

Toolkit 2 - Learning Unit 5

Activity 4 : Shell Exercise-play



Training

Ethics and human values inspire your leadership as a coordinator

4 – Agency, Empowerment, Selfhelp : **PRE and Acute-INTERVENTION**

Making Work and Intervention More Meaningful, Safer and More Effective.

PRE and Acute-INTERVENTION

- Question : Do you note your team needs to strengthen themselves ?
- Green side NO: Please go to the next step
- Orange side YES : Yes, I do. Please follow this section to assess and evolve in your coordinator skills and strategies to know and receive the team feelings.
- Activity 4 : Shell Exercise-play

ACTIVITY 4 : Shell Exercise-play

« One crucial but challenging aspect of strengthening governance is systematically bringing in people's voice into policy- and decision-making. Indeed, the protracted Coronavirus pandemic throws an additional, glaring light on the need for social participation as foundational to fostering trust in government and public institutions, an element seen as key to the success of the Covid-19 response. Trust can be fostered by more robust, regular, and institutionalized dialogue between governments and their population, when people feel that their governments listen to their interests and consider their perspectives. For people's views to be aired and heard requires an environment where people feel empowered to speak their voice; doing so gives populations agency over their own health and lives, a key step in fulfilling the human right to health ».*

This quote of WHO serves to emphasize that living one's own voice gives the feeling of agentivity and the responsibility taste to empowerment.

Although the WHO addresses nations and large communities, in practice the implementations of its strategies proceed by local groups. We therefore advise you to treat your team with the same sensitivity that has also been achieved for large social and health and rescue operations. If you want to nurture the sense of team agentivity and empowerment, create situations in which your team "*learns to give space to the voice of each member*". Then all decisions will be applied more efficiently and effectively. You waste time to earn it with the well-being of living it.

For this reason we have decided to show you active exercises for your team members.

And you have to choose the good timing to propose this exercise-play as an *intermezzo* (pause), between the next dense crisis activity.

*World Health Organization, Voice, agency, empowerment - handbook on social participation for universal health coverage, 2021

Shell Exercise-play

The exercise has two phases:

A] one active and in the Group, to allow everyone to live and express themselves bodily, psychically and relationally;

B] a subsequent one of individual analysis to facilitate the understanding of the Group dynamics and the reflection on the space-roles that everyone knows they occupy, but also how they occupy them, and above all those that he would finally like to occupy.

As for other exercises of this unit, reference is made to the creative adaptation as a generator of belonging and agency, psychic and physical protective factors.

A] Phase active and with group

Objective. In groups of 5-20 people, start any discussion, but we advise you in psychological crisis intervention to choose a crucial subject because you don't have much time and the team is normally quite stressed. Making sure that only one person speaks at a time.

Focus attention on the motivations and importance of the intervention of each in the group. Encourage listening in discussions.

Material. An object large enough to be held in the hand (traditionally a large shell was used). You can use an empty bottle, a cup, a tennis ball, a book...

Time. As long as the discussion lasts. In Psychological Crisis Intervention is better to pose a structured timing. You have to understand in the context what are the best times with respect to the needs of your team (go for example to step 2 of this unit that you may have already done), without forgetting that in emergency situations, the team can just forget or avoid their own internal needs that require time to be subtracted from the rescue and care of the victims.

Procedure. Participants sit in a circle with the shell on the floor or table, in the middle anyway.

The only rule : only those who are holding the shell can speak. Whoever wants to intervene goes to take the shell, goes back to his seat and talks. He can also remain silent, always holding the shell. Once finished, he returns the shell to the center, available for the next intervention. Nobody has to pass the shell directly to another.

Remarks. This process ensures that only one person speaks at a time. And, even more, that everyone can speak slowly, as much as he wishes, without fear of being interrupted. You can stop to reflect for a moment, or make a few minutes of silence after talking and before putting the shell in its place.

For example, it is a process that, introduced into a discussion when the tone is being raised and no one is listening to others, can work wonders. If everyone can speak calmly, the discussion proceeds swiftly. People can easily focus on listening, rather than formulating their response or waiting for an opportunity to interrupt.

The only difficulty that can arise is a contest to get the shell. Winning by force is certainly no better than winning by raising your voice.

If this happens, you – as coordinator - pass the shell in a circle, so that everyone can intervene. Or you hold it still, for a while, if you need silence to think. Although this change can curb spontaneity, it gives everyone the opportunity to intervene - if they want to - and avoids the danger of a split within the group, since the discussion takes on another trend.

When people take turns talking, it is easy for the whole group to deliberate on a problem or the source of the disagreement itself.

B] Phase reflexive and individual

CHECKLIST FOR ROLE SELF-ANALYSIS & CONDUCTOR-ANALYSIS

Task roles	Roles I often occupy	Roles they assume inadequately	Roles I would like to take on
-------------------	-----------------------------	---------------------------------------	--------------------------------------

Orientator			
Search-news (News-Seeker)			
Pantry-news			
Opinion-seeking (seek-opinion)			
Pantry-opinions			
Explanatory (Clarifier)			
Punctuator (Pointing out)			
Synthesizer			
Verification-consents			

Task roles	Roles I often occupy	Roles they assume inadequately	Roles I would like to take on
-------------------	----------------------	--------------------------------	-------------------------------

Retention roles

Encourager			
Relauncher			
Conciliator			
Intermediary			
Pantry-opinions			
Communication facilitator			
Guardian of purpose and style			
Listener			

Egocentric Roles

Opponent			
Dominator			
Playboy (Seducer)			
Reward Hunter			
Cynical			
Gregarious			