Building Resiliency In Young People.
Building Resiliency.

This resource is designed to complement the webinar also titled "Building Resiliency in Young People". The resource has been designed to explore the resiliency factors developed by Karen Reivich & Andrew Shatte (2002) through classroom activities and ideas. Through the ReachOut Teachers Network and Inspires' work with young people, we know that simple measures can have a great impact on young people's resiliency. Young people face adversity and change, and being able to learn the skills to cope effectively with these challenges is vital. Resiliency is about thriving despite adversity and surviving tough times.

Acknowledgments

This resource would not have been possible without funding and support from United Way Australia and guidance by Maria Ruberto from Salutegenics.

United Way Australia

United Way is a network of people globally and locally. Through their Community Impact mission, United Way aims to mobilise communities to create lasting changes that improve lives. With over 3000 volunteers who help support 300 grassroots community organisations in Australia, United Way are focused on making a real difference to three broad areas in our communities: Education, Health and Income – the building blocks for a good quality life. (www.unitedway.com.au/about-us)

Inspire Foundation

The Inspire Foundation (www.inspire.org.au) was established in 1996 in direct response to Australia’s then escalating rates of youth suicide. We combine technology with the direct involvement of young people to deliver innovative and practical online programs (including www.reachout.com) that prevent youth suicide and improve young people’s mental health and wellbeing. Our mission is to help millions of young people lead happier lives.

The ReachOut Teachers Network

The Inspire Foundation launched the Reach Out Teachers Network (http://teachers.reachoutpro.com.au) in 2007. The ReachOut Teachers Network has evolved through the recognition of the importance of promoting youth mental health and understanding the significant role technology plays in the lives of young people. The ReachOut Teachers Network provides access to resources and practical strategies for education professionals on a range of youth mental health issues and online technologies. The online resources available can be used to enhance the effectiveness of school-based mental health promotion and education programs delivered in school settings.

Sarah Jackson is the author of the resource and the Senior Manager, Schools for The Inspire Foundation.

ReachOut.com

ReachOut.com is Australia’s leading online mental health service for young people. It gives young people the skills and knowledge they need to manage their own mental health and, for those that are experiencing a mental health disorder, works to reduce some of the barriers to help-seeking. ReachOut.com knows the barriers that exist for a young person to seek help, so it has help available anonymously and 24/7, for whenever they need it. ReachOut.com provides young people with a non-threatening place to get information and help with mental health issues, as well as access to a peer network of young people that support each other.

Salutegenics

Salutegenics is a strengths-based psychological service specialising in mental illness, resilience and wellbeing – the reference points for developing a flourishing life. The core mission of Maria’s work is to transition people towards a state of flourishing, promoting respect, resilience and improvements in emotional health. The philosophy of positive psychology embeds Maria’s approach in both the workplace as well as the private therapeutic space. It is the acknowledgement that every emotion and every behaviour has a purpose – whether we are being trespassed or celebrated, our emotions provide important information about our environment. It is how we respond to these cues that influence how we cope. However building human resilience such as learning the tools from this resource is a decision to improve your wellbeing. (www.salutegenics.com.au)

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Developed & Designed in 2012
What is resilience?

Resilience is the ability to bounce back from adversity. It is a necessary skill for coping with life’s inevitable obstacles and one of the key ingredients to success. When we apply resilience through the positive psychology lens, the learning is not only to bounce back, but to bounce forward. Examples of challenges some young people may face where resiliency skills are essential:

- Physical illness
- Change of school
- Transitioning from primary school to high school
- Change in family make up (divorce, break up)
- Change of friendship group
- Conflict with peers
- Conflict with family
- Managing study workload

Why is it important for young people?

Having resiliency skills minimises the effect that negative, stressful situations can have on a young person. These skills allow a young person to face challenges, learn from them and apply these skills towards living a healthy life.
Creating a supportive environment.

It is really important to provide students with a safe and supportive classroom environment that facilitates active participation and engagement.

Below are some tips for creating this space.

