

BUILDING RESILIENCE IN YOUNG PEOPLE

TEACHING
RESOURCE



REACH
OUT.COM

This resource has been designed to help students explore and develop the seven resilience factors identified by Karen Reivich and Andrew Shatte (2002). It includes classroom and skill-building activities and a range of ideas that help build resilience in students. Through ReachOut Australia's work with young people, we know that simple measures can have a great impact on their resilience. Young people often face adversity and change, and it is vital that they acquire the skills to cope effectively with these challenges.

ABOUT REACHOUT AUSTRALIA

ReachOut is Australia's leading online mental health organisation for young people and their parents. Our practical support, tools and tips help young people deal with whatever life throws at them – and the information we offer parents makes it easier for parents to help their teenagers, too.

ReachOut has been changing the way people access help since launching as the world's first online mental health service nearly 20 years ago. Everything we create is based on the latest evidence and is designed with input from experts, and young people or their parents. This is why our digital self-help tools are trusted, relevant and easy to use.

Available for free anytime and pretty much anywhere, ReachOut is accessed by 132,000 people in Australia every month. That's more than 1.58 million people each year.

ABOUT REACHOUT SCHOOLS

ReachOut Schools helps your school take a whole-of-community approach to developing student mental health and wellbeing.

ReachOut Schools provides free educational resources, digital tools and practical tips to encourage the development of positive mental health and wellbeing across schools, and to extend the impact of existing programs.

The service features easy-to-understand information on a full range of mental health and wellbeing issues. Our school resources include innovative digital apps and online games to help students learn to take control of their mental health.

Staff and parents can use ReachOut to better understand the issues young people face, and as a safe place they can recommend to students.

School professionals can also access a range of professional development webinars and information, with resources added throughout the year.

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Each section explains one of the seven essential resilience skills as developed by Karen Reivich and Andrew Shatte (2002) and provides activities and templates to practise the skill. These activities can be applied in all classrooms, regardless of the subject content.

Each skills section includes:

- ▶ definition
- ▶ classroom tips for exploring the skill
- ▶ lesson activities.

LINKS TO GENERAL CAPABILITIES AND PDHPE SKILLS

- ▶ Key messages and outcomes
- ▶ Buzz idea – fun activities that can be used to start, end or break up the lesson
- ▶ Practical activity to explore the skill
- ▶ Links to ReachOut.com content
- ▶ Supporting materials.

AUSTRALIAN AND STATE CURRICULA

These seven, easy-to-use classroom activities align to many of the Australian Curriculum's [Health and Physical Education content descriptions](https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/): <https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/>

The resources are most suited to be used with students in years 7–10, especially when investigating 'Personal, Social and Community Health' topics. For NSW teachers, keep an eye out for the relevant [PDHPE](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) skills codes in the activity plans. More on the skills codes: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

GENERAL CAPABILITIES

You'll find a range of [General Capabilities](https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/) icons throughout this resource. These fun and engaging activities give students the opportunity to learn and develop skills they'll need in the future. Read more about the icons: <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>



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 of success. When we apply resilience through a positive psychology lens, we learn not only how to bounce back, but how to bounce forward.

Examples of challenges some young people may face where resilience skills are essential are:

- ▶ 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 the skills to build resilience can minimise the effects of negative, stressful situations. These skills allow a young person to face challenges, learn from them, and develop ways to live a healthy and happy life.



Creating a supportive environment

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

TIPS FOR CREATING THIS SPACE

- ▶ 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. (Act as a facilitator of the conversation to help generate many viewpoints.)
- ▶ Value – and make it known that you value – every student’s contribution.
- ▶ Use a range of questioning techniques that 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 have an opportunity to speak, such as by using talk tickets, talk sticks, etc.

For more tips on how to develop a supportive classroom environment, download our poster ‘10 tips for a safe and respectful classroom’ (PDF): <https://reachout.click/10TipsPoster>



Seven essential skills to build resilience

Skill 1. Emotional awareness and self-regulation

Skill 2. Impulse control

Skill 3. Optimism

Skill 4. Flexible thinking

Skill 5. Empathy

Skill 6. Self-efficacy

Skill 7. Connectedness and reaching out

Exploring: What is resilience?



