

# 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 as well as 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](http://www.unitedway.com.au/about-us))

**Inspire Foundation** The Inspire Foundation ([www.inspire.org.au](http://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](http://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 fitness, 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 wider 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](http://www.salutegenics.com.au))

Developed & Designed in 2012

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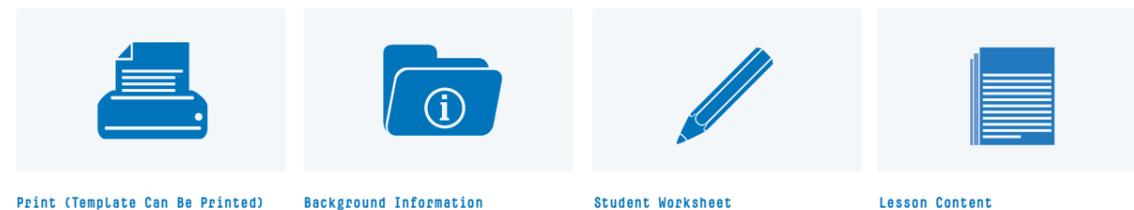
# How to use this resource.

## This resource is designed for you.

Each section explains one of the seven essential resiliency skills as developed by Karen Reivich & Andrew Shatte (2002) and provides activities and templates to practice the skill. If using this resource in a classroom setting, worksheets can be copied or downloaded from <https://teachers.reachoutpro.com.au> and printed for each student. These activities can be applied in all classrooms, regardless of the subject content. Each Skills Section includes:

- Definition
- Classroom tips for exploring this skill
- Lesson activities
- › Key messages and outcomes
- › Buzz Idea – fun activities that can be used to start the lesson or break up the lesson
- › Practical activity to explore the skill
- › Links to ReachOut.com content

## Icons.



## Australian curriculum.

If using this resource with students, the Australian Curriculum General Capabilities (assists students to become lifelong learners able to live and work successfully in the diverse world of the twenty-first century) provide meaningful connections to the importance of wellbeing (Personal and Social Capability). The practical strategies in this resource can be added to your current teaching materials to allow students to work towards achieving this capability.

## General Capabilities.

### Person and Social Capability

This capability assists students to learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The Personal and Social Capability learning continuum is organised into four interrelated elements:

- › Self-awareness
- › **Self-management** ◀◀◀ Activities in this resource can assist in the development of this element.
- › Social awareness
- › Social management

For more information: [http://www.acara.edu.au/curriculum/general\\_capabilities.html](http://www.acara.edu.au/curriculum/general_capabilities.html)

# 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 to 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
- › Recognise 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.

### 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)

### 1) Buzz idea ⌚ 15 mins

A picture tells a thousand words...

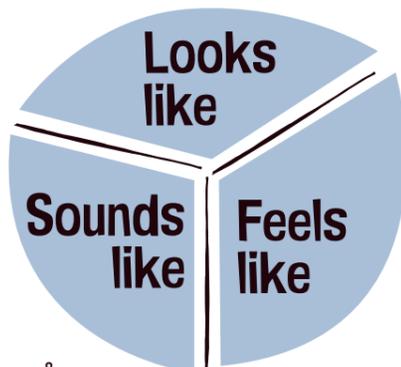
- › A great way to introduce a topic!
- › Spread picture cards over classroom floor. Ask students to choose a picture card they think best relates to the word resiliency (bouncing back, bouncing forward). Students then share what their card means in relation to resiliency



### 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



# 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.

### Classroom Tips

- › Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- › Spend five mins at the start of your lesson allowing students to fill out their feelings journal
- › Discuss one emotion at the start of each lesson. Ask students to reflect on a time that they felt this emotion – How did they feel? What was the situation? How did they move forward?



# Essential resiliency skills. Emotional awareness & self regulation.

## Key message.

Resilient people do show their emotions and when going through a tough time, they do feel sad or scared or anxious as this is a normal part of life

## Outcomes.

Students will be able to understand that:

- › Being resilient is not about keeping things inside, but expressing how you feel and moving forward
- › Expressing and understanding their own emotions is a key ingredient to resilience
- › Recording how you feel in different situations can assist in keeping a check on your emotions and assist in developing the skills on how to move forward

## Resources Required.

- › Worksheets
- Emotions list
- Feeling Connected
- Feelings Journal
- › Post-it notes
- › Coloured pens / textas
- › Soft small ball (X3)

## 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>

## 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? What are they?
- 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? ⌚ (15mins)

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 ⌚ (20mins)

- 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)

