What is the Phenomenology of Resilience?

Resilience Exercise
Using Experiential Methods in Stylized Steps

Write down five characteristics.

- I know I am resilient when I ________
- I know I am resilient because I ________

What is the Phenomenology of Resilience?

Not Divide and Conquer—Divide and Elicit
What are the component parts of Resilience?
Consider when possible
- Sub-states,
- Somatic Signs,
- Social Patterns, and
- Sequences.
Consider the individual, not the theory.
Reference Experiences
The foundation of cohesiveness in our lives

Resilience (Simplified)
- Bounce Back
- Flexible
- Creativity
- Personal Control–Self-Efficacy
- Get Aid/Support/Connection
- Create a Higher Purpose; find meaning
- Persevere
- Envision a positive outcome
- Remember examples of resilience
- Teach others your strategy for success
- Knowledge that you can adequately protect yourself
- Hope that you will use the lesson from this trial.
- Access available energy

Resilience: Sub-states and Social Patterns
- Model others who have been resilient.
- Share the successful experience with others.
- Physical self-care
- Sense of humor
- Embrace change
- Access creativity
- Sense of knowing that you can survive/thrive.
- Confidence in the ability to adapt.
- Realistic risk assessment.
- Be patient
- Arousal levels
- Access strength
- Ability to “bounce back” after an insult.

Resilience Exercise (General)
In groups of four or five invent experiential methods to access an association to any of the following: (Hint: Think of what the skill is like, then make it physical).
Exercise One: Use one piece of paper to communicate one of the concepts. Pass the paper to the next person, if possible, uses the same piece of paper.
Introduce the idea verbally: “Resilience can be ____.” You are creating a visual metaphor. Use “Anesthetic”–Create Assignment. Go slow. “Do-overs” are allowed. The group should enter a state of resonance and then guess what it is that you are trying to communicate.
- Bounce Back
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Resilience Exercise I
In groups of four or five invent experiential methods to access an association to any of the following: (Hint: Think of what the skill is like, then make it into a picture, diagram, etc.). The group should resonate and guess what it is that you are trying to communicate. Introduce the idea verbally: “Resilience can be ____.”
Exercise Two: Only use paper and pencil to communicate one of the concepts. You are creating a visual metaphor.
- Bounce Back
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- Personal Control–Self-Efficacy
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Resilience Exercise II
In groups of four or five invent experiential methods to access an association to any of the following: (Hint: Think of what the skill is like, then make it into a picture, diagram, etc.). The group should resonate and guess what it is that you are trying to communicate. Introduce the idea verbally: “Resilience can be ____.”
Resilience Exercise III

In groups of four or five invent experiential methods to access each of the following (Hint: Think of what the skill is like, then make it physical).

Exercise Three: Only use a sound to communicate one of the concepts. Introduce verbally. The sound can be a bird, music, an animal call, etc. The group should resonate and guess what it is that you are trying to communicate.
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Resilience Exercise IV

In groups of four or five invent experiential methods to access an association to any of the following (Hint: Think of what the skill is like, then make it physical). The group should resonate and guess what it is that you are trying to communicate. You can introduce the idea verbally: “Resilience is like ____.”

Exercise Four: Only use your hands to communicate one of the concepts. Add a movie-maker technique, clean entrance, prior to the presentation to energize the subsequent intervention.
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Resilience Exercise V

In groups of four or five invent experiential methods to access an association to any of the following (Hint: Think of what the skill is like, then make it physical). The group should resonate and guess what it is that you are trying to communicate.

Exercise Five: Only use your body to communicate one of the concepts. You can introduce the idea verbally: “Resilience is like ____.” Pace AND use a movie-maker method, destabilization to energize the subsequent intervention.
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- Creativity
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- Get Aid/Support/Connection
- Create a Higher Purpose; find meaning
- Persevere
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Resilience Exercise VI

In groups of four or five invent experiential methods to access an association to any of the following (Hint: Think of what the skill is like, then make it physical). The group should resonate and guess what it is that you are trying to communicate.

Exercise Five: Only use an object in the room to communicate one of the concepts. You can introduce the idea verbally: “Resilience is like ____.”

Exercise Six: Only use one movie-maker method, and Follow-through with a relevant motivation.
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Resilience Exercise VII

In groups of four or five invent experiential methods to access an association to any of the following (Hint: Think of what the skill is like, then make it physical). The group should resonate and guess what it is that you are trying to communicate.

Exercise Seven: Only invent a moment of the experiential moment you have chosen. Try to impress the process, "set-up, intervention, follow-through," it all in half speed. Add sound. Work with one group member. Have herself improve it. When you are ready—use methods.
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Resilience Exercise VIII

In groups of four or five invent experiential methods to access an association to any of the following (Hint: Think of what the skill is like, then make it physical). The group should resonate and guess what it is that you are trying to communicate.

Exercise Eight: Use the group. Involve others in the group in some way. Use any of the previous methods, but practice the process, "set-up, intervention, follow-through." Add suspense using many "film-maker" methods at moments that you want emphasized.
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- Access available energy
Resilience (Simplified)

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Handouts

www.erickson-foundation.org/zeigworkshops/SWS.html

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