

RESILIENCE TOOLKIT

TOP 10 TIPS FOR RESILIENCE

- R** **Remain Positive** Look towards the future, think of what you want from life.
- E** **Establish Realistic & Achievable Goals** This helps give you focus.
- S** **Strategies** Plan your coping strategies. Don't be afraid to ask for help.
- I** **Identify** Identify your strengths and be confident in yourself.
- L** **Learn from Experience** Learn from experience and move on.
- I** **Introduce** Introduce a positive way of thinking. Focus on the good things in your life.
- E** **Enjoy** Make time to do the things you enjoy.
- N** **Needs** Take care of yourself. Keep healthy and fit.
- C** **Connect** Build healthy relationships with your family, friends and teachers.
- E** **Embrace Change** Don't dwell on the past. Put your energy into the present to shape your future.

Introduction

This resource was developed by Glasgow City HSCP South Sector Youth Health Improvement Team, in partnership with The South Strategic Youth Health and Wellbeing Group. This Emotional Resilience Toolkit provides practical guidance in promoting the resilience of young people as part of an integrated health and wellbeing programme. The resource is designed to be used by workers and volunteers working with young people aged 10 and over.

NHS Greater Glasgow and Clyde have developed a [Child and Youth Mental Health Improvement and Early Intervention Framework](#). This is a tool for anyone working with children and young people across each of the six Health and Social Care Partnerships to effectively deliver mental health improvement for these populations. Evidence demonstrates that there is no single intervention, therapy or programme that delivers mental well-being at a population level. Young people instead require a number of prerequisites to develop resiliently and these prerequisites span the school, family and community life of young people. The framework therefore outlines six key elements which the evidence shows us supports children and young people's mental health and wellbeing. The framework includes 2 elements focusing specifically on resilience, one looking at schools and one focusing on building resilience within our communities.

What do we mean by resilience?

Resilience describes a person's capacity to cope with changes and challenges and to bounce back during difficult times. The more resilient someone is, the better they are at getting through tough times, and the better their chances at recovering from experiences of adversity and trauma (Gilligan 2004)

Resilience is a key factor in protecting and promoting good mental health. It is the quality of being able to deal with the ups and downs of life. It is a term that can be applied to people of any age. A young person's ability to be resilient can depend on many different circumstances - they may be able to overcome challenges in one situation but not in another.

What resilience is not!

Resilience is not about keeping quiet and putting up with a potentially harmful situation. When encouraging resilience in young people, it is important to avoid sending the message that it is about being the 'strong, silent type' who avoids asking for help or communicating their needs or feelings. Resilience needs to be developed with care as not to push unrealistic expectations onto young people. Rather than growing as a person and developing new skills, such messages have the potential to increase the risk of psychological problems in young people.

Resilience Development within Communities

Funding cuts over recent years have resulted in a reduction in opportunities within communities for young people, especially teenagers. Resilience is built within relationships. We need to ensure that as much as possible we are creating the conditions for young people to forge positive relationships within their communities. We live in a society that has many structural inequalities. In our communities and in our lives we may experience issues such as poverty, violence, discrimination, and unemployment. These inequalities can make it harder for some young people to have the confidence to go out and engage with their communities. We need to create spaces within our communities where young people can thrive. This can sometimes mean thinking

about what we as organisations can do to meet young people where they are now. In some cases young people may need intensive support to build up their confidence before they can become involved in things in their community that will foster their resilience. When they feel ready it is vital that there are appropriate opportunities available so that they can gradually go out and engage within their communities and build their confidence. This is where we will see improvements to resilience.

Qualities Associated with Resilience

Resilience doesn't develop in isolation. There are many other qualities which impact on and affect resilience - the main ones can be summarised as follows:

SELF-ESTEEM

being accepted by people whose relationship you value, and from completing tasks you value.

SELF-EFFICACY

Having the qualities of optimism; 'stickability' and believing that one's own efforts can make a difference.

TRUST

Experience people as reliable, value them and expect them not to betray your confidence.

ATTACHMENT

A secure attachment relationship creates a secure base from which a young person feels safe to explore the world.

SECURE BASE

The provision of a consistent and stable place to live and continuity of wider relationships which then allow the maintenance or development of attachment relationships.

MEANINGFUL ROLES

Provide a sense of positive identity and a source of self esteem as well as a source of enjoyment and distraction.

AUTONOMY

Make decisions and know that it is OK to make mistakes and that you can learn from mistakes.

IDENTITY

Young people need to know and understand who they are, where they belong and to whom they are important.

INSIGHT

Helps people to take appropriate actions and make appropriate choices. It is therefore linked to self efficacy and to initiative.

HUMOUR

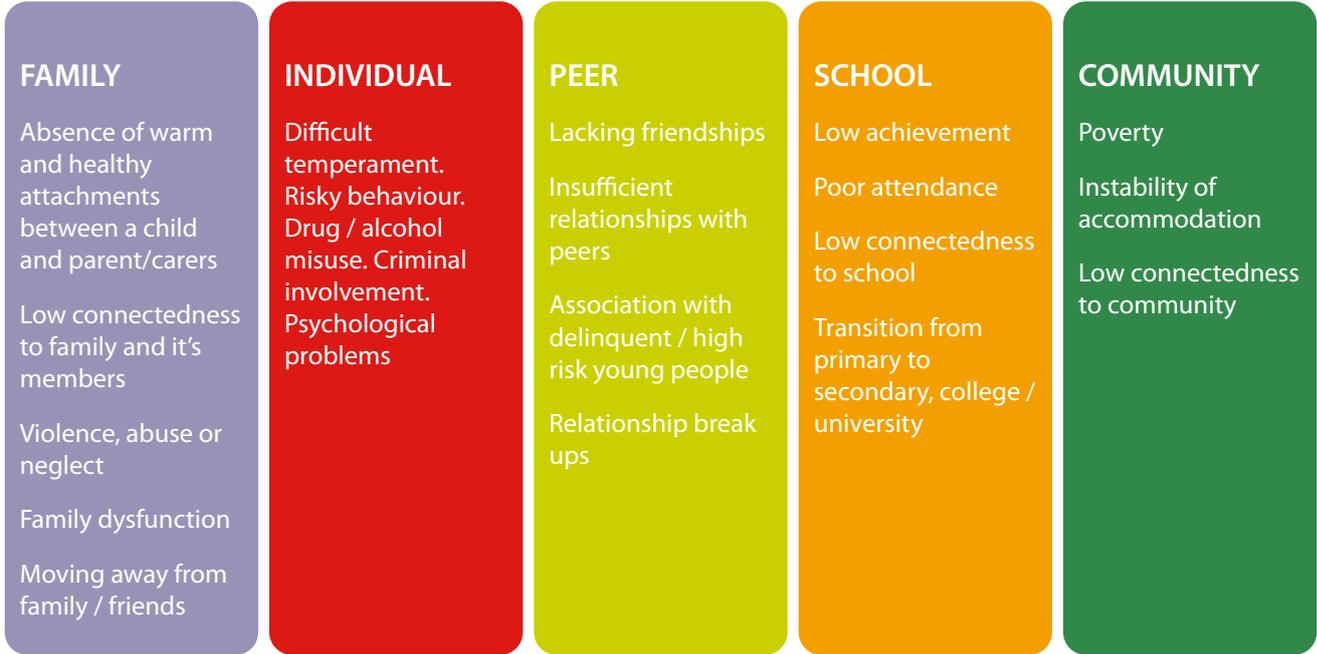
Can help young people to distance themselves from, and therefore reduce, emotional pain and it can also help them make and sustain relationships.

Risk Factors for Resilience

It is more challenging for a young person to develop resilience if there are a number of risk factors apparent in their life.

The risk of young people not becoming resilient can be reduced greatly by decreasing these factors and increasing protective factors that are internal and external to the individual.

It is particularly helpful for young people to develop positive and caring relationships within family, social, school and community settings, as positive relationships provide opportunities in life. The more protective factors a young person has, the more resilient they are likely to be. Protective Factors will be discussed in a later section. There are many different factors that affect a young person's resilience:



Benefits of Resilience for Young People

Young people who are resilient tend to be more hopeful, confident and possess higher self-worth during hard times. They are more likely to overcome challenges, recognise when they need support and develop coping strategies enabling them to handle difficulties more easily in the future.

