

Toolkit 2 - Learning Unit 3

Pre-intervention

Activity 5

Coordinate your team and coordinate yourself in the intersectoral network



Exercise

Realization

5. Are you aware of how to improve the cooperation of the intervention team during the implementation of a crisis intervention?



NO

Activity 5

- Exercises on cooperative and competitive behavior - practicing cooperation and agreements about risk-taking behavior in a team.

A GAME OF "THUMBS" (by Joan Shapiro)

Aim: To discuss a cooperative and competent approach to conflict. Name the basic conflict situations in terms of the interests of the parties - conflicting interests, non-common interests and common interests.

Method: Participants play in pairs. The right hand holds the fingers of the other person hand so that the thumbs are free and pointing upwards. It is best to show them and check that everyone has understood the basic playing stance. The game is played for two rounds of 20 seconds each. Before the first round the participants are given instructions (it is important to explain them accurately).

Directions: From now on, do not talk to each other. You may talk after the first round is over. Your task is to get as many points as possible. You get a point every time you manage to press your teammate's thumb with your thumb. Count the points. You have twenty seconds.

For twenty seconds, participants try to repeatedly press their thumbs against their partner's thumb. They are awarded one point for each time their partner's thumb is pressed. Each pair then says their score out loud so that everyone can hear what the other scores were. The results will vary. Announce the results out loud again. Do a second round.

Directions for Round 2: We're going to do Round 2. You have seen how many points you have scored and what different results the others have achieved. Try again to get as many points as possible. You can see that some have succeeded. You have 20 seconds to do this.

Again, have all pairs try to score as many points as possible in twenty seconds. Let them say their scores out loud.

You can do the same by getting the pairs to hold hands instead of squeezing thumbs as in a squeeze (never use this word because it suggests a fight and doesn't give participants the opportunity to put their own competitive or cooperative approach into it). A point will be scored when they manage to get the other party to touch the back of their hand on the table.

Instructional note: Words such as fight, rivalry and cooperation must not be mentioned in the instructions. There also must be no answers to questions such as 'who will win etc'. If participants ask questions, just reiterate that the goal is to score as many points as possible.

Discussion:

In both rounds, participants may achieve varying scores. Low draw 0:0, 1:1, 2:2. Low score 2:0, 3:1, 5:2. High tie 30:30, 25:25. How could it be that there are such different results? Suppose some participants acted cooperatively and some competitively.

Invite the participants with low scores to describe how they scored points. Those who had low scores (tied or someone won) will very likely demonstrate a thumb fight - how they tried to squeeze the other person's thumb while at the same time fiercely fighting to keep their own thumb from being squeezed. This is the competitive way of scoring points.

It is based on the fact that we have to force the other person to do something and at the same time have to prevent him from getting WHAT he wants at all costs (i.e., as many points as possible for himself).

The second model, in the case of a high equilibrium outcome, is very likely to be a cooperative one. Participants have figured out that they do not have to prevent each other from scoring points. Rather, if they offer to "squeeze" each other, they can divide the points among themselves as much as they can. They can do it in different ways depending on their trust in each other and the creativity of both parties.

The cooperative method with control - the participants made a grinder out of their thumbs so that their thumbs spun around each other and thus they had the same number of points in each round. The half and half cooperative method - gaining points by splitting ten points each. The first one in the pair taps 10 times on the opponent's thumb followed by the other tapping on the opponent's thumb until they equal the number of points. This continues to the end.

The Cooperative way of dividing the tasks - the one in the pair who can "tap" faster taps all the points for the whole time limit and at the end they divide the points in half. Thus, the one who can do this type of work faster and better will do it for both of them, trusting the other to divide the points fairly afterwards. Alternatively, the other can divide the points off the top of his head (this is his share of the work to get the maximum number of points).

These cooperative ways of resolving the conflict of acquiring something that looks at first glance like "mine or thine" differ in the degree of trust in the other party to trust that they will divide the acquired value fairly to each other's satisfaction. The less control the other has, the greater the trust.

RED – BLUE

Procedure:

The trainer will introduce the participants to the aim of the game as stated in the material. Each group should be in a different area so that they can talk uninterrupted about their strategy and choices.

The groups will tell their choice to the trainer. When the choices have been given from both groups, the trainer can tell the groups the other groups' choice. According to the resulting combination of choices, the participating groups write down the points they have scored.

The negotiation can only take place if both groups agree.



Analysis:

What strategy did the participants choose? Why? Could they have achieved a better result? When could they have gained the most?

What influenced their choices and behaviour? In what ways did the negotiation help them?

What similar situations do they encounter at work and in life?

GOAL:

The goal of this exercise is for your group to end the game with a positive outcome, based on the scoring below.