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

# Worksheets / skill one. Emotional awareness & self regulation.





# 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 salutegenics.com.au)*

## List of Emotions

### A

Abandoned / Annoyed  
Absent / Affectionate  
Anxious / Abused  
Affirmed / Apathetic  
Accepted / Afraid  
Appreciated / Acclaimed  
Agonised / Astounded  
Accused / Alarmed  
Attractive / Alienated  
Adamant / Averse  
Adequate / Ambivalent  
Awed / Adoring  
Angry / Awkward

### B

Bad / Bewildered  
Bored / Bitter / Brave  
Blasé / Burdened  
Beaten / Blissful  
Burned out  
Beautiful / Bold  
Betrayed

### C

Clever / Cranky  
Cagey / Comfortable  
Creative / Callous  
Compliant / Cruel

Calm / Concerned

Curious / Confident  
Cut off / Carefree  
Conned / Cynical  
Cornered / Cowardly

### D

Daring / Dismayed  
Daunted / Destructive  
Dissatisfied / Deceitful  
Determined / Distracted  
Defeated / Different  
Distraught / Disturbed  
Delighted / Diminished  
Divided / Dependent  
Dirty / Depressed  
Disappointed / Dubious  
Disconnected / Dull  
Desperate / Discontented  
Dumb

### E

Eage / Enchanted  
Exhausted / Easy going  
Energetic / Exhilarated  
Ecstatic / Enthusiastic  
Explosive / Envious  
Elated / Euphoric  
Electrified / Evasive

Embarrassed / Exasperated

Empty / Excited

### F

Foolish / Frightened  
False / Frantic / Frigid  
Fantastic / Free  
Fatigued / Fresh  
Frustrated / Fawning  
Fretful / Full  
Fearful / Friendliness / Funny  
Flustered / Friendly

### G

Generous / Gorgeous / Gullible  
Gentle / Grateful / Gutless  
Glad / Greedy / Guttled  
Glowing / Grieving  
Good / Guilty

### H

Happy / Hollow / Hostile  
Hassled / Homesick / Humble  
Hateful / Honoured / Hurt  
Helpful / Hopeful / Hyper  
Helpless / Hopeless  
Hysterical  
High / Horrible

### I

Idiotic / Inattentive  
Insecure / Ignored  
Incompetent / Insincere  
Immobilised / Independent  
Inspired / Impatient  
Intimidated / Imposed upon  
Infatuated / Impressed / Inferior  
Involved / Impulsive  
Infuriated / Inadequate  
Inhibited / Isolated

### J

Jaded / Joyous / Jumpy  
Jealous / Jubilant  
Jinxed / Judgemental

### K

Keen / Kind

### L

Likeable / Lovable  
Logical / Loving  
Lazy / Lonely / Low  
Left out / Loser, like a / Loyal  
Lethargic / Lousy / Lustful

### M

Mad / Mixed up  
Manic / Merry  
Motivated / Manipulated  
Miserable / Mystified  
Maternal / Misunderstood

### N

Nasty / Nervous / Nostalgic  
Needy / Numb  
Negative / Nice

### O

Oblivious / Opposed  
Overwhelmed  
Obsessed / Optimistic  
Owed / Odd / Outraged  
Offended / Overlooked

### Q

Quarrelsome / Quiet  
Queasy

### P

Pain / Persecuted /  
Panicked / Petrified  
Preoccupied / Paranoid  
Pissed off / Pressured  
Passionate / Playful / Pushy  
Pathetic / Pleasant / Put out  
Peaceful / Possessive  
Puzzled / Peeved  
Powerless / Powerful

### R

Rational / Relaxed  
Restrained / Ravenous  
Relived / Revengeful  
Reborn / Remorseful / Revolted  
Reckless / Repulsive / Romantic  
Refreshed / Reserved / Rueful  
Rejected / Restless

### S

Sad / Settled  
Squashed / SafeShallow  
Sapped / Shame  
Stunned / Satisfied  
Shocked / Strained  
Stupid / Scared / Shy  
Sulky / Screwed up  
Silly / Self-confident  
Sluggish / Stumped  
Sure / Selfish / Sorry  
Surprised / Sensitive  
Spiritual / Suspicious

### T

Taunted / Thrilled  
Touchy / Teased  
Trapped / Turned off  
Tempted / Tired  
Tense / Torn  
Threatened / Touched

### U

Unctuous / Unsafe  
Upset / Undervalued  
Unsociable / Uptight  
Uneasy / Unwanted  
Used / Unprotected  
Uprooted / Useless

### V

Vain / Vicious  
Vivacious / Valued  
Violent / Vulnerable

### W

Wanted / Wilful  
Worthless / Warped  
Wishy-washy / Worthy  
Weak / Wonderful  
Wronged  
Wicked / Worried