Resilient young people are also more likely to;



Assessing Resilience

Three Sources of Resiliency

Edith Grotberg of the International Resilience Project defines resiliency in terms of three sources. For a young person to be resilient, they need to have more than one of these strengths.

I HAVE

Social and interpersonal supports

Awareness of those who support them

Who I have

Trusting and loving relationships with others

Parents/carers, siblings, teachers, friends.

Structure at home

Clear rules and routines, comprehensible and fair sanctions when breached, praise when followed.

Role models

Parents/carers, other adults, peers, siblings, who model good behaviour and morality.

Encouragement to be independent

People who offer praise for growing autonomy.

Access to health, education and social care

Consistent direct or indirect protection for physical and emotional health.

Inner strengths

How they view themselves

Who I am

I AM

Loveable

The young person possesses, or is helped to develop qualities that appeal to others.

Loving

The young person is able to express affection to others, and is sensitive to their distress.

Proud of myself

The young person feels they have the capacity for achievement and resists discouragement.

Responsible

The young person accepts and is given responsibilities, and believes their actions can make a difference.

Hopeful and trustful

The young person has faith in institutions and people, is optimistic for the future and is able to express their faith within a moral structure.

I CAN

Interpersonal and problem solving skills

Degree of confidence they have in their own abilities

What I can do

Communicate

The young person is able to express feelings and thoughts and listen to those of others.

Solve problems

The young person can apply themselves to problems, involve others when necessary and be persistent.

Manage my feelings

The young person knows and understands emotions, recognises the feelings of others and controls impulsive behaviour.

Seek out trusting relationships

The young person has the ability to find people, peers or adults, in whom they can confide and develop mutual trust.

Understand my temperament

The young person has insight into their personality and that of others.

For example, if a young person has good self-esteem (I AM), but lacks anyone whom they can turn to for support (I HAVE), and does not have the capacity to solve problems (I CAN), they may not be resilient.

This finding is in line with other research showing that resiliency is the product of a number of mutually enhancing protective factors. It is not a personality attribute, but the result of many factors which combine to buffer a young person against the potentially harmful effects of adversity.

Each of the I HAVE, I AM, and I CAN factors suggests numerous actions young people and workers can take to promote resilience. You do not have to use the entire pool of resilience factors, some use many; others use few. However, the larger the pool of choices before them, the more options young people have for selecting appropriate responses to a situation.

At different ages, young people rely more or less heavily on their I HAVE, I AM, and I CAN resources. As young people grow, they increasingly shift their reliance from outside supports (I HAVE) to their own skills (I CAN), while continually building and strengthening their personal attitudes and feelings (I AM).

In order to develop a young person’s resilience, it is important to know to what extent they have the above qualities i.e. where their current strengths and deficits lie.

Building and Developing Resilience in Young People

There are eight sets of protective factors which can affect a young person’s daily life and shape their resilience. Below gives youth organisations some ideas around what they can do to develop and support these protective factors.

Protective Factor	Description	What can Youth Organisations do?
<p>SKILLS</p>	<p>Young people need many skills to be resilient, healthy and successful in life and active in their communities.</p> <p>Personal skills include:</p> <p>Self-awareness and self-monitoring.</p> <p>Adaptive, coping and management.</p> <p>Interpersonal communication.</p> <p>Relationship and social skills.</p> <p>Critical and creative thinking skills.</p>	<p>Adapt environments so that young people with learning and physical disabilities can take part and fully benefit.</p> <p>In group work sessions use learner-centred approaches such as drama activities to help young people learn about and practice living and learning skills.</p> <p>Provide a sounding board, mentor or coach young people who are trying to get through a problem or conflict.</p> <p>Encourage young people to spend time with people who like them and make them feel good about themselves.</p> <p>Help young people set realistic and achievable goals.</p> <p>Encourage young people to share their opinions so they get good practice at communicating their views.</p> <p>Provide opportunities for young people to challenge themselves.</p>

Protective Factor	Description	What can Youth Organisations do?
PARENTS/ CARERS	Many different people play a parenting role in young people's lives. Their resilience is greatly affected by parental expectations, their style of discipline and the quality of attachment and communication between them.	Provide information about parenting programmes and other services that can support parents/carers.
FAMILY	Families that are resilient and function well give young people a positive identity, a sense of connectedness and an environment in which they can flourish. Family includes anyone a young person sees as important because of a strong enduring connection, whether related by blood or not.	Engage young people in activities to identify family values, strengths and rituals.
SCHOOLS	Most young people spend much of their time in school. Of particular importance to a young person's resilience is the feeling of belonging and acceptance at schools.	Establish working relationships with local schools to ensure consistency of support and development of young people.
PEERS	Relationships with peers are important in adolescence. Friends and other peers provide social support and a sense of belonging.	Use group management techniques that recognise the power and impact of the peer group. Avoid negatively labelling groups of young people. Engage young people in discussions about peer groups and moral dilemmas.

Protective Factor**Description****What can Youth Organisations do?****COMMUNITY**

Resilient young people have links to their community and have opportunities to be meaningfully involved. A strong community nurtures a sense of belonging and connectedness and engages in constructive activities that benefit them and others.

Encourage young people to get involved with community organisations and volunteering opportunities.

Involve young people in advocating for needed resources in their community.

Work with community partners to help develop a youth friendly community.

Encourage and support young people to engage with a wide range of communities, such as LGBTQ+ communities, communities of faith etc.

CULTURAL IDENTITY

A strong cultural identity is an important part of how young people see and value themselves.

Provide opportunities for taking part in cultural traditions and celebrations.

Provide opportunities for young people to learn about stigma and discrimination and to critically reflect on how this impacts on their lives.

ECONOMIC & FINANCIAL

Belonging to an economically secure household affects the health and wellbeing of young people. Young people need to understand how money works and have the skills needed to earn and manage their own money.

Develop financial literacy classes and workshops.

Provide services to support young people in finding and retaining employment.

Promote open communication about finance. Encourage youth participation in budgeting processes.

Support the family to access financial inclusion/ income maximisation services where appropriate.

One Good Adult

Youth work is a distinctive practice setting alongside formal education, parenting, family and the wider community, in providing the teaching, learning and development young people need to make successful transitions to adulthood. Having a One Good Adult in a young person's life is highly related to a range of protective factors: perceived support from family, perceived support from friends, life satisfaction, self-esteem, seeking social support for problems, optimism and using planning strategies to cope with problems.

Having high levels of support from One Good Adult is also associated with greater degrees of life satisfaction, which in turn is consistently related to positive well-being. Young people who perceived very low support from a special adult when in need had significantly higher levels of depression compared to the typical young person in the sample.

As a significant adult in the life of a young person, it is important to encourage and be aware of the advantages of resilience. Youth workers can help promote resilience in young people through words and actions; role modelling. Look for opportunities to open conversations. Make time and make space. Encourage young people to share their problems – create an environment where everything is up for discussion in a friendly open manner.

Adults should 'look out' for a young person who seems distressed, distant, left out, lacking interest or just looking unhappy or miserable. Whatever it is, whether it seems trivial to you as the adult, it is a 'big deal' for that young person. This just doesn't apply to young people, if there is an adult who displays these traits then it is just as important to offer an empathetic ear. Sometimes just knowing that someone has listened to you can make a big difference. It sounds more complex than it really is. First of all, you need to sit down and simply have a chat with the young person – it's that simple.

For more hints, tips and reminders to help us in our role as One Good Adult see here:

Please use the following links:

You can access the NHS GGC Healthy Minds 'One Good Adult' session here:

<https://www.nhsggc.scot/hospitals-services/services-a-to-z/mental-health-improvement/healthy-minds-resource/>

Further information around One Good Adult, including a short YouTube film - this is aimed at young people, encouraging them to talk to one good adult.