It is important to:

- Collaborate with students to develop a group agreement that sets the parameters for class discussions.
- Allow all students to reflect on their own role in discussions – acting as a facilitator of the conversation to help generate many viewpoints.
- Value all student contributions and make this known.
- Use a range of questioning techniques which open up discussion rather than trying to get to a quick right answer.
- Recognize that some students may not feel comfortable sharing; explore ways of dealing with this such as using think, pair, share activities.
- Explore ways to ensure that all students get an opportunity to speak, such as using talk tickets, talk sticks etc.

Practical strategies: Exploring the seven essential resiliency skills.

1. Emotional awareness & self regulation
2. Impulse control
3. Optimism
4. Flexible & accurate thinking
5. Empathy
6. Self efficacy
7. Connecting & reaching out
Exploring: What is resiliency?

Activities.

1. Buzz idea 15 mins
   A picture tells a thousand words...
   - A great way to introduce a topic
   - Spread picture cards over classroom floor. Ask students to choose a picture card they think best relates to the word resiliency (bouncing back, bouncing forward). Students then share what their card means in relation to resiliency.

2. What is resiliency? 25 mins
   Discuss with students what resiliency is (the ability to bounce back, bounce forward from tough times). Place ideas on board, and give students definition.
   - On a post-it note, each student writes down their own definition and an example of when they, or someone they know has been resilient.
   - The class forms two large concentric circles. The students in the inner circle share their definition. The students in the outer circle share their example. The inner circle then rotates clockwise and the process is repeated until everyone has shared.
   - Students then swap from inner circle to outer circle and share their other piece of information.
   - Draw a Y chart on the board. As a class, brainstorm what it looks like, feels like and sounds like to be resilient.

Key message.
Resilient people are comfortable in talking about and expressing a range of emotions.

Outcomes.
Students will be able to understand that:
- Being resilient is not about keeping things inside, but expressing how you feel and moving forward.
- The resilient person knows how to control their emotions so that they are able to push forward with a plan of action.
- There are many instances in life where resilience appears.

Resources Required.
- Post-it notes
- Pictures / magazine photos that can be interpreted differently or Picture This resource (St Lukes Innovative Resources)

Practical strategies skill one. Emotional awareness & self regulation.

Ability to identify emotional experiences and control emotional response to external events. Resilient people are comfortable with their feelings and they express a broad array of emotions – happiness, joy, fear, sadness. Resilient people don’t get “stuck” in an emotion. Although they might feel sad or scared, these feelings don’t prevent them from coping with the situation and moving forward.

Wellbeing@School
Worksheets / skill one.

Essential resiliency skills.
Emotional awareness & self regulation.

Activities.

1. Buzz Idea - Toss the Ball (10 mins)
   i. Students stand in a circle
   ii. Ask students to think about emotions, what do they know about them?
   iii. One student starts with the ball and throws the ball to another student, sharing what their thought has been
   iv. This is continued until all students have received the ball, and shared an idea
   v. For an added challenge, introduce more than one ball

2. What are emotions? (15 mins)
   Remind students what resiliency is – as discussed in What is resiliency? activity
   i. Each student writes down an example of an emotion on post–it notes
   ii. Students present their examples and place the post–it note on the board, under the headings positive / negative
   iii. Discuss why the emotions are under each heading
   iv. Add an extra column. How does this make someone feel? As a whole group, students suggestions are written up (By teacher or individual students)

3. Connecting Feelings with Emotions (20 mins)
   i. Explain to students that keeping a check on their emotions assists in knowing how we respond in certain situations and how best to move forward and learn about how situations make us feel
   ii. Share with students the List of Emotions (A–Z)
   iii. Students work through the worksheet Feeling Connected, using the List of Emotions as a reference
   iv. Share their Feeling Connected diagrams with a partner
   v. Share with the class

4. Feelings Journal (5 mins)
   i. Can start a lesson, end a lesson or used as a break in the middle of a lesson
   This is a journal that can be used throughout a students school day, your lesson or in their personal life. Recording our feelings allows us to understand how we feel and helps to develop our resilience
   i. Use the Feelings Journal template
   ii. Record your feelings over a day, then a week
   iii. Share them with a trusted friend

ReachOut.com links.