Personal and
Social Capability



Literacy

NSW PDHPE SKILL/S: S

KEY MESSAGE.

Resilient people are comfortable when talking about and expressing a range of emotions.

OUTCOMES.

Students will be able to understand that:

- ▶ being resilient isn't about keeping things inside; it's about expressing how you feel and moving forward
- ▶ learning how to control your emotions enables you to move forward with a plan of action
- ▶ there are many instances in life when resilience skills are required.

RESOURCES REQUIRED.

- ▶ Post-it Notes
- ▶ Pictures/magazine photos that can be interpreted differently, or the 'Picture This' resource from innovativeresources.org

SUPPORTING RESOURCES.

Fact sheet: 8 ways to deal with anger
Find out all about anger, including what it is, signs of anger, types of anger and what people can do to reduce their anger.

<https://au.reachout.com/articles/8-ways-to-deal-with-anger>

1. BUZZ IDEA: A PICTURE IS WORTH A THOUSAND WORDS

15
MIN

A picture is a great way to introduce a topic!

Spread picture cards over the classroom floor. Ask students to choose a picture card they think best relates to the word 'resilience' (the ability to bounce back/bounce forward from tough times). Students then share what their card means in relation to resilience.

2. WHAT IS RESILIENCE?

25
MIN

1. Discuss with students what resilience is (the ability to bounce back/bounce forward from tough times). Note ideas on the board, and give students the definition.
2. 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.
3. 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.
4. Students then swap from inner circle to outer circle and share their other piece of information.
5. Draw a 'Y' chart on the board. As a class, brainstorm what it looks like, feels like and sounds like to be resilient.

Emotional awareness and self-regulation

Practical strategies

Resilient people are able to identify their emotional experiences and control their emotional responses to external events. They are comfortable with their feelings and 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 the classroom group agreement/norms (creating a safe and supportive environment).
- ▶ Allow students to spend five minutes at the start of your lesson filling out their Feelings Journal.
- ▶ Discuss one emotion at the start of each lesson. Ask students to reflect on a time when they felt this emotion. Ask them to write down the emotion and short responses to the following questions: What was the situation? How did you feel? How did you move forward?



Emotional awareness and self-regulation

Essential resilience skills



Personal and
Social Capability



Literacy

NSW PDHPE SKILL/S: S, I & M

KEY MESSAGE.

Resilient people do show their emotions. It's a normal part of life to feel sad or scared or anxious when going through a tough time.

OUTCOMES.

Students will be able to understand that:

- ▶ being resilient isn't about keeping things inside; it's about expressing how you feel and moving forward
- ▶ expressing and understanding your own emotions is a key ingredient of resilience
- ▶ recording how you feel in different situations can help you to keep a check on your emotions and develop the skills that will enable you to move forward.

RESOURCES REQUIRED.

- ▶ Worksheets
 - List of Emotions (A–Z)
 - Feeling Connected
 - Feelings Journal
- ▶ Post-it Notes
- ▶ Coloured pens/textas
- ▶ Soft small ball (x3)

SUPPORTING RESOURCES.

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.

<https://au.reachout.com/articles/how-to-deal-with-anger>

1. BUZZ IDEA: TOSS THE BALL

10
MIN

- A. Students to stand in a circle.
- B. Ask them to think about emotions. What are the things that come to mind when thinking about emotions?
- C. One student starts with the ball and throws it to another student, sharing what their thought has been.
- D. Continue until all students have received the ball and shared an idea.
- E. For an added challenge, introduce more than one ball.

2. WHAT ARE EMOTIONS?

15
MIN

- A. Remind students what resilience is – as discussed in the 'What is Resilience?' activity.
- B. Each student writes down one example of an emotion on a Post-it Note.
- C. Students share their examples and stick their Post-it Notes on the board, under the appropriate heading, 'Positive' or 'Negative'.
- D. Discuss why the emotions are under each heading.
- E. Add an extra column: 'How does this make you or someone feel?' As a whole group, students' suggestions are written up (by the teacher or individual students).