<https://www.youtube.com/watch?v=nuEHXTQNE-k>

Relationship and Adolescent Mental Health: One Good Adult (PCI College)

<http://www.pccollege.ie/articlereationshipsandmentalhealth>

There are five main ways you can respond to the One Good Adult challenge:

1

Listen and be there (whether you are a parent/carer or guardian, a youth worker, a coach or volunteer.) Don't start with the obvious questions. You need to ease into the conversation and create a level of comfort. Don't expect the young person to do all the talking: they need to know you have a vulnerable side too. It can be very condescending to talk down to someone and smother them in pity and sympathy. What we need is a relationship that feels as though both sides are bringing something to the conversation. Respect young people; actively listen; don't judge, ask thoughtful questions; empathise with the young person; see solutions and opportunities; be flexible and open.

2

There are a range of training opportunities that you can undertake to improve your understanding, awareness and skills around mental health and wellbeing. Try to access learning/training opportunities relevant to your role and responsibilities. [NHS Greater Glasgow and Clyde Mental Health Improvement, Self-harm and Suicide Prevention Training Pathway](#) helps you to take a progressive approach to your learning and details a range of informed and skilled level learning resources available in Glasgow City.

3

Get to grips with the digital world. Whether we like it or not the digital world is ever evolving and is here to stay. While the web and social media often generates negative coverage, there is significant positive potential in using digital resources to support young people's wellbeing. Of course we all hear of cyber-bullying and the negative, but there is a vast array of positive resources on digital media and we should be aware and able to signpost young people to the supports and safeguards that are available to protect them. [Aye Mind](#) has a [directory of digital tools](#) that can be used to support children and young people's mental health and wellbeing, and a series of ['how-to' guides](#) that clearly outline exactly how those working with young people can use digital tools. [The Aye Mind toolkit](#) can provide a useful starting point for people on their digital journey.

4

Volunteer for a role that can support young people, e.g. via an organised mentoring scheme, coach, uniformed organisations or even the local football team who would welcome an extra pair of hands.

5

Be a good role model by taking steps to look after your own mental health and wellbeing. E.g. managing stress, work-life balance, family time, family meals.

10 questions to explore when thinking about a young person's resilience and vulnerabilities

Why are you worried?

What sort of behaviour is causing the problem? Who is being affected, how, when and where?

When did it start?

What factors are in the child's background? (e.g. divorce / illness) What are the present and past risk and protective factors?

Which risk factors can be decreased?

Which protective factors can be increased?

What are the strengths in the child, family, community, school and how can they be built on?

What is the worst thing that could happen?

5 Ways to Wellbeing

We're encouraged to eat at least five fruit and vegetables a day to take care of our physical health, but what about our mental health? Research carried out by the New Economics Foundation found that there are five ways to wellbeing.

They are: Connect; Be active; Take notice; Keep learning and Give.

Here are some ideas and suggestions about how you can introduce the five ways to wellbeing into your every day routine. Help young people to come up with their own ideas too.

CONNECT

Connecting with the people around us is a great way to remind ourselves that we're important and valued by others.

BE ACTIVE

We know that there's a link between staying active and positive mental health and wellbeing.

TAKE NOTICE

Taking notice of our thoughts, emotions and surroundings is a great way to stay present and pay attention to our needs

KEEP LEARNING

Learning new things is a good way to meet new people and boost our self confidence, which in turn improves our mental health and wellbeing.

GIVE

Research has found a link between doing good things and an increase in wellbeing.

TOP 10 TIPS FOR RESILIENCE

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- E** **Establish Realistic & Achievable Goals** This helps give you focus.
- S** **Strategies** Plan your coping strategies. Don't be afraid to ask for help.
- I** **Identify** Identify your strengths and be confident in yourself.
- L** **Learn from Experience** Learn from experience and move on.
- I** **Introduce** Introduce a positive way of thinking. Focus on the good things in your life.
- E** **Enjoy** Make time to do the things you enjoy.
- N** **Needs** Take care of yourself. Keep healthy and fit.
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SHOOT FOR THE STARS (30MINS - 1 HOUR)

Lesson

Letter R	Remain positive: Look towards the future, think of what you want from life.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-10a/4-10a I recognise that each individual has a unique blend of abilities and needs. I can contribute to making my school and community one which values individuals equally and is a welcoming place for all.
Learning Intentions	I can identify and list personal goals/targets that are important to my life and what I would like to achieve in the future.
Resources	Shoot for the stars worksheet. Coloured ink pens and pencils. Extras could include emotion stickers, multi coloured stars stickers to decorate the sheets.

Activities

I can identify and list personal goals/targets that are important to my life and what I would like to achieve in the future. (colour purple)

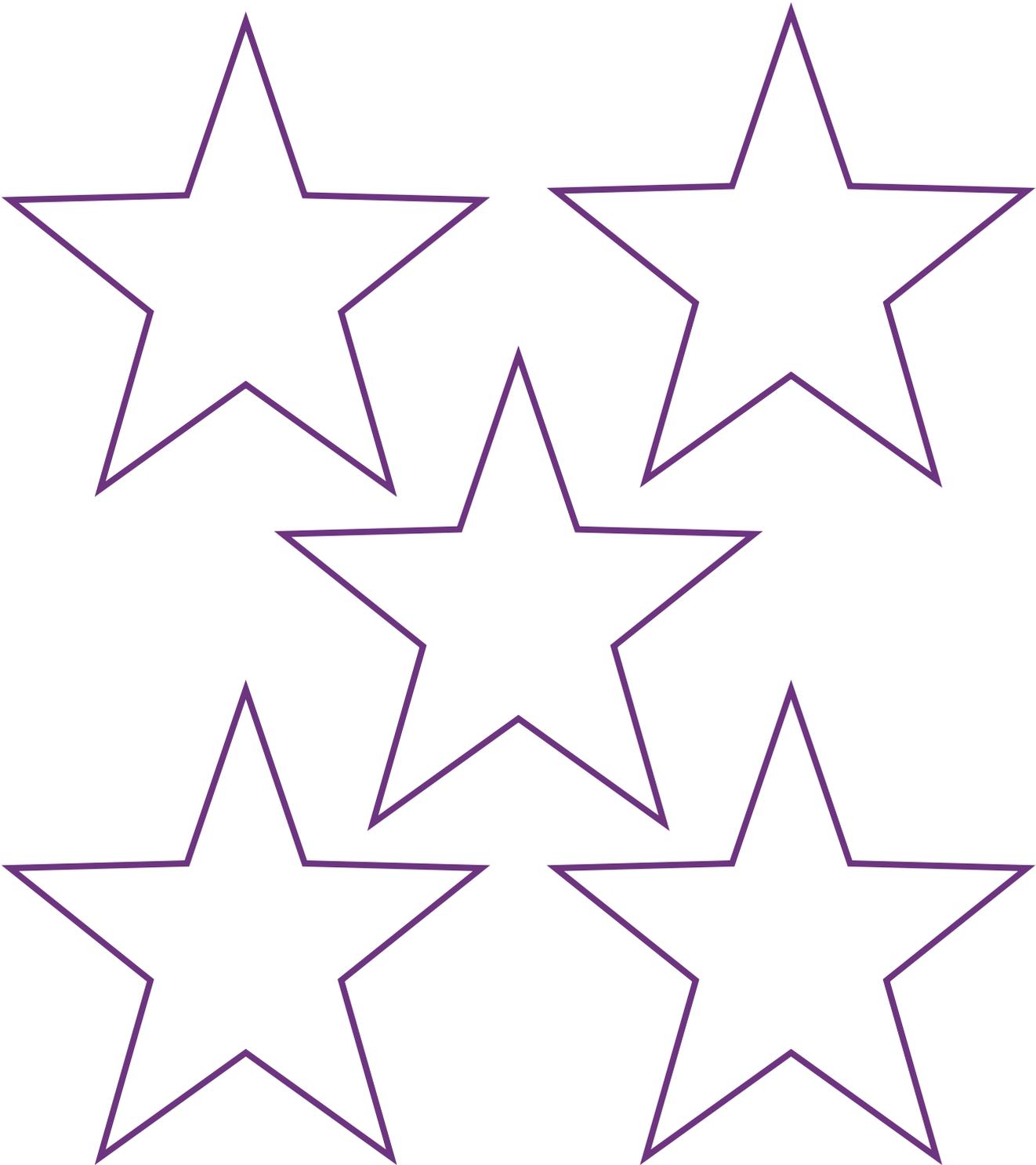
Individual Activity: Provide each young person with a worksheet. Ask the young people on their own to think about their future. Fast forward their life to 10 years time and think about what they would be doing and where they would be; this can include employment, family, finances, luxuries like cars, emotions, travel. Encourage the young person to write their thoughts in each star, encouraging them to be creative, drawing pictures or using words. Use colours and any stickers you have provided.