Fact sheet: Why do people get angry? Find out all about anger, including what it is, signs of anger, types of anger, and what people can do to reduce their anger.
http://au.reachout.com/all-about-anger

Wellbeing@School
**List of Emotions (A–Z).**

We have a complex thinking system. Being aware, listening to and responding to our emotions is one of the keys to facing and responding to tough times.

(Adapted from salutagenics.com.au)

<table>
<thead>
<tr>
<th>A</th>
<th>Abandoned / Annoyed</th>
<th>Accept / Apathetic</th>
<th>Acknowledged / Ailing</th>
<th>Adored / Admired</th>
<th>Agitated / Alarmed</th>
<th>Amused / Amazed</th>
<th>Annoyed / Anxious</th>
<th>Appreciated / Apathetic</th>
<th>Angry / Anxious / Aroused</th>
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<tbody>
<tr>
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<td>Battered / Broken</td>
<td>Battered / Bilingual</td>
<td>Battered / Bilateral</td>
<td>Battered / Binomial</td>
<td>Battered / Bit</td>
<td>Battered / Blind</td>
<td>Battered / Blunt</td>
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<td>F</td>
<td>Foolish / Frightened</td>
<td>False / Frantic / Frigid</td>
<td>Fantastic / Floral / Fickle</td>
<td>Fatigued / Fresh</td>
<td>Frustrated / Frowning</td>
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<td>Hasiled / Homely / Humble</td>
<td>Hurtful / Honoured / Hurt</td>
<td>Helpful / Hopeful / Hyper</td>
<td>Helpless / Hopeless / Hysterical</td>
<td>Helpless / Hopeless / Hysterical / Hysterical</td>
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<td>Idiotic / Inattentive</td>
<td>Insecure / Ignored</td>
<td>Incompetent / Insecure</td>
<td>Immobilised / Independent</td>
<td>Inspired / Impatient</td>
<td>Intimidated / Imposed upon</td>
<td>Infatuated / Impressed / Inferior</td>
<td>Involved / Impulsive</td>
<td>Involved / Isolated</td>
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<td>Logical / Loving</td>
<td>Lazy / Lonely / Low</td>
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<tr>
<td>M</td>
<td>Mad / Mixed up</td>
<td>Manic / Merry</td>
<td>Motivated / Manipulated</td>
<td>Miserable / Mystified</td>
<td>Maternal / Misunderstood</td>
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<td>Neurotic / Neutral / Nice</td>
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<td>Preoccupied / Paralysed / Paralysed</td>
<td>Posed off / Pressured</td>
<td>Passionate / Playful / Pushy</td>
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<td>Taunted / Thrilled</td>
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<td>Tempted / Tired</td>
<td>Tense / Torn</td>
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<td>U</td>
<td>Uncontrollable / Unsafe</td>
<td>Unhappy / Undervalued</td>
<td>Unsociable / Uptight</td>
<td>Uneasy / Unwanted</td>
<td>Used / Unprotected</td>
<td>Uprooted / Useless</td>
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</tbody>
</table>

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*We have a complex thinking system. Being aware, listening to and responding to our emotions is one of the keys to facing and responding to tough times.*

*(Adapted from salutagenics.com.au)*
Feelings journal.

<table>
<thead>
<tr>
<th>Day</th>
<th>What was happening?</th>
<th>What were you feeling?</th>
<th>Was it negative or positive?</th>
<th>How did you react?</th>
<th>Was there a physical reaction?</th>
<th>What will you do next time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<td>Saturday</td>
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</tr>
</tbody>
</table>

Example

- Excited
- Annoyed
- Sulky
- Happy
- Role...

Feelings connected.

- What roles do you play in your life?
- How do these make you feel? (Use List of Emotions A–Z)
- Use the template provided below to record the emotions (negative / positive) you feel in different roles you have in your life (an example is provided). Recording how we feel helps us to keep a check on our emotions
- Share with a partner, then the class
Essential resiliency skills.