### Z

Zany / Zealous

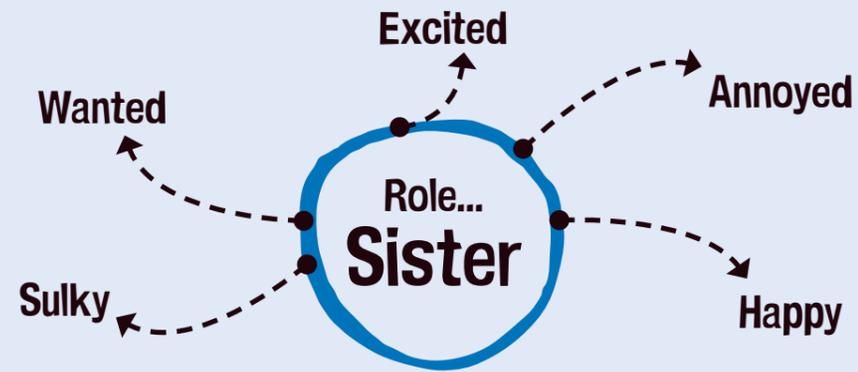




# Feeling connected.

- › 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

Example



# Feelings journal.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What was happening?							
What were you feeling?							
Was it negative or positive?							
How did you react?							
Was there a physical reaction?							
What will you do next time?							



# Practical strategies skill two. **Impulse control.**

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.

## 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



# 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 (10mins) 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

<http://au.reachout.com/Family-conflict-with-parents>



# Worksheets / skill two. Impulse control.



# 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





# Impulse scenarios.

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

### Scenario One

At lunch you line up at the canteen, someone pushes in front of you

### Scenario Two

The person next to you keeps tapping the desk during an exam

### Scenario Three

The person you are talking to has a different opinion to yours.

### Scenario Four

You are online and notice a friend on Facebook has "unfriended you"

### Scenario Five

You are saving up to buy a new Tablet / iPad, but see a new pair of shoes to buy that will cost \$80

### Design Your Own

What will be your responses? Which response will you choose? Why?

Scenario number	Response 1	Response 2	Response 3	Chosen Response	Why did you choose this option?



# 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).



### Classroom Tips

- > Remind students of classroom group agreement / norms (creating a safe and supportive environment)
- > Spend time during your lessons asking students to set goals, short and long – these can be subject, school or personal goals
- > Develop a class goal for the term/semester to achieve as a collective group



# Essential resiliency skills. Optimism.

## Key message.

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

## 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  
<http://au.reachout.com/what-is-self-talk>
- Toilet roll (for buzz activity)

## 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>) and answer the worksheet (Self talk Worksheet – appendix)

## ReachOut.com links.

**Fact Sheet:** Self-talk can have a really great impact on your self-esteem and confidence. It's worth practicing self-talk as feeling good about yourself is worth the effort

<http://au.reachout.com/What-is-self-talk>

**Fact Sheet:** Building up your confidence can be done, all you need to do is work on it. Confident people get more out of life and you can work out how to be assertive, how to face life's challenges

<http://au.reachout.com/Wellbeing/Mental-Fitness/Confidence>

# Worksheets / skill three. Optimism.





# 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>)

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?

