individual strengths and talents added to the mix to create a cohesive whole, all working towards a common goal. That comment about individual strengths and talents is a really important one – social resilience depends on the unique makeup of each individual members. Diversity is critical – different perspectives, different skills, and even different weaknesses are absolutely essential.

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🗣️ Ask: Why do you think having people with different skills and talents is important for a resilient society? Answers could include that without specialized skills it's difficult to have experts in important areas (like mechanics, farmers, or doctors, for example). Groups of people with the same skills and perspectives aren't challenged to grow – if they're surrounded by people that think just like them, they're unlikely to see things in new ways, or see someone doing something very different from them and decide to try it too. It's worth pointing out that if everyone shares the same weakness, they're also easier to defeat – all an opponent would have to do is identify and exploit the weakness. Discuss these concepts with the group if they do not come up naturally in the answers to this question.

It's not something that happens by accident – in fact, thoughtfully crafted, diverse groups of people are often the strongest in the face of a crisis. Recognizing that makes us not only accept people that are different from us but welcome them, understanding the value that their differences bring. At the end of the day everyone wants to feel accepted, respected, and appreciated, and when people know that their differences are valued they are more likely to work well with others, adapt to change, and demonstrate their skills in a crisis.

We see this in collaborative games where players have different roles and strengths, like Dungeons and Dragons, World of Warcraft, Forbidden Island, and Pandemic. These games do a great job of creating social resilience, because a successful campaign relies on the different strengths that each player brings to the table.





Finally, we have mental resilience, which is our ability to maintain focus and stay determined to achieve our goals despite adverse conditions.

🗣️ Ask: Can you think of other words that people might use to describe mental resilience? Answers will vary, but could include mental toughness, persistence, determination, fortitude, guts, or grit. Share some of these alternative words if they are not suggested by the group.

🗣️ Ask: Who do you think has mental resilience? How do you know? Answers will vary by participant and could include people they know personally, public figures, or fictional characters. As participants share how they know someone is mentally resilient, be sure to guide the conversation to people who do not give up when things are difficult, or when they fail at something. Point out that attitude and actions are equal parts of mental resilience.

Researchers say that people who are mentally resilient exhibit four very specific qualities ((CLICK)) all of which start with the letter C. They are control, commitment, challenge and confidence.

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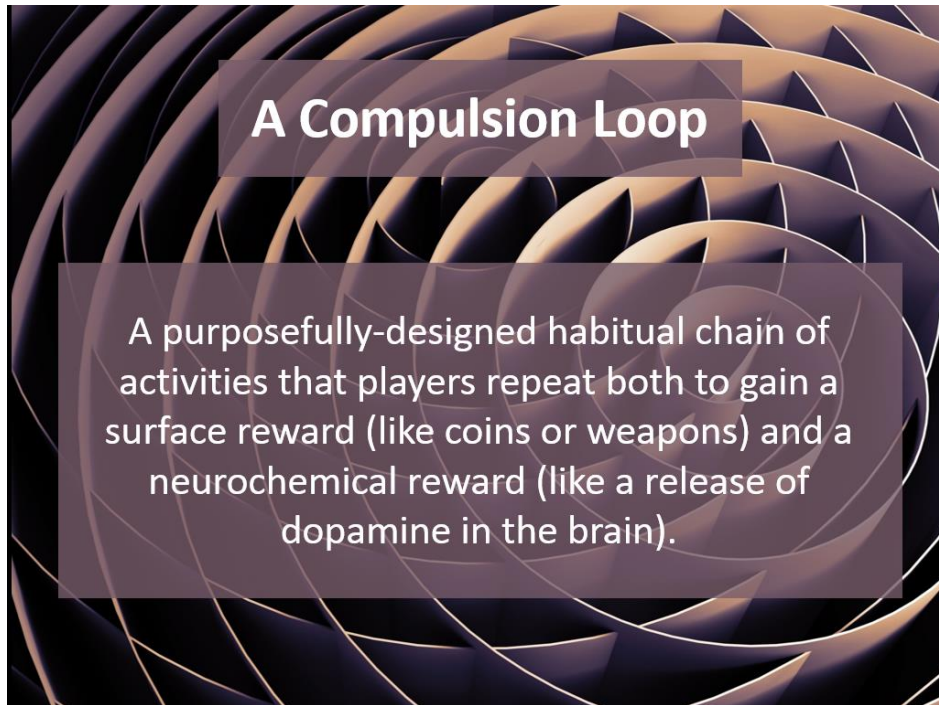
((CLICK)) People who are mentally resilient recognize that they are in control of their own choices – and the outcomes of those choices. They are also able to control their response to stressful situations. A mentally resilient person can balance their reaction to uncertainty and stress, and keep working toward their goals even if it's difficult.