Group Activity: Ask young people if they feel comfortable to feedback on their stars. Encourage discussion, have they ever thought about where they want to be in 10 years and why it is important to think ahead? What/who do they need to help them achieve their ambitions?

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: The importance of having goals and ambitions and how they give purpose and focus in our personal lives.

SHOOT FOR THE STARS



Write or draw a picture describing a goal you would like to achieve in your life in each star.

General suggestions could be school, college, job, travel, driving licence, children, relationships, getting your own home, families, emotions.

Try and think of your own.

Make your goals colourful and use any stickers that may be available.

MY TO DO LIST (5 MIN)

Lesson

Letter R	Remain positive: Look towards the future, think of what you want from life.
Learning Intentions	I can identify personal goals/targets.
Resources	To do list worksheet.

Activities

Individual Activity: Provide each young person with a copy of the worksheet. Encourage them to think about what they want to achieve in life. This can be a combination of short-term (e.g. reading a book, exercising more) and long-term goals (e.g. specific career path, visiting different countries). Encourage them to think of five things they want to achieve and write them down.

Group Activity: Depending on class/group sizes and if time allows, young people can share their lists with a partner or in a small group. Encourage them to keep their list and display somewhere visible to them (e.g. in their bedroom) so they can refer back to it. Writing our goals down can motivate us to take action and also allows us to see and celebrate any progress and success.

MY TO DO LIST

1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

HOROSCOPES (30MINS - 1 HOUR)

Lesson

Letter E	Establish realistic and achievable goals: This helps give you focus.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-01a/4-01a I am aware of and able to express my feelings and am developing the ability to talk about them.
Learning Intentions	I can identify personal goals that are important to my life and my future. I can set myself achievable and realistic goals and will work towards them.
Resources	Coloured pens and paper. Magazine or newspaper for horoscopes.

Activities

I can identify personal goals that are important to my life and my future.

Group Activity: Open the session by reading horoscopes from a newspaper or magazine and facilitate a short group discussion with your class/group about horoscopes. Why do we think people read them? Are they true?

Individual Activity: Explain to young people they are now age 25 and they are going to write their own horoscope for their lives at age 25, areas to cover within their horoscope are: family, career, relationships, money and housing. Encourage the young people to include hopes, dreams and ambitions, how they feel about themselves and how others will see them.

I can set myself achievable and realistic goals and will work towards them.

Group Activity: Once everyone has completed their horoscope invite them back as a group to share or discuss with the person next to them.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: The importance of having hopes and dreams and how they could achieve them, raising awareness of achievable goals.

GOAL SETTING (5MINS)

Lesson

Letter E	Establish realistic and achievable goals: This helps give you focus.
Learning Intentions	I can set myself a realistic and achievable goal and work towards it.
Resources	My goal worksheet Pens A3 Paper / flip chart paper

Activities

Individual Activity: Provide each young person with a copy of the worksheet or have an A3/ flip chart sized goal on the wall. Ask each young person to write one thing that they would like to achieve within the next week, an example of this could be keep your room clean, visit your Gran, pass a level on a computer game, not to argue with a sibling/parent/carer. The goals can remain on the wall or worksheets can be kept by the worker/teacher. Inform the young person or group that we will revisit the goals that they set the following week to see if individuals managed to complete them. Offer praise and congratulations to those who achieved their goal but encourage those who didn't achieve their goal to think about why they didn't do and what they could do differently next time.

MY GOAL

Name & Date	
Next Week's Goal	

One Week On, I Achieved My Goal



<p data-bbox="209 882 437 958">I Didn't Achieve My Goal.</p>  <p data-bbox="209 1200 437 1424">Think about what you didn't do, and what could you do differently next time.</p>	
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PROBLEM SOLVING SCENARIOS (30 MINS - 1 HOUR)

Lesson

Letter S	Strategies: Plan your coping strategies. Don't be afraid to ask for help.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-07a/4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
Learning Intentions	I can identify strategies that provide support in challenging times. I can identify areas of support and where to get help.
Resources	Scenarios photocopied and cut into individual cards. Flip Chart, pens.

Activities

I can identify strategies that provide support in challenging times.

Group activity: Divide the young people into small groups and give each group two scenarios. Explain that in their groups they will read the scenario, discuss the situation and answer the questions by writing on the flip chart. The questions are as follows:

1. How do they think the young person would be feeling?
2. Where could they get help or advice?
3. Is there anything the young person could do to help the situation?

Group Activity: Alternatively to make the session more interactive you could encourage groups to role play their scenarios and act them out to their peers asking the audience to answer the above questions.

I can identify areas of support and where to get help.

Group activity: Bring all the groups back together and ask them to share their scenarios and what answers they have come up with to the questions.

Individual activity: Now ask the young people to think about their own personal lives and to think of examples of strategies they use or have used in challenging times. Likewise get them to think about the help and support they can access to see them through challenging situations. Encourage the young people to write them down and keep these.

Group activity: Encourage the young people to share their examples of strategies and support. These can be written on flip chart paper and displayed.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: The importance of identifying strategies/coping mechanisms that can support us in challenging times to help maintain emotional balance.

Alternative: Blether cards – within a drop in or small group setting the scenarios can be used as a tool for group discussion. Ask young people to pick a scenario read it out and discuss the above questions with the group.

Sarah is 13 and she lives with her mum and dad. Her dad is disabled and uses a wheelchair. Her mum looks after him during the day when Sarah is at school but Sarah cares for her dad after school when her mum goes to work. Sarah can't attend any youth clubs or after school activities so she is finding it difficult to make friends. She spends most of her lunchtimes alone.

Mohammed is 15 and has recently fallen out with his friends. They have started a rumour about him on Facebook. Other young people are sharing the post and he now feels everybody is talking about him.

Michael is 16 and in 5th year at school. He passed all his exams in 4th year and his teacher and family were so proud of him. He is currently working towards 3 Highers but is finding it very difficult, he's struggling to remember the class work and thinks he might fail.

Louise is 14 and lives with her mum and dad. She has heard them arguing recently. They have told her everything is fine but she thinks they might split up. She is always worrying if everything will be OK when she goes home.

Hassan is 15 and identifies as non-binary. They recently discussed with their friends the pronouns they would like people to use for them. Most friends are being supportive, but a few have been distant and at lunchtime, Hassan caught them talking and laughing about them.

PROBLEM SOLVING SCENARIO (5 MINS)

Lesson

Letter S	Strategies: Plan your coping strategies. Don't be afraid to ask for help.
Learning Intentions	I can identify one strategy that can help me deal with a situation I find stressful/challenging.
Resources	Paper Pens

Activities

Individual Activity: Provide each young person with a sheet of paper and ask them to think about a situation that they find stressful or challenging and what they can or could do to help them deal with this. Examples of situations could be exams, arguing with family/friends, going to the dentist. Examples of Strategies could be making dentist appointments early in the morning so you don't have all day to worry about it or taking a friend with you for support. With exams it could be practising breathing skills, not studying after a certain time etc.

Group Activity: Encourage the young people to share their Strategies (they can, if they chose to share what they find stressful however this is optional). Strategies can be displayed giving the young people some thoughts and ideas about what things they could do to help them in challenging times.

RECOGNISING STRENGTHS AND WEAKNESSES (30MINS-1 HOUR)

Lesson

Letter I	Identify your strengths and be confident in yourself.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-10a/4-10a I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
Learning Intentions	I can recognise my personal strengths, motivators and weaknesses.
Resources	Questionnaire handout. Pens.