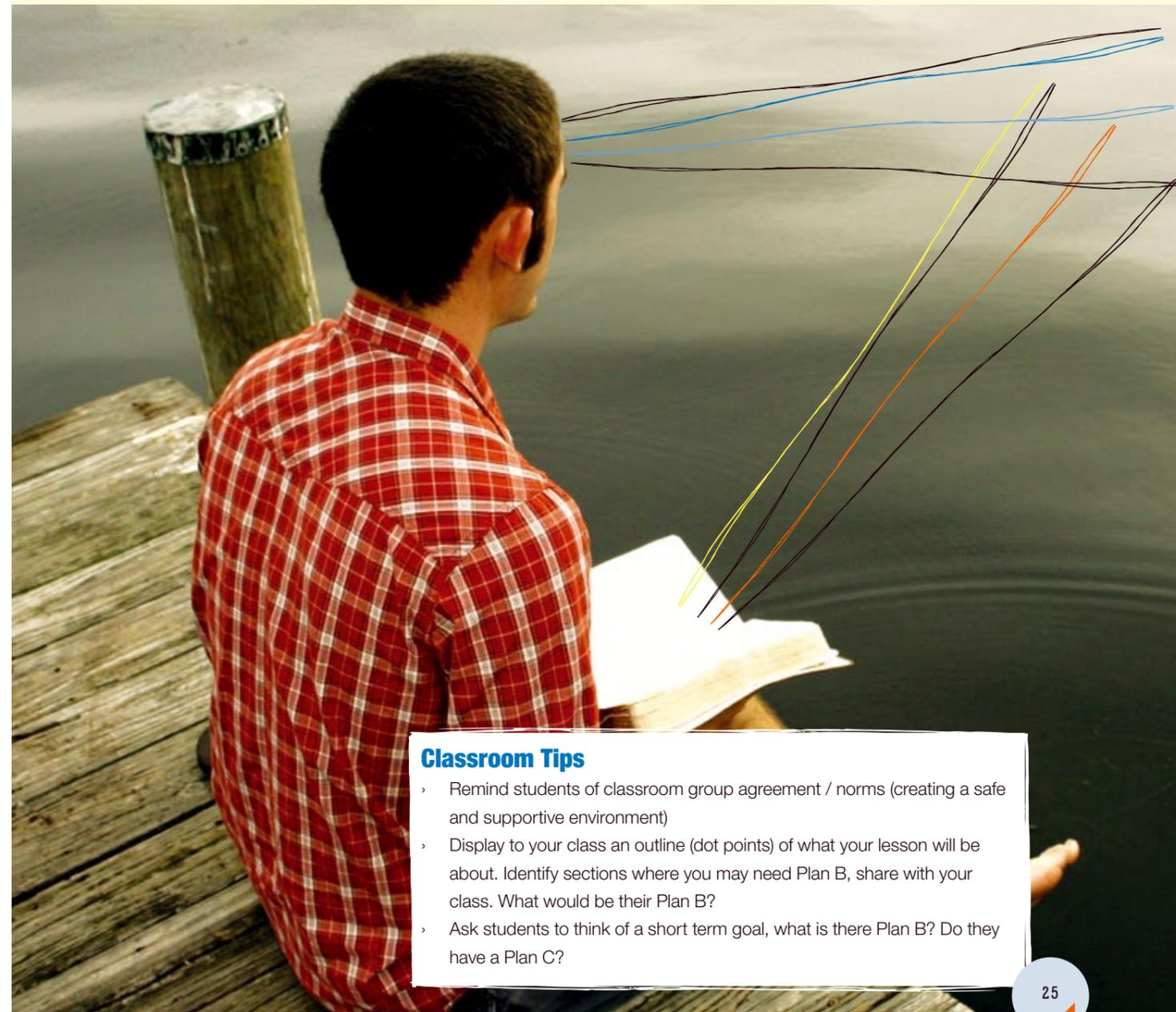
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Check out [ReachOut.com](http://ReachOut.com) for more information on self-talk and help seeking.



# 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.



### 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?



# Essential resiliency skills. Flexible & accurate thinking.

## 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 people's opinions
- > Having multiple solutions to a problem relieves 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)

## Activities.

### 1. Buzz idea: Paper plane opinions ⌚ (10 mins)

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

### 2. Student activity: What do I think? What do you think? ⌚ (20mins)

- I. Students complete the worksheet 'Plan B'
- II. 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>

# Worksheets / skill four. Flexible & accurate thinking.



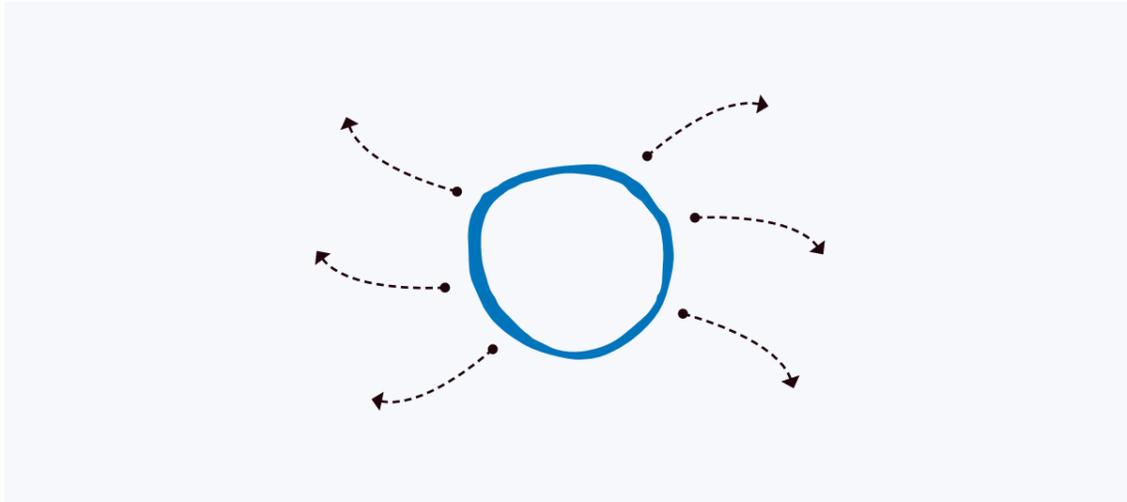


# Plan B.

Use the template below to plan your Plan B to the 'What if' scenarios outlined.