PROCEDURE:

YOU WILL PLAY THE GAME WITH ANOTHER GROUP. YOUR GROUP HAS TO DECIDE WHETHER TO VOTE RED OR BLUE. THE GROUP YOU ARE PLAYING THE GAME WITH WILL HAVE THE SAME CHOICE. BOTH GROUPS WILL INDEPENDENTLY TELL THE TRAINER THEIR DECISION. THE TRAINER WILL THEN TELL EACH GROUP THE COMBINATION OF COLOURS THE GROUPS HAVE CHOSEN. THIS WILL BE FOLLOWED BY AN EVALUATION ACCORDING TO THE FOLLOWING TABLE:

Group 1	Group 2	Score is	Group 1	Group 2
Red	Red		+ 3	+ 3
Red	Blue		- 6	+ 6
Blue	Red		+ 6	- 6
Blue	Blue		- 3	- 3

There will be 10 rounds of play. After the fourth round, the instructor will ask you if you wish to negotiate with the other group. Negotiation will only take place if both parties wish to do so.

After the eighth round, you will be given a second opportunity to negotiate with the other group, but only if both groups wish to do so.

In the fourth and eighth rounds, gains and losses are multiplied by two: a win will be +6 or +12, a loss -6 or -12.

In the ninth round, gains and losses are multiplied by three: a win will be +9 or +18, a loss -9 or -18.

In the tenth round, gains and losses are multiplied by five: a win will be +15 or +30, a loss -15 or -30.

Once again, we remind you that you need to end with a positive result.

RED – BLUE

Evaluation

	Choice		Score	
	group 1	group 2	group 1	group 2
1. round				
2. round				
3. round				
4. round x 2				

Negotiations can be done here

	Choice		Score	
	group 1	group 2	group 1	group 2
5. round				
6. round				
7. round				
8. round x 2				

Negotiations can be done here

	Choice		Score	
	group 1	group 2	group 1	group 2
9. round x 3				
10. round x 5				

	group 1	group 2
Total		

"WIN AS MUCH AS YOU CAN"

Round	The group will consult	Record your choice of X or Y	How much did you gain or lose in this round?	Scoring	Total so far
1.	No			Usual	
2.	No			Usual	
3.	No			Usual	
4.	No			Usual	
5.	Yes			triple	
6.	No			Usual	
7.	No			Usual	
8.	Yes			triple	
9.	No			Usual	
10.	Yes			triple	

Your total score:

Scoring key:

4 X	- everyone loses €1	Player score no. 2:
3 X	- everyone wins 1 €	Player score no. 3:
1 Y	- loses €3	Player score no. 4:
2 X	- everyone wins €2	
2 Y	- everyone loses €2	
1 X	- wins €3	
3 Y	- everyone loses €1	
4 Y	- everyone wins 1€	

Education and discussion on the topic: implementation of crisis intervention

Initial contact and stabilisation of emotions

Joint goal setting and structure of the meeting. A safe space is created. Work is done to stabilise the emotions present at the beginning of the meeting. Methods aimed at stabilisation in time and space are applied. Recommended methods: metaposition, mentalisation through narration, tapping

Metaposition – this is the stance taken by the intervener at work. He is in a position "above the story" which increases his competence.

Mentalization by narration – this is done through mentalization, the understanding of oneself through interpersonal relationships increases, distinguishing internal reality from external. This is dependent on the quality of the relational bond. Therefore, it is essential to work with it in a group conversation in order to facilitate mentalizing for all involved.



Tapping -this is a tactile bilateral stimulation.

EFT Tapping Points

- **Identify the upset and rate it on a scale of 1-10**
- **Using a couple of fingers, tap round the points shown for as long as feels right**
- **Stop tapping, take a deep breath and re-rate the upset**
- **Repeat the process until the intensity comes right down**

Implementation of crisis intervention

The actual implementation of crisis intervention is adapted to the current situation, possibilities and needs. The professional team takes the pace into account and chooses adequate professional procedures of crisis intervention.





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Suggested group crisis intervention procedures are e.g.:

- Ventilation and normalization of emotions and physical reactions. This involves promoting the ventilation of emotions and the normalization of emotional and physical reactions to the critical event.
- Working with coping strategies. Steps are implemented to map one's own resources and support them.
- Preparing for and planning for the future. Implementing a practical sequences of steps, naming coping options after a crisis intervention. Applying the crisis intervention method: preparing for the future.
- Psychoeducation and final stabilization of emotions. Practical information about experiencing and managing emotional and physical reactions after a traumatic event and education regarding crisis intervention and post-crisis care. Education regarding stress responses following a traumatic event at all levels. Work on the final stabilization of participants' emotions. Recommended methods: safety net, tapping, butterfly hugs (EMDR).

Conclusion of crisis intervention

Offer further care through a collaborative counselling facility. Link to other professionals within the MDT (multidisciplinary team), referral to a trauma therapist. Setting a review meeting to close the crisis intervention.



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