Activities

I can recognise my personal strengths, motivators and weaknesses

Individual Activity: Distribute a copy of the questionnaire to each of the young people. Explain that the challenge is to recognise statements which they feel describes them best. They should put a tick next to each statement that they feel applies to them. Emphasise that there is no right or wrong answer. Once completed they should count to see which section has the most ticks.

Group Activity: Following completion of the questionnaire, use the information below to share what population group they predominantly belong to.

Category 1: Optimist

60% population. Can make good inventors, designers, media advertisers, salesmen.

Category 2: Pessimist

30% population. Can make good accountants, risk assessors, architects, planners.

Category 3: Materialist

5% population. Can make good businessmen, investors, salesmen, teachers.

Category 4: Extrinsic

5% population. Can make good care workers, teachers.

Group Activity: Divide the young people into pairs and encourage them to share their findings with their partners.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: The importance of recognising our own characteristics so we can capitalise on our strengths and support our weaknesses.

HAND OUT 1

Recognising the Positives Questionnaire

Category 1	Tick those that apply to you
You see the positive side of things and people	
You tend to look for the best possible things to happen	
You are eager to do things and encourage other people	
You are usually described as a happy person	
You are sometimes described as a dreamer	
You tend to have lots of energy to do things, particularly in the beginning	
You tend not to consider the risks in doing things-you sometimes lose more than you gain	
You tend to miss out planning things properly which can lead to failure	
You often waste your time on things which don't work out or benefit you	
Category 2	
You tend to go very carefully with your ideas and activities	
You are usually described as a thinker	
You tend to use your energy well and don't waste it	
You are good at seeing the problems involved in doing things	
You tend to play safe rather than take risks	
You quickly recognise the negative sides of things and people	
You can hold back good ideas because you concentrate so much on the problems	
You can lose helpers because you concentrate too much on what they can't do	
You can miss out opportunities by being worried about what might go wrong	
People find it hard being with you if you are critical a lot of the time	
Category 3	
You tend to take calculated risks based on your knowledge and experience	
You are enthusiastic and enjoy the results of what you do	
You tend to make very good use of your time, money and energy	
You quickly recognise the benefits of doing things	
You usually like to lead or share the lead on things	
You tend to be better at making decisions others find difficult	
You can concentrate so much on the results of things that you miss out on the fun of taking part	
You can miss out on friendships because you tend to look at what you will gain from people	
You tend to avoid activities which don't benefit you so you are described as selfish at times	
Category 4	
You prefer to get on and do things rather than talk about them	
You tend to be a good organiser and problem solver	
You like to be "hands on" and like working with other people	
You tend to be seen as someone who supports others to get involved in things	
You are usually good at recruiting and encouraging other people to do things	
You can get involved in things but find that your lack of planning can result in failure	
You find yourself taking on too much work and then end up not doing it all properly	

LEARN FROM EXPERIENCE (30MINS -1HR)

Lesson

Letter L	Learn from experience and move on.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-01a/4-01a I am aware of and able to express my feelings and am developing the ability to talk about them.
Learning Intentions	I can identify an experience/situation in my life that I have used to help me deal with things differently for future situations.
Resources	Flip chart paper Pens

Activities

I can identify an experience/situation in my life that I have used to help me deal with things differently for future situations

Individual activity: Ask the young people to think about an experience/situation in their lives where the outcome was not what they wanted. It can be something in or out of school, e.g. not passing an exam, not getting the part in the school show they wanted, not getting to go on a trip, falling out with a friend etc. It may help the young people if the facilitator gave an example, or they can use a personal one if they wish. Once they have thought of a situation ask them to write it on a piece of paper and fold it over so no one can see it. Once they have all written their experience ask them to drop it into a box. All information is anonymous and no one will be able to see what each other has written.

Group Activity: Now divide the young people into groups and ask each group to pick from the box. Each group will now have an experience/situation. Encourage them to discuss the situation. How do you think you would feel in that situation, what do you see as the worst case scenario happening because of that situation, what could you do to turn the experience from a negative into a positive? Ask them to record their thoughts on flip chart. *** If time allows, this activity could be done as a role playing exercise, each group has to act out the situation and what they would do to move on from what has happened*.**

Group Activity: Once all groups have completed their task, bring them back together and ask each group to share the experience they selected and what they have discussed. Highlight the strategies/things that the young people have suggested that they could do to move on from that experience.

Individual Activity: Encourage the young people to reflect back on the situation they had written down at the start of the session. Have they learned from that experience and moved on?

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: Sometimes things don't turn out the way we expected but we have to learn from these experiences and move on.

MONA LISA (5 MIN)

Lesson

Letter L	Learn from experience and move on.
Learning Intentions	I can identify a situation I have experienced and use this to reflect on ways of doing things differently.
Resources	Mona Lisa worksheet

Activities

Individual Activity: Distribute a copy of the worksheet to the group. Encourage them to stare at the dot on the page for 30 seconds. Once the 30 seconds are over ask them to close their eyes. They should start to see an image form of the Mona Lisa. Ask the young people how they knew that this was the Mona Lisa – memories are stored in our brains and we are able to bring them forward and use them when required. The purpose of this exercise is to show that you are able to bring memories to the forefront of your mind. This encourages you to remember how you previously dealt with a situation and either to repeat/not repeat your thoughts and actions.

Individual Activity: Ask the young people to take a few moments to think about a negative situation they have experienced and how they dealt with it, and on reflection how they would have dealt with it differently for a more positive outcome.



Stare at the red dot for about 30 – 60 seconds.

Try not to blink.

Close your eyes..

You will see a famous lady.

Who is she?

POSITIVE FOOTBALLS/FLOWERS (30MINS-1HR)

Lesson

Letter I	Introduce a positive way of thinking. Focus on the good things in your life.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-05a/4-05a I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
Learning Intentions	I can identify the positive things about my self and list them. I can be supportive of my peers and identify positive things about them.
Resources	Football or flower worksheets (print enough copies of petals for everyone in the class/group).

Activities

I can identify the positive things in my life and list them

Individual Activity: At the beginning of the lesson/session provide each young person with a worksheet with a blank football/flower on it. Encourage the young people to think about positive things about themselves. Encourage the young people to write one positive thing on each hexagon/petal. The young people should be encouraged to glue all their hexagons/petals on to the football/flower, which will create the positive football/flower.

I can be supportive of my peers and identify positive things about them

Group Activity: It is suggested that young people go into groups not bigger than 8.

Step one: Each person is given a piece of paper with a circle in the centre.

Step two: Everyone is instructed to write their name (any way they wish), whilst being handed hexagons/petal.