## 'What if' Scenario One.

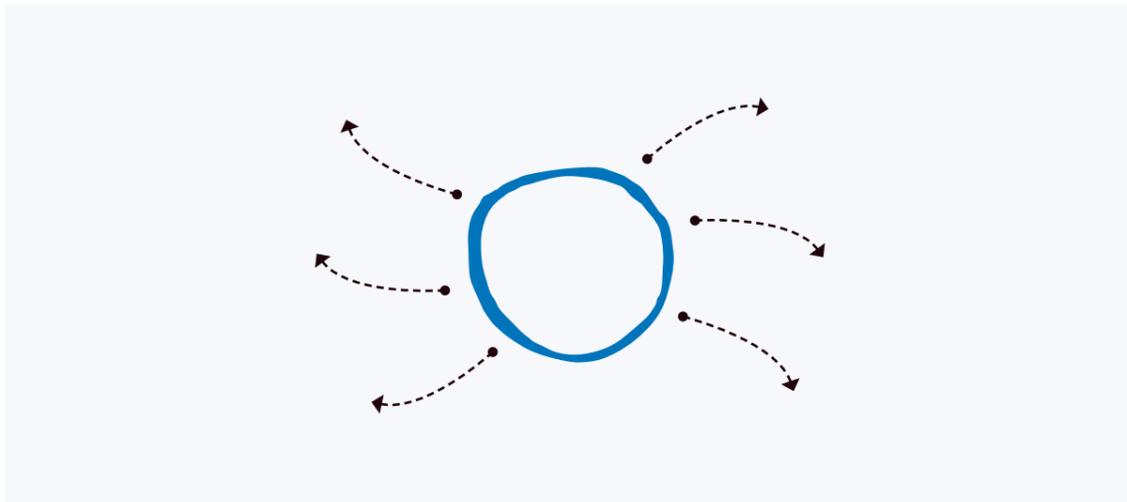
What if you were working on an assignment at home and realise you didn't save the correct version of it to your USB at school. 1. What is your Plan B? Brainstorm your ideas using the circles below.



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.



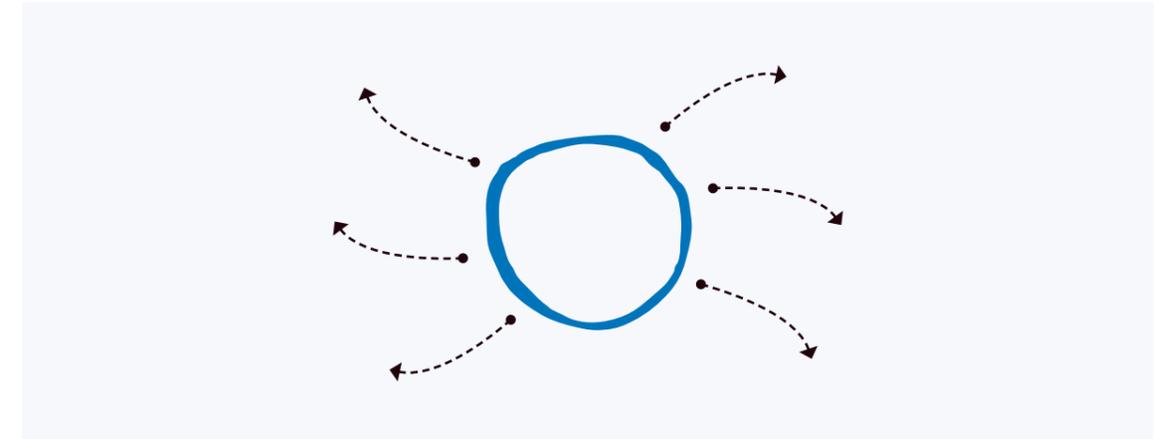
# My own Plan B.

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.