((CLICK)) That's very closely tied to the second C, which is about being able to make, and keep, a commitment. Deciding that we're going to do something – to overcome a challenge either in life or in a game, and then sticking with even when the going gets tough it is another element of mental resilience.

((CLICK)) Being open to challenges is the third C, where we push our boundaries, accept risks to get at a reward, and deal with unexpected changes. Mentally resilient people see challenges as opportunities to learn and grow, rather than just threats or frustrations.

((CLICK)) And the final C is confidence – our own faith that we can overcome. It's also the belief that we can influence change – make a difference in how things play out in our lives and the lives of others. Without confidence, we can crumble in the face of a challenge, not believing ourselves of being capable of beating it.

All together, these four C's kick in whenever we face a difficult task, we fail at it a few times, learn from those failures, and are able to continue working at it until we succeed.



If the act of trying, failing, and trying again sounds like you're going around in a circle, there's a very good reason for that. A lot of games are designed using something called a "compulsion loop."

🗣️ Ask: Can anyone take a guess at what that means? Answers will vary, but could include presenting the player with similar challenges over and over so they can use what they learned earlier, offering rewards or opportunities to level up that players want to work towards, or presenting surprises that compel players to want to keep playing so they can see what happens next.

📖 If you have completed the "Gaming is Good" module with this group, consider how some of these responses reflect Yu-kai Chou's 8 core drives of gaming, and discuss them with participants. The 8 core drives are listed below for your reference:

- Epic Meaning & Calling
- Development & Accomplishment
- Empowerment of Creativity & Feedback
- Ownership & Possession
- Social Influence & Relatedness
- Scarcity & Impatience
- Curiosity & Unpredictability
- Loss & Avoidance

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I'll give you a bit of a technical definition. ((CLICK)) A compulsion loop is a purposefully-designed habitual chain of activities that players repeat both to gain a surface reward (like coins or weapons) and a neurochemical reward (like a release of dopamine in the brain).

Let's break that down a bit. First, we said that this loop is **purposefully-designed** - it's no accident. Game designers study human behaviour and psychology, and create games using very specific structures that we'll respond to.

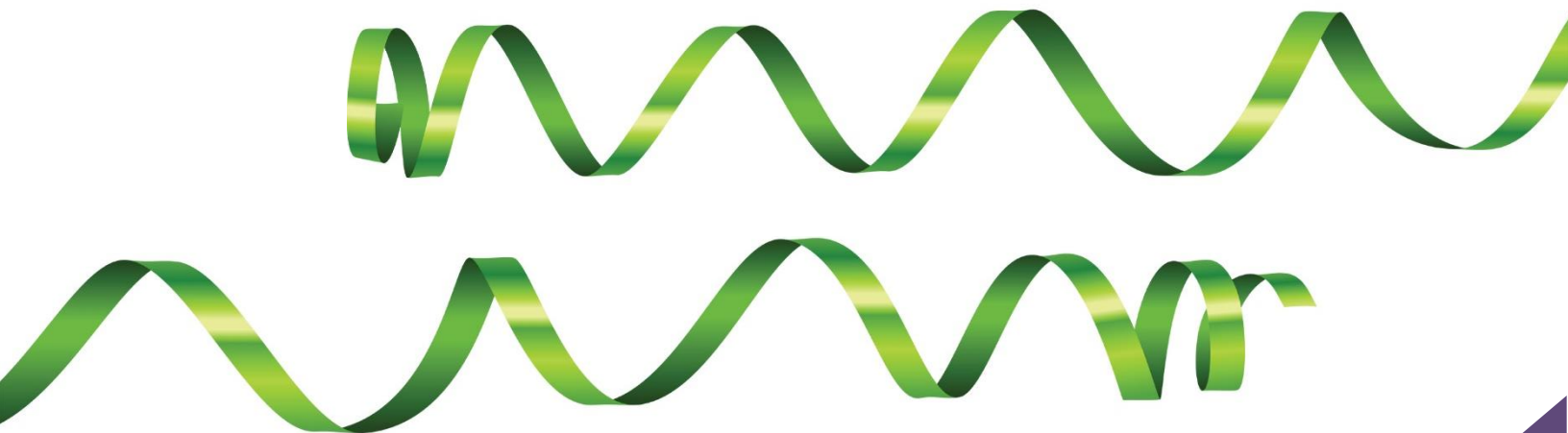
Next, the word **habitual** means something that you do over and over often enough that it becomes a habit.

