

Resilience

Teaching learning activity

Caring, Listening, and Resilience: Building Professional Skills for Social Work Students by Mirabai Bush

Goal: Compassion practice to see that we human beings are similar in many ways.

Students face each other and silently repeat phrases about the person across from them: "Just like me, this person has known physical pain. Just like me, this person has done things she regrets. Just like me this person wants to be happy..."

They can add phrases that are more personal by bringing others to mind: "My partner is stubborn just like me, My client holds grudges just like me ..." also positive examples including generosity, happiness, etc.

The exercise ends with wishes for well-being to their partner and the ones not present: "may you be free from pain and suffering, may you live with ease in the world, may you be happy."

Ref: Barbezat, D. P., & Bush, M. (2014). *Contemplative Pedagogy in Practice: Two Experiences. Contemplative practices in higher education: Powerful methods to transform teaching and learning* (1st ed, pp.39-66) John Wiley & Sons.

Difference-Education Intervention Difference-education can be understood as teaching students about the contextual nature of social group differences through learning from stories of successful students from diverse backgrounds (Walton & Crum, 2021). It aims to help students overcome obstacles and empower them to be successful at university. Students will listen to or read stories of senior students that share their experiences of starting university and becoming successful students. Senior students were first- and continuing generation students who linked their experiences especially to their social class background. The goal of the intervention is for students to see that diverse backgrounds can not only negatively but also positively influence experiences at university. First- and continuing generation students link experienced obstacles to their social background showing that both groups deal with obstacles even though they show differently. They also shared how they overcame the specific obstacles. Furthermore, groups share experienced strength and strategies connected to their background. Specific information and examples can be found in chapter 5 pp.137-138.

Ref: Walton, G. M., & Crum, A. J. (Eds.). (2021). *Difference-Education: Improving Disadvantaged Students' Academic Outcomes by Changing Their Theory of Difference. Handbook of wise interventions* (1st ed, pp.126-147) Guilford Publications.