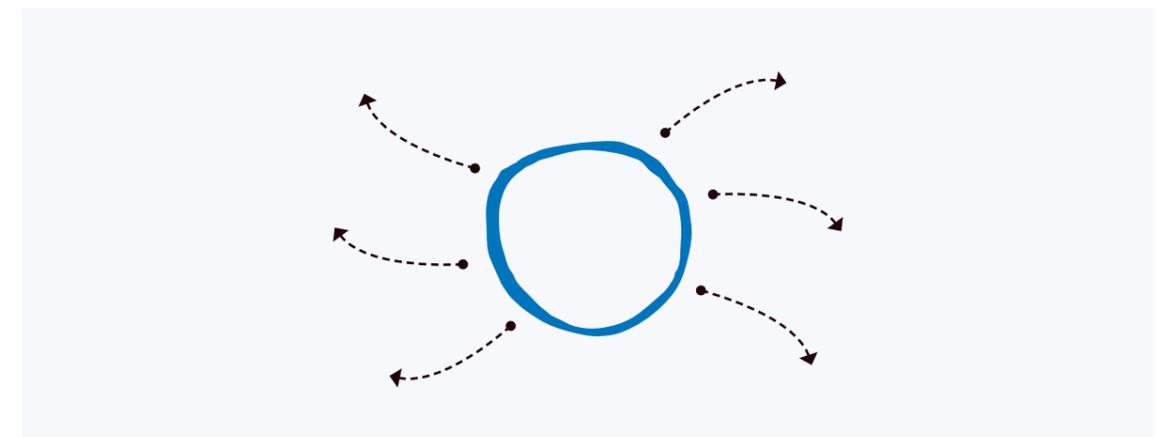


2. What would someone else do? Ask another person in your class what they would do. Record their ideas in a different coloured pen.

## '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 recognise 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



# Essential resiliency skills. **Empathy.**

### Activities.

#### 1. Buzz idea: Four Things ⌚ (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) ⌚ (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 ⌚ (25mins)

### 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>

### Key message.

*Empathy is the ability to recognise 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)



# Worksheets / skill five. Empathy



## 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 friends Grandmother passes away
- 4 A friend fails an exam

figure  
**A**

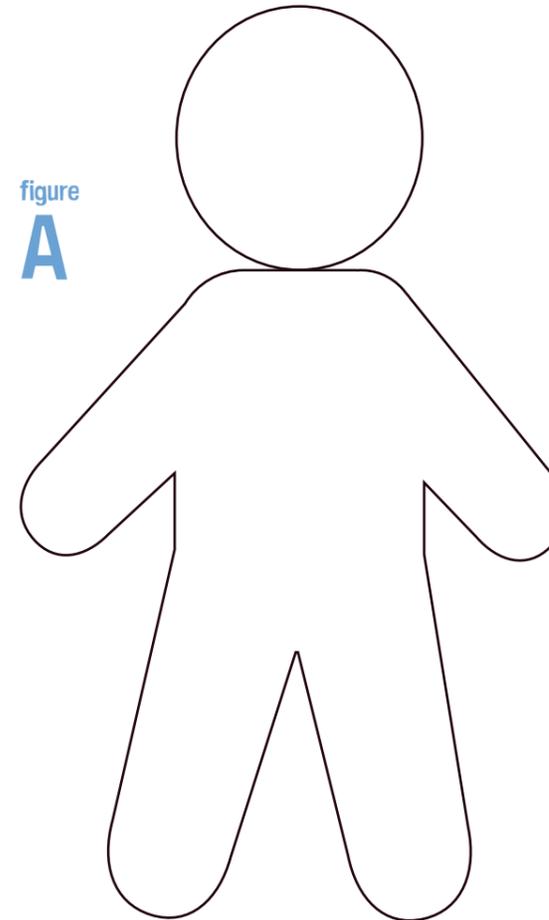
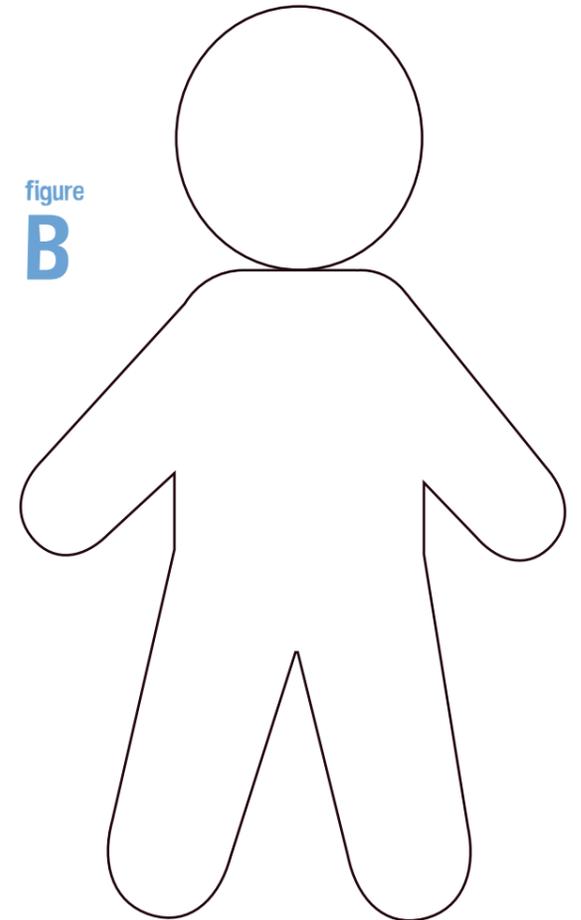


figure  
**B**



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

Scenario:

.....