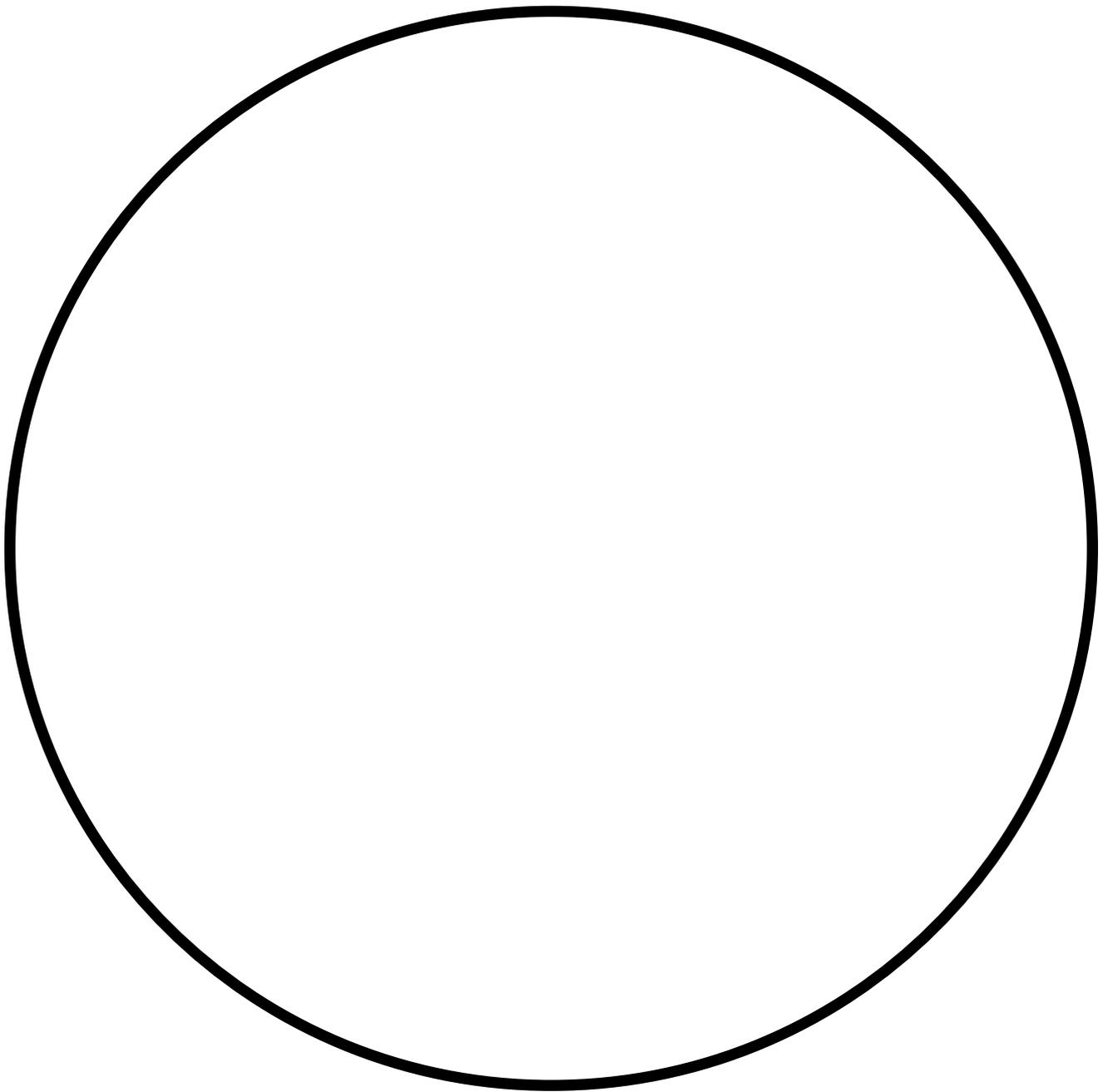
Step three: One by one each member of the group will have one 'hexagon/petal' from everyone else within the group containing something positive they have written about them. Hexagons/petal can only be positive thoughts about another person.

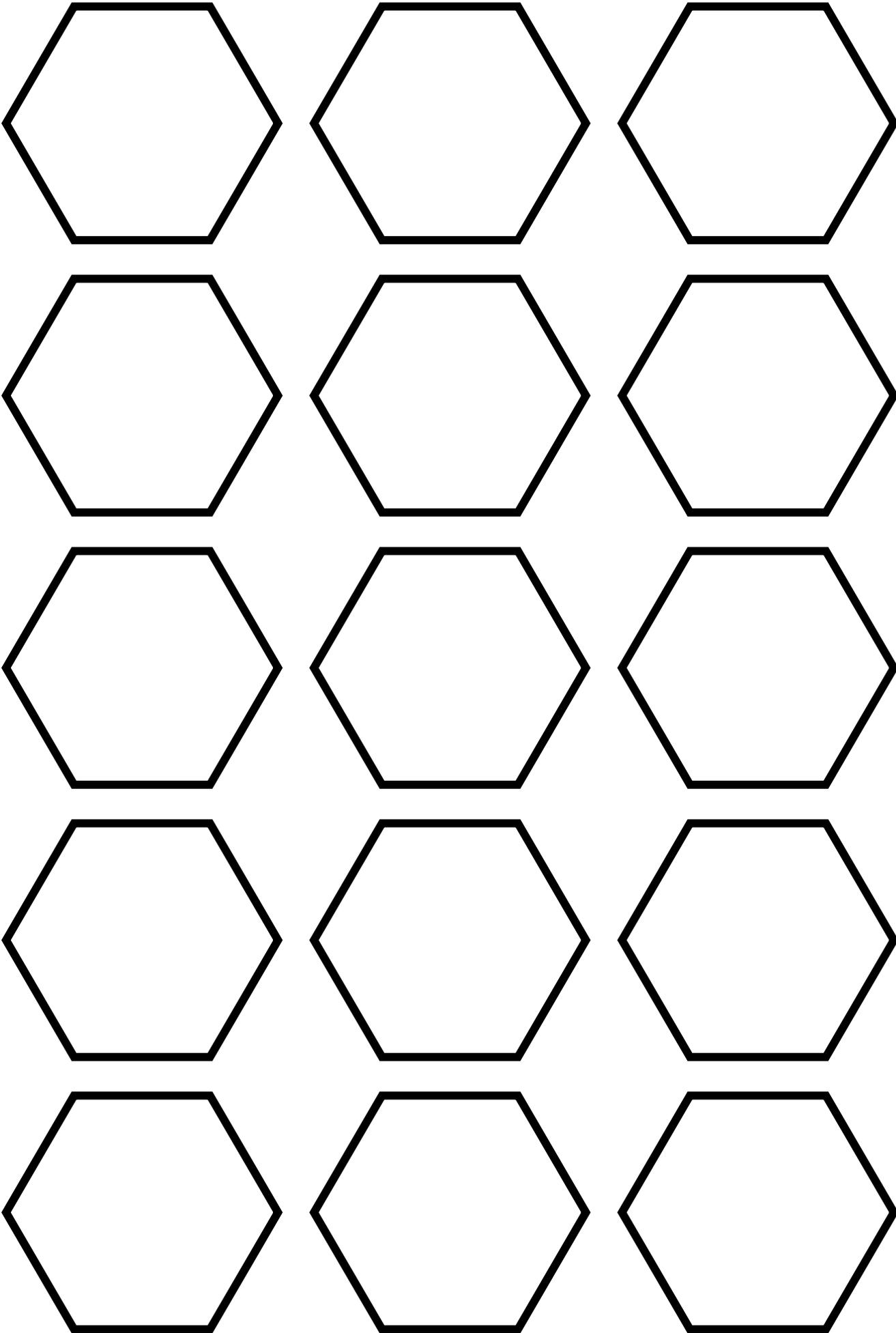
Step four: Each member of the group will glue their petals around their name circle to create their own 'Positive Football/Flower'.