Emotional awareness and self-regulation

Essential resilience skills

3. CONNECTING FEELINGS WITH EMOTIONS

20
MIN

- A. Explain to students that keeping a check on their emotions will help them understand how they respond in certain situations, and how best to move forward and learn about how situations make them feel.
- B. Share with students the List of Emotions (A–Z).
- C. Students work through the worksheet 'Feeling Connected', using the List of Emotions as a reference.
- D. Students share their 'Feeling Connected' diagrams with a partner.
- E. Students then share their diagrams with the class.

4. FEELINGS JOURNAL

5
MIN

This activity can start or end a lesson, or be used as a break in the middle of a lesson.

This is a journal that can be used throughout a student's school day, during your lesson or in their personal life. Recording our feelings allows us to understand how we feel and helps to develop our resilience.

- A. Use the Feelings Journal template.
- B. Record your feelings over a day, then over a week.
- C. Share what you've written with a trusted friend.

Emotional awareness and self-regulation Worksheets

LIST OF EMOTIONS (A-Z)

We have a complex thinking system. Being aware of, listening to and managing our emotions is a key part of facing and responding to tough times.

A

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

B

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

C

Cagey
Callous
Calm
Carefree
Clever
Comfortable
Compliant
Concerned
Confident
Conned
Cornered
Cowardly
Creative
Cranky
Cruel
Curious
Cut off
Cynical

D

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

Dubious

Dull
Dumb

E

Eager
Easy-going
Ecstatic
Elated
Electrified
Embarrassed
Empty
Enchanted
Energetic
Enthusiastic
Envious
Euphoric
Evasive
Exasperated
Excited
Exhausted
Exhilarated
Explosive

F

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

G

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

H

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

I

Idiotic
Ignored
Immobilised
Impatient
Imposed upon
Impulsive
Inattentive

Incompetent
Independent
Infatuated
Inferior
Infuriated
Impressed
Inadequate
Inhibited
Insecure
Insincere
Inspired
Intimidated
Involved
Isolated

J

Jaded
Jealous
Jinxed
Joyous
Jubilant
Judgemental
Jumpy

K

Keen
Kind

Emotional awareness and self-regulation Worksheets

LIST OF EMOTIONS CONT.

L

Lazy
Left out
Lethargic
Likeable
Like a loser
Logical
Lonely
Lousy
Lovable
Loving
Low
Loyal
Lustful

M

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

N

Nasty
Needy
Negative
Nervous
Nice
Nostalgic
Numb

O

Oblivious
Obsessed
Odd
Offended
Opposed
Overwhelmed

Optimistic
Overlooked
Owed
Outraged

P

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

Q

Quarrelsome
Queasy
Quiet

R

Rational
Relaxed
Refreshed
Rejected
Relived
Reserved
Restless
Restrained
Ravenous
Reborn
Reckless

Remorseful
Repulsive
Revengeful
Revolted
Romantic
Rueful

S

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

T

Taunted
Teased
Tempted
Tense
Threatened
Thrilled
Tired

Torn
Touched
Touchy
Trapped
Turned off

U

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

V

Vain
Valued
Vicious
Violent
Vivacious
Vulnerable

W

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

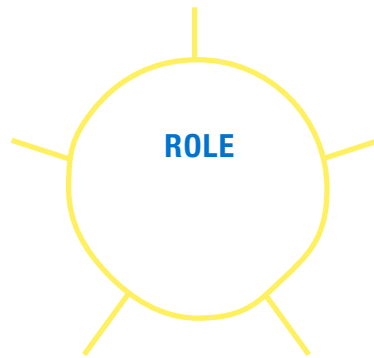
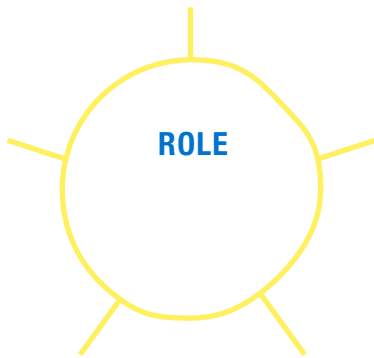
Z

Zany
Zealous

Emotional awareness and self-regulation Worksheets

FEELING CONNECTED

- ▶ What roles do you play in your life?
- ▶ How do these make you feel? (Refer to the List of Emotions for ideas.)
- ▶ Use the templates provided 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 with the class.