.....

.....



## 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.



### 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



## Essential resiliency skills. **Self efficacy.**

### 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*

### 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*

### Activities.

#### 1. Buzz idea: No knot unties itself! ⌚ (15 mins)

- Split students in to groups of eight
- Each group stands facing each other
- Each student reaches across and holds another students hands (be sure the two hands are from two different people)
- 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 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>



**Worksheets / skill six.**  
**Self efficacy.**



# 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.



### 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



# Essential resiliency skills. **Connectedness & reaching out.**

### Activities.

#### 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*

#### 1. Buzz idea: Pictionary ⌚ (15mins)

- Split students in to groups of 4
- Each group gets 4 pieces of paper and coloured pens
- 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
- 60 sec time limit per student for drawing and guessing
- Repeat until all people in the group have had their turn

#### 2. Class discussion: Where do we find connections? ⌚ (5mins)

- › Think-Pair-Share activity

  - Think of a place where you feel connected
  - Share with a partner
  - Share with the class

#### 3. Students complete the My connections worksheet ⌚ (25mins)

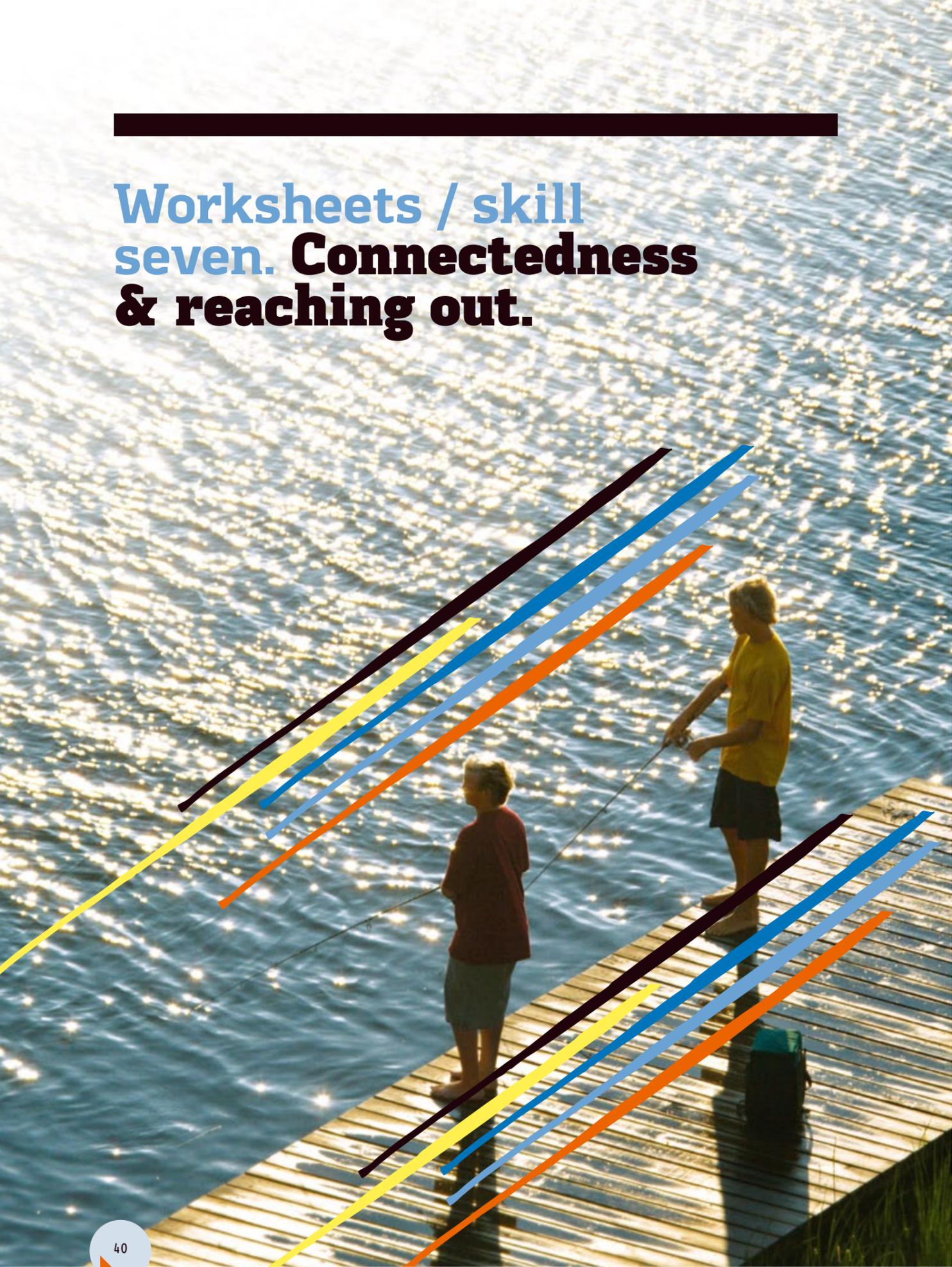
### ReachOut.com link.