🗣️ Ask: Can someone share an example of a good habit? Answers will vary, but could include working out, eating healthy foods, sleeping 8-hours a night, or others.

🗣️ Ask: What about a bad habit? Again answers will vary, and could include smoking, excessive alcohol consumption, drug use, eating junk food, biting your nails, or swearing.

In the case of the compulsion loop, it's not necessarily a good or bad habit – but the process of forming it is subtle. You may not even realize you're developing specific habits while you play.

Finally, there's the **reward** part. All rewards feel good, especially those that are hard-earned. The interesting thing is that the surface rewards like coins or weapons offer you one kind of motivation - the possibility of doing even better in future challenges, or earning enough to buy something useful to you in the game. But the neurological reward of a release of dopamine makes us feel really good, and is motivating in a different way. We start to associate playing the game with that rush of dopamine, and chase that feeling, wanting to feel it again and again.





Here's an example of compulsion loop. We'll start with ((CLICK)) facing a challenge in a game. When we succeed at that challenge, ((CLICK)) there's often some level of reward like coins, achievement points, a higher ranking. Succeeding and getting rewarded triggers a release of dopamine in the brain ((CLICK)) which makes us feel good, and the combination of the rewards and what we learned in the challenge often give us a better chance to overcome future challenges. ((CLICK)) We're smarter, better equipped, and more powerful which makes us want to overcome another challenge. And the cycle begins again.


🗣️ Ask: In which of those three bubbles do you think the most failures happen? The answer should be in the "Face a challenge" bubble.

Exactly. It's one of the reasons that earlier challenges in games are usually easier than later ones. You face a challenge, succeed, get a surface reward and a neurochemical reward and that makes you want to take on your next challenge. By doing this several times, when you face harder challenges in the future your brain anticipates the upcoming reward and you'll push through several failed attempts to get to it.

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So if you consider that the compulsion loop is created in part to get you to form a habit, the habit you're forming in almost all games is being resilient in the face of failure. You're building the habit of recognizing that the rewards associated with success are worth the temporary discomfort or frustration of losing a few times before you get them.

It's the perfect training ground for the reality that life is seldom easy – we're all going to face emotional, physical, social and mental challenges that knock us down. It's practicing and demonstrating resilience that helps us get back up again, and keep moving forward.

 This concludes the lesson.

Resilience Assessment

✍ Explain that the information we just learned leads us to ask ourselves – how resilient are we? Suggest that participants think in particular about their emotional and mental resilience, and let them know that they’re going to do a short online quiz that will give them a general idea of where they fall on a resilience scale that looks at 9 different internal and external factors.



Let participants know that at the beginning of the quiz they will be asked to rate their ability to withstand adversity and bounce back from difficult experiences.



Then, one at a time they will be shown 9 statements, and asked to select whether they think it sounds like them either “most of the time”, or “not as often as they would like.” Tell them to think about each choice as they make it, and read the tips that appear once they do.

📖 Let participants know that there are questions in their playbook to answer along the way. A copy of their playbook exercise has been included below for your reference. Note that answers have only been provided for questions with a “correct” answer, not for individual assessment scores or opinion-based questions.

✍ Once you have explained the quiz, direct participants to where you’ve provided them with the URL for the survey. Note that it appears in their playbook and is also available below:

<https://www.everydayhealth.com/wellness/resilience/get-your-resilience-score>

Estimated time to complete: 15 minutes

Participant Workbook Exercise for the Everyday Health Resilience Assessment

1. At the beginning of the assessment, you will be asked to rate your ability to bounce back quickly from stressful experiences. Circle the rating you choose below.

Somewhat

Moderate

High

Exceptional

Work your way through the assessment, which asks you to respond to nine statements by selecting buttons that indicate you think the statement sounds like you either:

MOST OF THE TIME

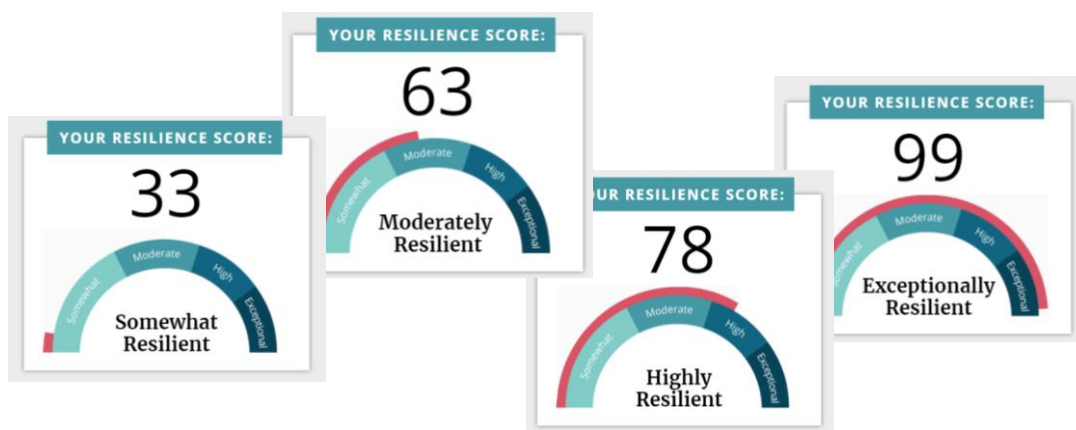
OR

NOT AS OFTEN AS I WOULD LIKE

Think about each choice as you make it, and read the tips that appear once you've clicked a button.

2. Write one tip you plan to act on here: _____

3. What was your resilience rating at the end of the quiz? _____



4. What category of resiliency did that translate to? Circle it below:

Somewhat

Moderate

High

Exceptional

5. Was the self-assessment of your resilience the same as your results? Yes No

6. What are two ways this assessment suggests you can increase your resilience?

The suggestions will vary depending on the score participants receive. Those with higher levels of resilience will be encouraged to:

1. Continue to look for ways to strengthen all the types of resilience identified in the assessment
2. Think about how to help those around you to recognize what makes them resilient

Those whose scores fall in the middle of the range will be encouraged to:

1. Think about the areas of the assessment you wavered on answering. Think about ways you can act more resilient in those times
2. Look at some of the ideas below and see which of them can help you increase your resilience

Those with lower levels of resilience will be encourage to:

1. Start with the changes that seem easiest to add into your day-to-day routines to boost your resilience
2. Work on the aspects of resilience that are more challenging. Every step makes you stronger.

COMPOSURE



GRATITUDE



FORGIVENESS



7. After you have completed the quiz, review the list of internal and external factors that work together to make you resilient. Record two of each that you think are important below.

Internal factors: **Answers will vary by participant. The first list provided includes self-control, flexibility, ability to cope, adaptability, acceptance, and willpower. The second includes self-confidence strength, self-reliance, determination, resourcefulness, perseverance, courage, optimism, and humor.**



External Factors: **Answers will vary by participant. In the external factor list on the website are personal relationships with friends, loved ones, colleagues, and others. The site also suggests finding purpose and meaning in things that motivate or inspire you, and ensuring you have community and social support – a tribe, including people who can empathize with your circumstances at life's challenging moments.**

10 Tips to Build Resilience

🗨️ Share that one of the important things about self-assessments like the one we just did is knowing what to do with what we've learned. The assessment made a couple of general suggestions for ways to increase resilience, but before we move on to the game we want to look at some other things we can do to make ourselves mentally, physically, emotionally and socially stronger.

📖 Direct participants to the list of tips from the American Psychological Association that appears in their playbook. Ask them to take 3-4 minutes to read it, and then answer the questions. Let them know that you'll ask them for some of their answers

The questions appear below, and the full list appears on the following pages for your reference.

1. Write down two of the tips suggested in this article that appeal to you the most.
2. Who do you know that's particularly good at this?
3. What can you do to practice this skill yourself?



🗨️ Ask a few participants to share one of the tips they chose and how they plan to practice that skill or technique in their lives. Answers will vary by participant. Take this opportunity to congratulate them on their commitment to building their resiliency skills, and encourage them to act on the tip or technique they've identified.

🗨️ Ask other participants who they chose as someone particularly good at one of the resiliency skills. Answers will again vary by participant. Point out how helpful it can be to have people in your life who model behaviours that you want to develop. Encourage them to ask these people how they developed the skills they have, and whether they can share some of their tips on building resilience.

Estimated time to complete: 10 minutes

10 Tips to Build Resilience³

1. Make connections.

Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

2. Avoid seeing crises as insurmountable problems.

You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

3. Accept that change is a part of living.

Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

4. Move toward your goals.

Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, “What’s one thing I know I can accomplish today that helps me move in the direction I want to go?”

5. Take decisive actions.

Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

6. Look for opportunities for self-discovery.

People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.