**Impulse control.**

Activities.

1. **Buzz idea: Order order!** (5 mins)
   - Ask students to silently line up in order of month and date of birth (they will need to rely on non-verbal communication)
   - Once in a line, ask everyone to share their birthdays in order
   - Use the line to group students into groups of three

2. **Class discussion** (10 mins)
   - What are impulses?
   - In groups of three, write down as many things as you know to do with impulses
   - Whole class discussion. Provide definition of impulse (ability to control our behaviour)

3. **Controlling our impulses** (20 mins)
   - Split class into new groups of three. Use the same Buzz idea but vary the theme
     - This time get students to line up in shoe size
   - Hand out the scenario cards to each group
     - Each group chooses two scenarios to fill out the questions on the worksheet
     - Have students allocate a scribe, reporter and time keeper (10 mins) in their group
     - You may like to allocate specific scenarios to each group to avoid doubling up
   - Students report back to whole class group their responses

ReachOut.com links.

Fact Sheet:
It’s not uncommon to fight with your siblings – in fact it’s a fairly normal part of growing up. However, it can be good to know why you’re fighting and different things you can do that might ease the tension
http://au.reachout.com/Fighting–with–a–brother–or–sister

Fact Sheet:
There could be a number of causes of family conflict, ranging from lack of communication to differences in values. There are things you can do to stop the situation getting worse as well as good ways to talk about it

Key message.

Being resilient doesn’t mean not acting on our impulses, but rather, controlling our impulses.

Outcomes.

Students will be able to understand that:
- Being resilient involves controlling impulses
- There are many kinds of impulses

Resources Required.

- Impulse Control Strategy Cards
- Impulse Scenario Cards

Classroom Tips

- Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- Use the “stop, think” message when facilitating class discussions
- Model impulse control in your classroom and your staffroom
- Share examples of your own impulse control strategies / examples with your class

We all have impulses to do things and say things – these are not always in our best interest, nor helpful to others. To be resilient doesn’t mean to stop these impulses, but it does require you to stop acting on every impulse that does not serve you well. These skills of impulse control can be learned.
Strategy card.

Stop. Think—Impulse Strategy Card.

1. Stop, think (delay your response)
2. Breathe
3. Three responses
   - (Don’t say anything until you have thought of three responses)
4. Respond

Worksheets / skill two.
Impulse control.
### Impulse scenarios.

Choose a scenario, or make your own. Fill in the table below.

<table>
<thead>
<tr>
<th>Scenario One</th>
<th>Scenario Two</th>
<th>Scenario Three</th>
<th>Scenario Four</th>
<th>Scenario Five</th>
<th>Design Your Own</th>
</tr>
</thead>
<tbody>
<tr>
<td>At lunch you line up at the canteen, someone pushes in front of you.</td>
<td>The person next to you keeps tapping the desk during an exam.</td>
<td>The person you are talking to has a different opinion to yours.</td>
<td>You are online and notice a friend on Facebook has “unfriended” you.</td>
<td>You are saving up to buy a new Tablet / iPad, but see a new pair of shoes to buy that will cost $80.</td>
<td></td>
</tr>
</tbody>
</table>

#### Practical strategies

**Skill three. Optimism.**

Learning the skills of optimism can help protect against depression and anxiety. Optimism involves learning to think positively about the future – even when things go wrong. It’s about looking objectively at a situation, making a conscious decision to focus on the good. Optimistic people are happier, more engaged, succeed more and are better problem solvers. Optimistic attitudes need to be realistic – it is shooting for the stars without losing sight of the ground (Reivich & Shatte 2002).
Essential resiliency skills.
Optimism.

Activities.