**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>

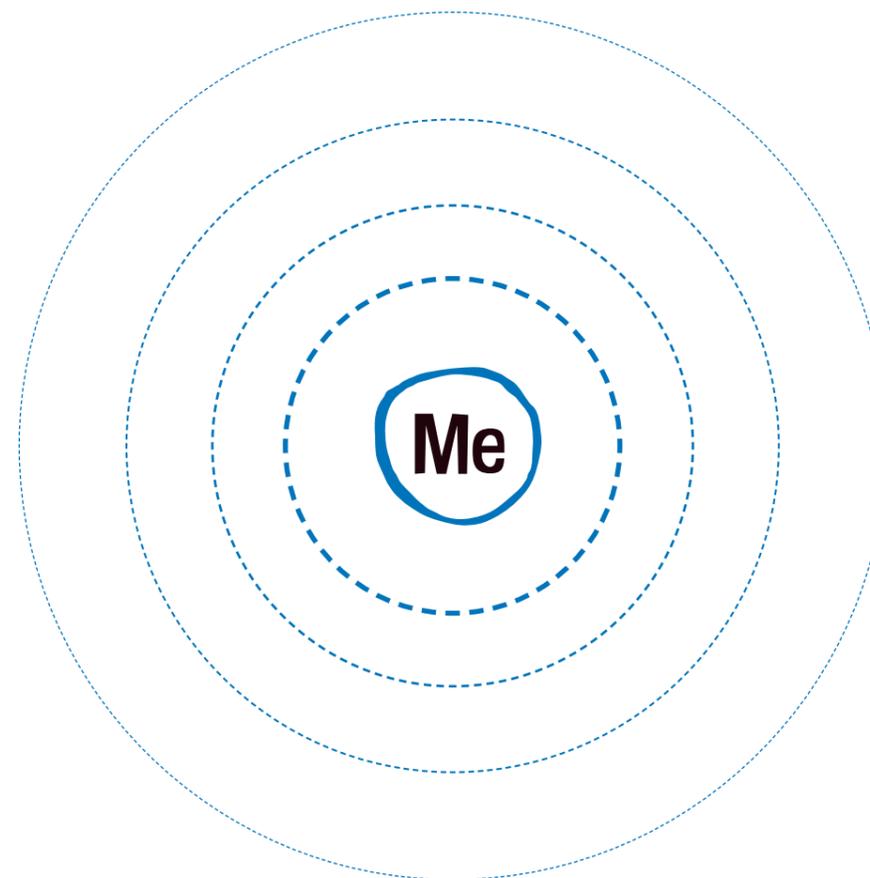
# Worksheets / skill seven. **Connectedness & reaching out.**



## **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>



# References.

Reivich K & Shatte A (2002) *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*, Broadway Books, New York  
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](http://www.reachout.com)

## Salutegenics

[www.salutegenics.com.au](http://www.salutegenics.com.au)

## Mindmatters

[www.mindmatters.edu.au](http://www.mindmatters.edu.au)

## Beyondblue

<http://www.beyondblue.org.au/>

## Youth beyond blue

<http://www.youthbeyondblue.com/>

## Headspace

<http://www.headspace.org.au/>

## Helplines

### Kids Help Line

(ages 5 – 18 years)

1800 55 1800

### Lifeline

Support for people in crisis

13 11 14

### SANE Australia Helpline

1800 187 26

## ReachOut Teachers Network

Ground Floor 97 Church Street Camperdown NSW 2050 • 02 8029 7733 • <http://teachers.reachoutpro.com.au>

