

The resource toolbox



OBJECTIVES:

- Identify the skills/abilities/resources of the participants
- Learn to solve difficulties by taking into account and complementing the different resources present in the group



AXES:

Identification of internal and external resources



STEP BY STEP OF THE ACTIVITY

>> Introduction to the activity:

Explain to the participants that they will work in separate Zoom rooms in groups, where they will receive each instruction in writing, via messages, but that the facilitator will go to each room to answer questions and clarify doubts.

Share the whiteboard screen and invite participants to try writing on a post-it note.

>> 1st part of the activity:

Invite the group to write on the whiteboard, 'problematic situations they experienced at school' (these can be situations with colleagues, parents, the management, the students, the municipality).

Once there are enough situations, they are read out loud with the aim of clarifying each situation. They can be grouped by category or colour if there are similarities.

>> 2nd part of the activity:

In the next stage, we will work with the CANVA tool. Have a document prepared with the number of pages corresponding to the number of groups you plan to create. Explain to the participants how to use CANVA: share the screen and present the digital tool, how to draw, add images, other illustrations, how to search, etc. Invite them to try it out, drawing and writing on it, making sure that the whole group knows how to use it.

Divide the group into subgroups (see '*Glossary of digital tools*' for how to work in subgroups in different Zoom rooms) and share a CANVA sheet with them (first group sheet 1, second group sheet 2, etc.). Ask them to draw a toolbox on it.

Then invite them to think of a resource or skill that each participant has that is useful in their life for solving situations.

Once the skill has been identified, each participant chooses a sticker or emoji that represents it and inserts it on the toolbox drawn on the sheet.

>> 3rd part of the activity:

Via the messaging service, explain that 3 of the problematic situations they experienced at school will be sent to them. Once each problematic situation has been read, the group must think of a way to solve it using the resources in their toolbox.

Once they have come up with the best suggestion/strategy they repeat the same steps with the other two problematic situations.

>> 4th part of the activity: Presenting the solutions

Invite all the subgroups to the joint room to present their resources and their solutions to the rest of the group.

>> Closing of the activity: Reflection:

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What did you think of the activity?

Were you able to use the resources to overcome the situations?



Conclusion: We have different skills: cognitive, physical, emotional and we can adapt them to different situations. With our colleagues and teams, we can combine these skills, as if they were ingredients in a cake, which will allow us to create new 'recipes' (strategies) to deal with problematic situations.



METHODOLOGY:

Non-formal pedagogy

PREPARATION:

Prior knowledge

- Be familiar with the digital tools that are going to be used.
- Create a CANVA design with several pages, to assign one page per group.



DIGITAL TOOLS INVOLVED:

Online meeting platform, Canva/ online digital design platform, computers or mobiles with camera, microphone and sound for all participants.

PLATFORM USED:

Zoom/Meet/Jitsi



DURATION:

2h



THEORETICAL FRAMEWORK

According to the Resource Conservation Model (Hobfoll, 1989), individuals and groups seek to acquire, protect and build resources (tangible and intangible). When a group is better able to identify its own resources (for example, social support, collective skills, shared leadership), its resilience increases because it has more tools to face adversity without falling into a state of extreme loss. The identification of resources also prevents the 'spiral of loss', that is, when adversity erodes available resources and a negative chain effect is generated.

HOBFOLL, S.E. (1989): Conservation of resources. A new attempt at conceptualising stress. *American Psychologist*, 44: 513-524

HOBFOLL, S.E. (1998): Stress, culture, and community: The psychology and philosophy of stress. New York: Plenum Press.



TIPS FOR THE PERSON DOING IT

Once they are in subgroups, move from room to room to answer questions.

Make sure that at least one person in each subgroup has a relatively good grasp of the tools that are going to be used.