1. Buzz idea: Rolling! (15 mins)
   I. Ask students to take some toilet roll from the roll – don’t specify how many pieces, let them take as many or little pieces as they wish
   II. Once everyone has a piece / pieces of the toilet roll, ask students to think of as many thoughts they have had (eg, thoughts such as “I’m going to do well in my maths test today”, “I’m such a slow runner, I can’t finish this jog” or “I’m going to try my best, my best is all I can do”) in their head today, according to the number of pieces of paper they have in their hand. (eg three pieces of paper = three thoughts to share)
   III. Explain to the class that in this lesson they will be exploring the things that go on in peoples mind which is called “self-talk” – Positive self-talk is the key to developing optimism

2. Class discussion (10 mins)
   I. What influences our thinking, our self-talk?
      › Think–Pair–Share
      › Students think to themselves, share with a partner and then share with the class

3. Self-talk (25mins)
   I. Students read fact sheet on reachout.com
      http://au.reachout.com/What-is-self-talk
   II. Students read fact sheet on reachout.com
      http://au.reachout.com/Wellbeing/Mental-Fitness/Confidence
   III. Students read fact sheet on reachout.com
      http://au.reachout.com/Wellbeing/Mental-Fitness/Confidence

Outcomes.
Students will be able to understand that:
› Optimistic attitudes need to involve realistic ideas
› Self-talk assists in developing optimism
› Thoughts which are negative can be overridden with positive thoughts

Resources Required.
› Self-talk worksheet
• ReachOut.com fact sheet
   What is self-talk
   http://au.reachout.com/what-is-self-talk
• Toilet roll (for buzz activity)

Key message.
Optimistic people are happier, more engaged, succeed more and are better problem solvers. Optimism skills can be learned

Worksheets / skill three.
Optimism.

Wellbeing@School
**Self-talk.**

Self-talk is the talk that goes on inside your head. Good and bad. The talk we do inside our head with ourselves can have a major impact on how we cope with challenges. Positive self-talk is a key ingredient to resiliency. Read through the fact sheet from ReachOut.com ([http://au.reachout.com/what-is-self-talk](http://au.reachout.com/what-is-self-talk))

Fill out the following information:

1. Think of a challenging situation you faced where self-talk was involved. Write it below.

2. Was your self-talk positive or negative? Give an example.

3. What are five things I stand for in my classroom?

4. Did you do anything to try and change your thinking? What worked?

5. What would I say if a friend was in this situation?

Check out ReachOut.com for more information on self-talk and help seeking.

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**Practical strategies**

**skill four. Flexible & accurate thinking.**

To be resilient requires flexible and accurate thinking, seeing different perspectives. Someone who is resilient can come up with a variety of reasons for being successful in something (multiple factors). Flexible and accurate thinking allows multiple solutions to a problem, having Plan B and C is vital to resilience.

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**Classroom Tips**

- Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- Display to your class an outline (dot points) of what your lesson will be about. Identify sections where you may need Plan B, share with your class. What would be their Plan B?
- Ask students to think of a short term goal, what is there Plan B? Do they have a Plan C?
Worksheets / skill four.
Flexible & accurate thinking.

Essential resiliency skills. Flexible & accurate thinking.

Activities.

1. Buzz idea: Paper plane opinions (10 mins)
   - Hand out one piece of A4 paper to each student
   - Students make their own paper plane
   - Ask students to write their name, two things they like and one dislike on the plane
   - Planes thrown around the room – 1 minute
   - Each student picks up a plane (not their own) and shares with the class, the likes and dislikes of someone else

   - Students complete the worksheet ‘Plan B’
   - Students share results with class

ReachOut.com links.

Fact Sheet: Developing self-awareness is a great way of learning more about yourself and what you’re capable of
http://au.reachout.com/what-is-self-awareness

Fact Sheet: Good decision making skills are really useful when you’re faced with a tough choice
http://au.reachout.com/all-about-making-decisions

Key message.
Thinking flexibly and being able to listen and take on other people’s points of view is a key ingredient of developing resiliency

Outcomes.
Students will be able to understand that:
› Flexible thinking requires an ability to listen to other peoples opinions
› Having multiple solutions to a problem reduces pressure in tough times
› Having a Plan B is a core component in flexible and accurate thinking

Resources Required
› Plan B worksheet
› My Own Plan B worksheet
› Plain paper (enough for 1 per student)
Plan B.
Use the template below to plan your Plan B to the ‘What if’ scenarios outlined.