7. Nurture a positive view of yourself.

Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

8. Keep things in perspective.

Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

9. Maintain a hopeful outlook.

An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

10. Take care of yourself.

Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

Additional ways of strengthening resilience may be helpful. For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in their life. Meditation and spiritual practices help some people build connections and restore hope. The key is to identify ways that are likely to work well for you as part of your own personal strategy for fostering resilience.

³ Association, A. (2020). 10 Tips to Build Resilience. *Psych Central*. Retrieved on November 7, 2020, from <https://psychcentral.com/lib/10-tips-to-build-resilience/>

Getting Over It

📖 Remind participants what you said earlier about games being the perfect way to develop resilience, because they offer you opportunities to try, fail, and try again. Let them know that they are about to have ample opportunity to pick themselves back up after failure with the game they'll be playing today.



Play the trailer for “Getting Over It” that can be found on Bennett Foddy’s YouTube channel. A link has been provided below:

<https://youtu.be/wzjuQ3K72u4>

🗣️ Ask: has anyone in the group heard of or played this game before? If they have, ask them to contribute to your description of the game, and to act as a mentor for players who are trying it for the first time. Note that the document “Getting Over It Game Play” contains instructions and is available for reference and should be reviewed before the game is played.



🎮 Ask for a volunteer to play Getting Over It, preferably with the device they’re using connected to a smartboard or projector so other participants can watch the game play easily. Set a time limit for each player, so everyone in the group has a turn to try the game.

📖 Direct those who are observing the game to make notes about what they see happening, both with the character and the person playing. As each player takes their turn, take note of those who approach the challenge calmly and those who lose their temper. Did anyone decide to quit the game before their time limit was up? Who went about the challenge differently than other people did, and what was the result? What else do you notice?



? Debrief: Ask the players about their experience with this game. What did they find frustrating? How did it feel when they finally figured out how to get over an obstacle? Were they able to use the technique that worked in a future challenge? Was there any difference in success if players tried to move the character quickly or slowly? What did those not playing the game notice?

Questions to dig a little deeper:

Given the nature of the tool you have (a hammer on a long handle) players may try to use it like an axe, to pull themselves along. How else did they use it?

Did any players take the time to figure out how to move the hammer different ways and what impact these movements would have on the character before they tried to play?

Physics and gravity both play a role in how this game works. How did that help or hurt the players' attempts to move forward?



The average play time to successfully complete this game is between 7 and 8 hours, so you will only complete a small portion of it with your group. The estimated time set aside for this activity is 25 minutes (which includes providing instructions, gameplay, and the debrief) but as with most games there is plenty of opportunity for flexibility in terms of timing. Consider how many participants are in your session, and how long to give each of them at the game in the time you have available.

Selecting the next session's topic

📖 Thank the group for choosing today's topic, and let them know it's time to pick the focus for the next session. Share the list of remaining topics as shown below.

1. Verbal communication
2. Non-verbal communication
3. Observation skills
4. Decision making
5. Problem solving
6. Teamwork
7. Flexibility and adaptability
8. Work ethic
9. Conflict resolution
10. Resiliency

✂ Take a poll: which of these topics would the group like to look at next? This poll should be done in the same format as the poll completed in the first session. A full list of possible polling options can be found in the Game Changers Course Facilitator Guide if needed.

📖 When the poll results are in, prepare for the topic chosen by reviewing that module.

Estimated time to complete: 5 minutes

Wrap-up and take-away

📖 Remind participants that we talked a lot today about what resiliency is, and ways we can practice and become better at being resilient. Hand a copy of the article “Building Resilience by Wasting Time” to each participant. If you have facilitated the module “Gaming is Good” with this group, let them know that the article is written by Jane McGonigal, the same person who gave a presentation in the video “Jane the Concussion Slayer.”

Ask participants to read the article and try one of the simple activities the author suggests can boost your physical, mental, emotional, or social resilience. Let them know you’ll be asking what activity they chose and how it went at the start of the next session.

Note: the activities proposed in the article are: Stand up and take at least a few steps away from your computer every hour (physical resilience), snapping your fingers exactly 50 times or counting backward from 100 to sevens (mental resilience), arrange to feel three positive emotions for every one negative emotion in a day by looking at pictures of baby animals or playing games like Angry Birds (emotional resilience), and send a thank-you note once a day by e-mail, chat, or text message or make a point of shaking someone’s hand for a full six seconds (social resilience).



📖 Ask for questions or comments about today’s session. Thank the group for participating, and remind them of the date and time of the next session. Please make a note of the homework assigned during this session, so you can review it during the session that follows.

Estimated time to complete: 5 minutes

📖 This concludes the module “Resiliency”.