Building Resiliency In Young People.

Webinar Activity Sheets
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
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.
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.

(Listed from salubrigenics.com.au)

List of Emotions

A
Abandoned / Annoyed
Absent / Apathetic
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
Blass / Burdened
Bonald / Blissful
Burned out
Beautiful / Bold
Betrayed

C
Clever / Cranky
Cagey / Comfortable
Creative / Calm
Compliant / Cruel

D
Calm / Concerned
Curious / Confident
Cut off / Carefree
Conned / Cynical
Cornered / Cowardly

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

E
Eager / Enchanted
Exhausted / Easy going
Energetic / Exhilarated
Ecstatic / Enthusiastic
Explosive / Envious
Elished / Euphoric
Electrified / Evasive

Embarrassed / Exasperated
Empty / Excited

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

G
Generous / Gorgeous / Guileful
Gentle / Grateful / Guiltless
Glad / Groody / Gutted
Glowing / Grieving
Good / Guilty

H
Happy / Hollow / Hostile
Hassled / Homestick / Humble
Hateful / Honoured / Hurt
Helpful / Hopeful / Hyper
Helpless / Hopeless
Hysterical
High / Horrible
**Q**
- Quarrelsome / Quiet
- Queasy

**R**
- Rational / Relaxed
- Restrained / Ravenous
- Relived / Revengeful
- Reborn / Remorseful / Revolted
- Reckless / Repulsive / Romantic
- Refreshed / Reserved / Restful
- Rejected / Restless

**S**
- Sad / Settled
- Squashed / Safe / Shallow
- 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
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.

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

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Flexible & accurate thinking.

Carol Dweck: (Lewis and Virginia Eaton Professor of Psychology, Department of Psychology, Stanford University)

Recent book: *Mindset: The New Psychology of Success*

“Learning goals” inspire a different chain of thoughts and behaviors than “performance goals.” Dweck’s insight launched a new field of educational psychology—achievement goal theory.

Students for whom performance is paramount want to look smart even if it means not learning a thing in the process. For them, each task is a challenge to their self-image, and each setback becomes a personal threat. So they pursue only activities at which they’re sure to shine—and avoid the sorts of experiences necessary to grow and flourish in any endeavor. People with performance goals, she reasoned, think intelligence is fixed from birth.

Students with learning goals, on the other hand, take necessary risks and don’t worry about failure because each mistake becomes a chance to learn. People with learning goals have a growth mindset about intelligence, believing it can be developed. Holding a growth mindset bodes well for one’s relationships.

Many people who believe in fixed intelligence also think you shouldn’t need hard work to do well.

“You can’t simply remove the fixed mindset and replace it with the growth mindset.”

Dweck is applying her model to kids’ moral development. Young children may not always have beliefs about ability, but they do have ideas about goodness. Many kids believe they’re invariably good or bad; other kids think they can get better at being good. Dweck has already found that preschoolers with this growth mindset feel okay about themselves after they’ve messed up and are less judgmental of others; they’re also more likely than kids with a fixed view of goodness to try to set things right and to learn from their mistakes. They understand that spilling juice or throwing toys, for example, doesn’t damn a kid as bad, so long as the child cleans up and resolves to do better next time.

Although much of Dweck’s research on mindsets has taken place in school settings, it’s applicable to sports, business, interpersonal relationships and so on.

Robert Sternberg, a past president of the American Psychological Association, says that excessive concern with looking smart keeps you from making bold, visionary moves. “If you’re afraid of making mistakes, you’ll never learn on the job, and your whole approach becomes defensive: ‘I have to make sure I don’t screw up.’”

Dweck’s study showed that praising children for intelligence, rather than for effort, sapped their motivation.

Fixed Mindset

A “fixed” mindset focuses on “abilities” or “traits.” In academics, this mindset promotes the belief that one either is or is not smart, that a “smart” person does not have to work to master material, and that failure, rather than being a signal for greater effort or better strategies, is a signal of lack of intelligence. As a result, those with a fixed mindset avoid challenges and decrease effort after setbacks. In athletics, the fixed mindset focuses on “natural ability.” In relationships, the focus becomes “fit” and “mind reading.” In business, it leads to leadership based on intimidation and a need to prove how “smart” the leader is.

Growth mindset

A growth mindset, on the other hand, takes setbacks and challenges as signals of an opportunity to learn. In academics, an individual with a “growth” mindset is willing to try difficult subjects and continue to work toward mastery. This is NOT about those who lack ability needing to work more. It is about those with equal amounts of whatever the genetic component of intelligence is getting very different results in things such as organic chemistry based on their mindset.
Incremental Theory

- Smart is the combination of knowledge, strategy, and effort.
- Learning is good because it makes me smarter.
- I can always work harder.
- I can always find better strategies, or someone can help me!
- Difficulties in school or with learning signal insufficient effort or improper strategies, or inadequate knowledge — all fixable!
- I must seek out challenges in order to get smarter.
- What others accomplish does not diminish my increasing smarts!
- People have tendencies, but situations often shape their actions.
- It takes a lot of observations to start to know someone.
- Even then, they can change.

What Do We Tell the Kids?

You have a bright child, and you want her to succeed. You should tell her how smart she is, right?
That’s what 85 percent of the parents Dweck surveyed said. Her research on fifth graders shows otherwise.
Labels, even though positive, can be harmful. They may instill a fixed mind-set and all the baggage that goes with it, from performance anxiety to a tendency to give up quickly. Well-meaning words can sap children’s motivation and enjoyment of learning and undermine their performance. While Dweck’s study focused on intelligence praise, she says her conclusions hold true for all talents and abilities.
Here are Dweck’s tips from Mindset:

- Listen to what you say to your kids, with an ear toward the messages you’re sending about mind-set.
- Instead of praising children’s intelligence or talent, focus on the processes they used.
- Example: “That homework was so long and involved. I really admire the way you concentrated and finished it.”
- Example: “That picture has so many beautiful colors. Tell me about them.”
- Example: “You put so much thought into that essay. It really makes me think about Shakespeare in a new way.”
- When your child messes up, give constructive criticism — feedback that helps the child understand how to fix the problem, rather than labeling or excusing the child.
- Pay attention to the goals you set for your children; having innate talent is not a goal, but expanding skills and knowledge is.

Don’t worry about praising your children for their inherent goodness, though. It’s important for children to learn they’re basically good and that their parents love them unconditionally, Dweck says. “The problem arises when parents praise children in a way that makes them feel that they’re good and love-worthy only when they behave in particular ways that please the parents.”

Links — extracts above were drawn from these links

http://itc.conversationsnetwork.org/shows/detail1011.html
(Audio)