‘What If’ Scenario One.
What if you were working on an assignment at home and realise you didn’t save the correct version of it to your USB at school. 1. What is your Plan B? Brainstorm your ideas using the circles below.

2. What would someone else do? Ask another person in your class what they would do. Record their ideas in a different coloured pen.

‘What If’ Scenario Two.
What if you were out with friends on a Saturday afternoon and you missed the last train home. 1. What is your Plan B? Brainstorm your ideas using the circles below.

2. What would someone else do? Ask another person in your class what they would do. Record their ideas in a different coloured pen.

My own Plan B.
Use the template below to brainstorm your own Plan B’s for two of your own developed scenarios.

‘What if...’

1. What is your Plan B? Brainstorm your ideas using the circles below.

2. What would someone else do? Ask another person in your class what they would do. Record their ideas in a different coloured pen.

‘What if...’

1. What is your Plan B? Brainstorm your ideas using the circles below.

2. What would someone else do? Ask another person in your class what they would do. Record their ideas in a different coloured pen.
Practical strategies skill five. **Empathy.**

The ability to recognize another person’s feelings and respond accordingly and respectfully. Understanding another’s emotion in relation to that of your own. Empathy assists resilience through developing strong supportive relationships. Understanding other people’s feelings / emotions / experiences is particularly helpful when people are experiencing tough times.

**Classroom Tips**
- Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- Model empathy in your classroom
- In class discussions, point out when empathy is being used / seen and illustrate the difference between sympathy and empathy

**Key message.**
Empathy is the ability to recognize another person’s feelings and respond accordingly and respectfully.

**Outcomes.**
Students will be able to understand that:
- Empathy requires an understanding that their emotions can differ to someone else's
- Empathy is a skill that can be practiced
- Empathy is different to sympathy

**Resources Required.**
- Post-It notes
- Empathy – Other People’s Emotions worksheet
- List of Emotions (A–Z)

**Activities.**
1. **Buzz idea: Four Things** ① (10 mins)
   - Hand out a post-it note to each student
   - Each student writes four things down about themselves, one of these being an untruth
   - In small groups students read out their things, and other participants try to identify the untruth
   - Share information with class

2. **Brainstorm revision of kinds of emotions (Skill 1)** ② (10 mins)
   - In a trio, students choose one emotion to act out in front of the class
   - Students guess what emotion they are acting out
   - Write a list of the emotions on the board and refer students back to the A–Z list of emotions (Skill 1)

3. Students complete worksheet – Other peoples’ emotions worksheet ③ (25 mins)

**ReachOut.com link.**
Fact Sheet: By learning how to have effective conversations, we can also learn how to have difficult conversations

http://au.reachout.com/tips-for-communicating
Other peoples emotions.

Choose one of the listed scenarios below. On outline A, label what emotions that person would be experiencing.

Using a different coloured pen, list how you could display empathy with that person – what would it look like, sound like, feel like?

Scenarios
1. A friend is being bullied through an online social media site
2. A friend is being bullied in the school yard
3. A friend’s Grandmother passes away
4. A friend fails an exam

Create your own scenario and label on figure B (follow the same procedure).

Scenario:

..............................................................................................................................
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Worksheets / skill five.
Empathy
Practical strategies skill six. **Self efficacy.**

Having success in something and then using that as a personal reference point for ability, and working on that to bring further success, achievement and a belief in yourself.

**Key message.**

Having success in something and then using that as a personal reference point for ability, and working on that to bring further success, achievement and a belief in yourself.