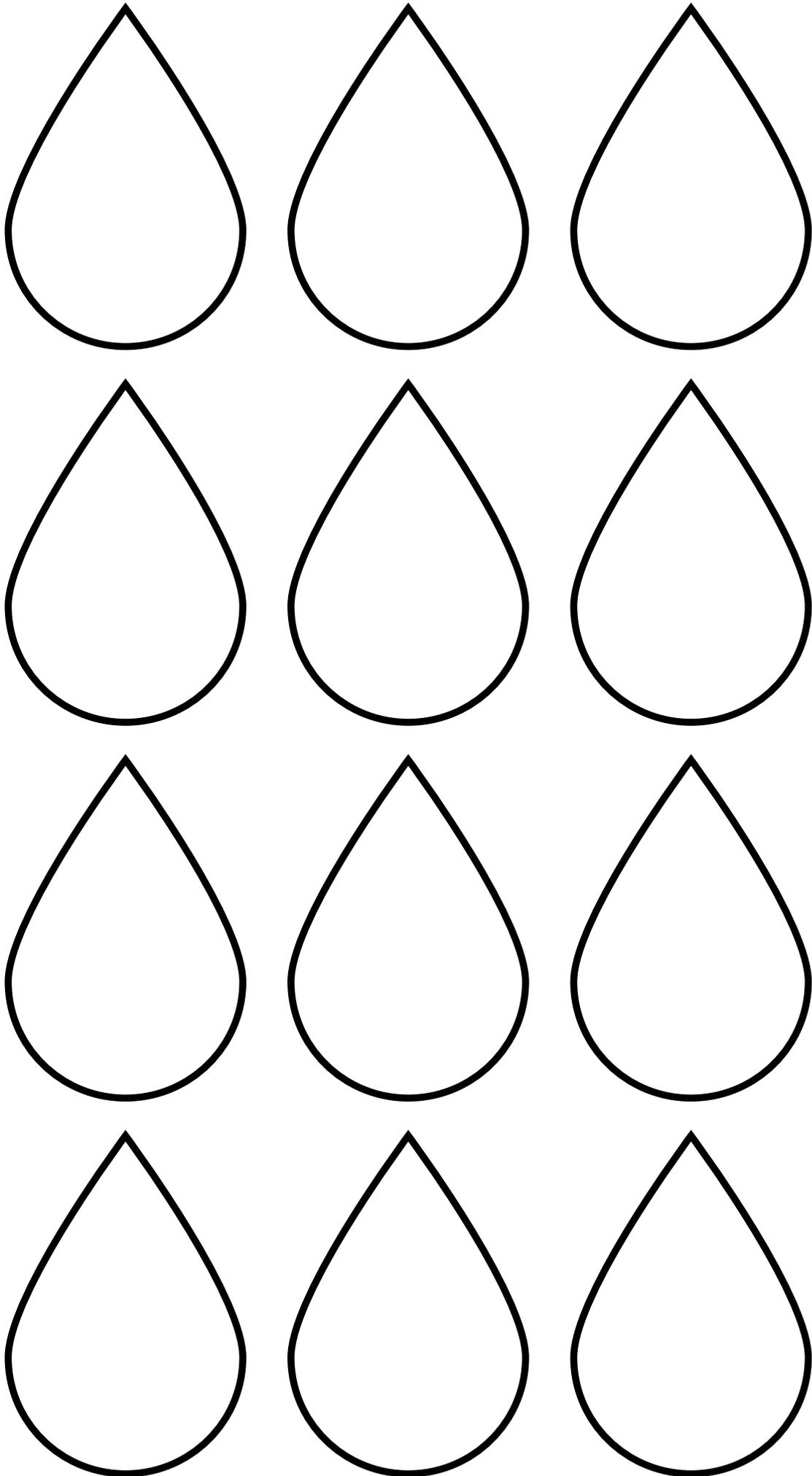
Step five: Everyone's 'Positive Football/Flower' is displayed on the wall for the rest of the session. These can be taken home at the end of the session.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: The importance of focusing on the positives to develop our confidence and self-esteem.







RECOGNISING THE POSITIVES (5 MINS)

Lesson

Letter I	Introduce a positive way of thinking. Focus on the good things in your life.
Learning Intentions	I can recognise the positives in my life.
Resources	Recognising the positives worksheet Pens/pencils

Activities

Individual Activity: Distribute the recognising the positives worksheet to each of the young people. Allow approximately 5mins and emphasise that the challenge is to put down a variety of positive statements only about themselves. Some examples may be required to start off with. This can include things like age, sex, and height, family such as a brother, a son, member of a group etc, before leading on to personality traits. Reinforce to the young people that we all have positives in our lives that we can often overlook or forget about. It's important to remember these in helping us build our confidence or support us in challenging times.

POSITIVE BUNTING (30 MINS - 1 HOUR)

Lesson

Letter E	Enjoy: Make time to do the things you enjoy.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-14a/4-14a I value the opportunities I am given to make friends and be part of a group in a range of situations.
Learning Intentions	I can identify one thing that I enjoy doing. I can understand the importance of making time to do things I enjoy.
Resources	Hand out 1: Bunting templates, A4 paper/card, coloured pens, pencils, string and ribbon. Any other art resources that could be used to stick on bunting.

Activities

I can identify one thing that I enjoy doing

Individual activity: Give each young person a few templates to cut out their own bunting.

Group activity: Open up a discussion by explaining to the young people that they are going to decorate their bunting with things that they enjoy doing in their spare time. Encourage the young people if they want to share some of their past times before decorating. What do they like doing and why?

Individual activity: Encourage the young people to decorate their bunting using words or pictures.

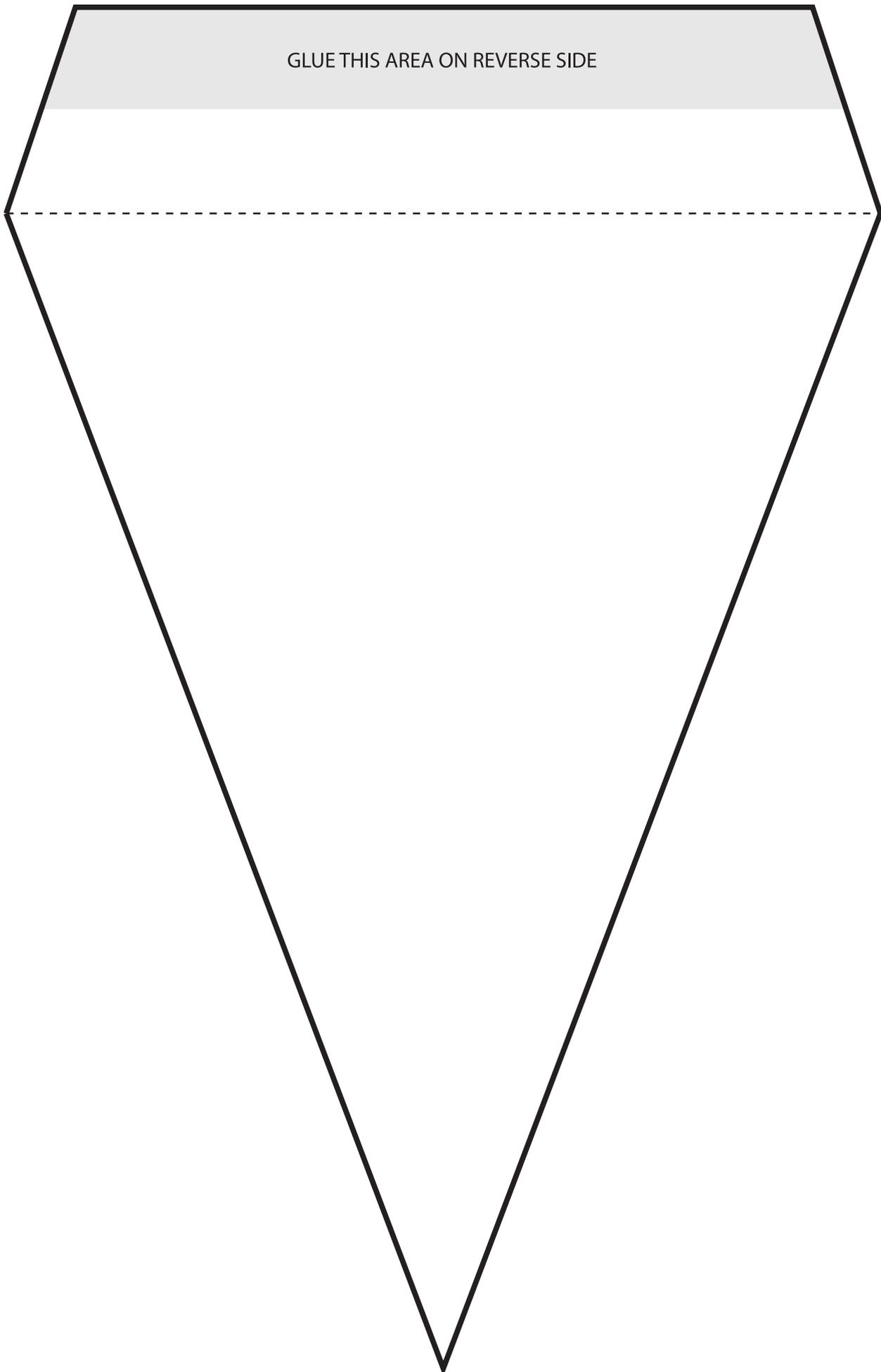
I can understand the importance of making time to do things I enjoy

Group activity: Bring the young people back together with their bunting and encourage them to think about why we should make time to do the things we enjoy and the benefits of this. The bunting can be joined together and put up on display.

Evaluation: Use evaluation sheet provided at the back of the pack. (Page 48)

Key session message: The importance of having things in our life that we enjoy doing and the benefits they bring.

Hand out 1: Bunting Template



CHARADES (5 MINS)

Lesson

Letter E	Enjoy: Make time to do the things you enjoy.
Learning Intentions	I can identify one thing in life that I enjoy doing.