**Activities.**

1. **Buzz idea: No knot unties itself!** (15 mins)
   I. Split students in to groups of eight
   II. Each group stands facing each other
   III. Each student reaches across and holds another student’s hands (be sure the two hands are from two different people)
   IV. Students try to unravel themselves

2. **Class discussion:** (5 mins)
   What is self efficacy? Give students definition
   (Having success in something and then using that as a personal reference point for ability, and working on that to bring further success, achievement and a belief in yourself)

3. **Students complete the “three things” activity worksheet** (20 mins)

**ReachOut.com link.**

- Story: Great heights – Facing fears and believing in yourself and your ability to achieve.
  http://au.reachout.com/great-heights

**Outcomes.**

Students will be able to understand that:
- Having a belief in their abilities will help to improve resiliency
- Using past experiences, recording them and reflecting on how they made them feel will assist skills needed in tough times and in striving to achieve

**Resources Required.**

- Three things worksheet

**Classroom Tips**

- Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- Remind yourself and your students to reflect on at least one achievement everyday. Reflect on why it happened.
Three things.

Keep a track of three things on a regular basis and how they made you feel. This will assist in improving your skills in self efficacy.

What three things have you done in the past week that you did well?

How did these make you feel?

List three things you have completed in the past few months that other people have noticed.

How did these make you feel?
Practical strategies skill seven. **Connectedness & reaching out.**

Placing importance in help-seeking behaviours through connections with other people. Having a range of friendship circles that reflect different areas of social need and making the effort to build and nurture friendships that move and change with time.

**Activities.**

1. **Buzz idea: Pictionary** (15mins)
   - I. Split students into groups of 4
   - II. Each group gets 4 pieces of paper and coloured pens
   - III. Students think of a place where young people connect with each other – draw it on the paper, other team members try to guess what it is
   - IV. 60 sec time limit per student for drawing and guessing
   - V. Repeat until all people in the group have had their turn

2. **Class discussion: Where do we find connections?** (5mins)
   - Think–Pair–Share activity
     - I. Think of a place where you feel connected
     - II. Share with a partner
     - III. Share with the class

3. **Students complete the My connections worksheet** (25mins)
   - ReachOut.com link.

**Story:** Keeping Connected
http://au.reachout.com/Keeping-Connected

**Fact Sheet:** Meeting new people
http://au.reachout.com/Tips-for-meeting-new-people

**Fact Sheet:** Starting a new school
http://au.reachout.com/Starting-at-a-new-school

**Key message.**
Having meaningful connections with people, making and nurturing friendships will assist in developing resiliency.

**Outcomes.**
Students will be able to understand that:
- Having social/friendship groups can support their resilience
- Identifying people / organisations can assist in their development of resilience skills

**Resources Required.**
- My connections worksheet
- A3 pieces of paper – enough for one per student
- Coloured pens

**Classroom Tips**
- Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- Classrooms are a great place to explore the idea of connectedness
- Encourage students to see themselves as a collective group when in your classroom. The idea of all working together to achieve a common goal is a good place to start. Ask your students to come up with their class common goal. Share this with other classes / year levels
My connections.
Fill in the Connections circle below. List those people who you connect with the most in the circle closest to the middle (ME).

Next to each person, write where do they fit with your connections – are they from school? A community group? family friends?, friends online? etc

With the connections you have listed closest to you. Share how they make you feel connected / could feel connected.

What community organisations are in your area that can help you connect / reach out (online and offline)

ReachOut.com has fact sheets, stories and forums to help with feeling connected. Below is a story from ReachOut.com (Keeping Connected), Check it out! http://au.reachout.com/keeping-connected

Worksheets / skill seven. Connectedness & reaching out.
References.

St Luke’s Innovative Resources, Picture This (http://www.innovativeresources.org)

Websites

http://www.salutegenics.com.au
http://www.reachout.com/
http://www.innovativeresources.org/

Organisations & contacts for further support.

Reach Out Teachers Network
http://teachers.reachoutpro.com.au

ReachOut.com
www.reachout.com

Salutegenics
www.salutegenics.com.au

Mindmatters
www.mindmatters.edu.au

BeyondBlue
http://www.beyondblue.org.au/

Youth beyond blue
http://www.youthbeyondblue.com/

Headspace

Helplines

Kids Help Line
(aages 5 – 18 years)
1800 55 1800

Lifeline
Support for people in crisis
13 11 14

SANE Australia Helpline
1800 187 26