Activities

Group Activity: Divide the young people into pairs (or depending on size of group this can also be done as a whole group) and ask them to take turns to mime out something they enjoy doing. They have to guess what it is. Reinforce the importance of taking time out to do things we enjoy to help keep us happy.

MY NEEDS (30 MINS-1 HOUR)

Lesson

Letter N	Needs: Take care of yourself. Keep healthy and fit.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-15a/4-15a I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.
Learning Intentions	I can recognise what I have and what I do to help keep me healthy and fit. I can identify what I need more of to help keep me healthy and fit .
Resources	Worksheet 1 8 HWB indicator cards. Worksheet 2: HWB wheel. Wellbeing Wheel. Post it's, pens

Activities

I can recognise what I have and what I do to help keep me healthy and fit

Group activity: Display and spread the eight HWB indicator cards on a wall. Provide each young person with a number of post its and ask them to consider what indicators they feel are important for young people's health and wellbeing and place a post it at each one. Once they have all completed the task, take a few moments to examine where the post it's have been placed etc. This can be used as an opportunity to generate discussion with the young people on why e.g. have they selected specific indicators and not others. Do they feel some more important than others? Highlight that the Wellbeing wheel indicates the eight areas that children and young people need in their lives to help them grow and develop and all are of equal value.

Group Activity: Provide the young people with another selection of post its and encourage them to look at each of the health and wellbeing indicators. What resources, people and activities do they think could fit under each indicator to support young people's growth and development? Bring the young people back together and encourage them to share their ideas.

I can identify what I need more of to help keep me healthy and fit

Individual Activity: Distribute the health and wellbeing wheel worksheet to the young people. Encourage them to think about the HWB indicators from a personal point of view. What do they personally have and/or what they do in their life that supports each indicator? Do they feel there is more that can be done in any of the indicators that would help their development what might that involve and who can help them? You should be sensitive to young people's circumstances here. Some young people may need some support and encouragement to help them recognise some of the resources they have in their lives to support their growth and development.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: There are a variety of things, not just physical, that young people need in their lives to help them grow and develop.

NURTURED

ACTIVE

ACHIEVING

RESPECTED

HEALTHY

INCLUDED

RESPONSIBLE

SAFE



WHAT I DO TO KEEP HEALTHY AND FIT (5 MINS)

Lesson

Letter N	Needs: Take care of yourself. Keep healthy and fit.
Learning Intentions	I can list three things that I do that help keep me healthy.
Resources	Paper/pens

Activities

Individual Activity: Provide each young person with three post its and ask them to think of and list three things they do that keeps them healthy. Encourage them to think about the day to day (possibly small) things they do that helps keep them healthy. Encourage the young people not just to think about the physical things they do but what they do that supports their emotional wellbeing.

Group Activity: Depending on class/group sizes and if time allows, young people can share their post its with a partner or in a small group. Encourage all the young people to place their post its on a wall collage to highlight all the different things we can do to keep healthy. Reinforce that we all have or can do things in our life that helps our physical and emotional health.

ONE GOOD ADULT (30 MINS-1 HOUR)

Lesson

Letter C	Connect: Build healthy relationships with your family, friends and teachers.
HWB Organiser	Mental, emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-03a/4-03a I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
Learning Intentions	I can identify the qualities of a positive role model. I can name a 'One Good Adult' in my life.
Resources	Freeze paper or 3 sheets or flip chart taped together for each small group. Coloured pens.

Activities

I can identify the qualities of a positive role model

Group activity: Divide the class/young people into small groups of 4/5, explaining that within this session we are going to think about positive role models and the benefits for young people to have one good adult in their life. Encourage the groups to draw round the smallest person on the freeze paper/flip chart. They are going to create one good adult. Ask them to think of a person from head to toe, drawing or writing personal qualities/skills a good role model should have e.g. good heart, a brain to think about problem solving, knowledge, muscle to be strong, lips nice to talk to, other qualities could be caring, kind, calm, supportive. These would be written or drawn on the inside of the body. Outside qualities can be drawn around the outside of the body and could include: welcoming body language, community or family links, strong, down to earth approach, funny, happy, well liked etc. Encourage the group to name their person and make him/her colourful and creative.

Group activity: Encourage each group to feedback on their work, highlighting some of the characteristics that are important in 'one good adult'.

I can name 'One Good Adult' in my life

Individual activity: Encourage the young people to think about who is a one good adult in their life.

Group Activity: Encourage the young people to share their one good adult.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: The importance of having one good adult in their lives.

HAND SHAKE (5 MINS)

Lesson

Letter C	Connect: Build a healthy relationship with your family, friends and teachers.
Learning Intentions	I can recognise the importance of communicating and building relationships in my life.
Resources	Paper/pens

Activities

Group Activity: A quick exercise to get the group communicating is to inform the group/class that they are taking part in a quick game which is also a competition.

When you begin each young person must shake each other hands say, "Hi my name is"

It doesn't matter if the young people know each other they still must say, "Hi my name is"

The first young person to have everyone's signature is the winner. Reinforcing the importance of building relationships in our lives.

EMBRACE CHANGE (30 MINS-1 HOUR)

Lesson

Letter E	Embrace Change: Don't dwell on the past. Put your energy into the present to shape your future.
HWB Organiser	Mental , emotional, social and physical wellbeing.
Experiences and Outcomes	HWB 3-07a/4-07a I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
Learning Intentions	I can recognise a change in my life and can identify ways to embrace this change and move forward.
Resources	Juggling items (small soft toys/balls), 3 for each group.

Activities

I can recognise a change in my life and can identify ways to embrace this change and move forward

Group Activity: Juggling game. Depending on numbers, have no more than 10 young people in a group. Have them stand in a circle. Explain that each group will start with one item. The object of the game is to throw the item to someone in the circle and say their name and keep this going. After a few minutes another item will be introduced and the young people must continue to do the same with the additional item. A third item will be introduced and again the group must continue to keep the three items circulating and saying the name of the person they throw to.

Group Activity: Bring the groups back together. Ask them how they felt doing the activity. Was it straightforward with one item? How did it feel when things were changed i.e. more items were introduced into the activity? How did they manage the change? Highlight the purpose of the activity is to show that change is part of life and is happening all the time. Sometimes change may be voluntary (planned) or involuntary (out with our control). Using the activity as an example, highlight that when change happens we shouldn't focus on what has been but look at how we use our energy to shape the future. We have to look at how we adapt to change.

Group Activity: Divide the young people into pairs. Ask them to think about a change that happened or is about to happen to them. Remember to reinforce to the young people that they should only share what they are comfortable with. How did they feel or how are they feeling about this change? What can or did they do to embrace the change? Think about things they can do, people that can help them etc. Encourage them to write their discussions down.

Group Activity: Bring the young people back together. Encourage the young people to share their discussions, but only if they feel comfortable to. Highlight that every person is unique and change happens to us all. We all experience change and need to learn ways to embrace change rather than dwell on the past.

Evaluation: Use evaluation sheet provided at the back of the pack.

Key session message: Change is an inevitable part of life and we need to learn to deal with the change. Some change may be more challenging than others and we need to learn to identify strategies and skills that will support us through times of change.

CHANGE (5 MINS)

Lesson

Letter E	Embrace change: Don't dwell on the past. Put your energy into the present to shape your future.
Learning Intentions	I can identify a change in my life.
Session Title	Change.
Resources	Paper/pens.

Activities

I can identify a change in my life

- **Individual activity:** Encourage each young person to think about music, a toy, a cartoon they liked when they were younger and they like now.
- **Group activity:** As above but encourage the young people to share their experiences. Ask them what they think this exercise shows: change is part of life, who we are and what we like. We can't avoid change, it happens all the time. Some change can be easier to cope with than other more challenging change.

Session name.....

Describe this session...

Exciting

Boring

Difficult

Fun

Interesting

Or tell us in your own words...

What did taking part in this activity make you think about.

The Best Bit Was?



It would be better next time if?

What I learned.

The Worst Bit Was?



RESILIENCE TOOLKIT

PART OF HEALTH PROMOTING YOUTH ORGANISATIONS