Emotional awareness and self-regulation Worksheets

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? | | | | | | | |

Impulse control

Practical strategies

We all have impulses to do and say things, but these impulses aren't always in our best interest or helpful to others. Being resilient doesn't mean ignoring these impulses, but it does require you to stop acting on every impulse that doesn't serve you well. The skills of impulse control can be learnt.

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 staffroom.
- ▶ Share with your class some examples of your own impulse control strategies.



Impulse control

Essential resilience skills



Critical and
Creative Thinking



Personal and
Social Capability



Literacy

NSW PDHPE SKILL/S: S & I

KEY MESSAGE.

Being resilient doesn't mean that we don't feel impulsive; rather, it means that we learn to control our impulses.

OUTCOMES.

Students will be able to understand that:

- ▶ being resilient involves controlling their impulses
- ▶ there are many kinds of impulses.

RESOURCES REQUIRED.

- ▶ Think-Impulse Strategy Cards
- ▶ Impulse Scenarios Grid

SUPPORTING RESOURCES.

Fact sheet: Conflict with family

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.

<https://au.reachout.com/articles/conflict-with-family>

1. BUZZ IDEA: ORDER, ORDER!

5
MIN

- A. Ask students to line up silently in order of their month and date of birth. (They will need to rely on non-verbal communication.)
- B. Once they are in line, ask everyone to share their birthdays in order.
- C. Use the line to group students into groups of three.

2. CLASS DISCUSSION

10
MIN

- A. What are impulses?
- B. In groups of three, write down as many examples of impulses as you can think of.
- C. Whole-class discussion. Provide the definition of impulse (a strong urge or desire to act, without reflecting or thinking it through).

3. CONTROLLING OUR IMPULSES

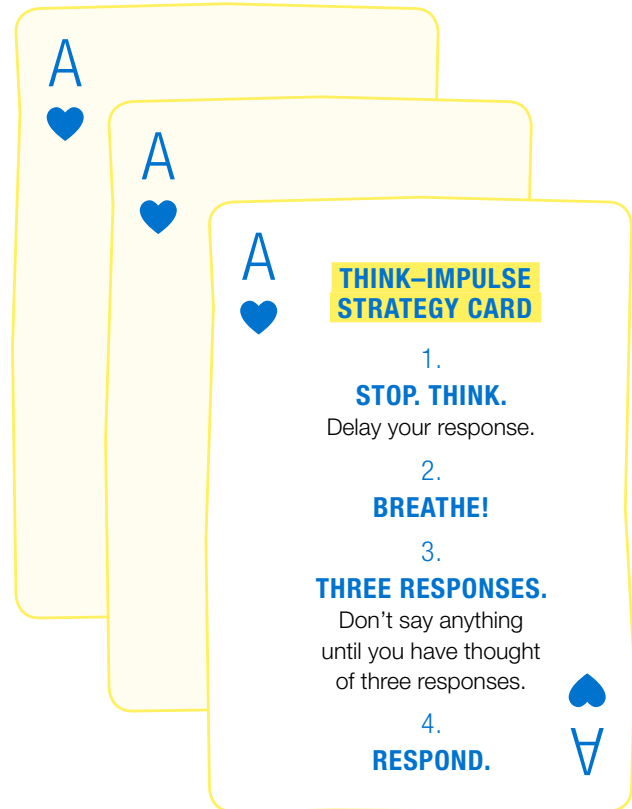
20
MIN

- A. Split the class into new groups of three. Use the same buzz idea, but vary the theme. This time, get students to line up in order of their shoe size.
- B. Hand out the Impulse Scenarios Grid to each group.
 - Each group chooses two scenarios on which to base answers to the questions on the worksheet.
 - Have students select a scribe, reporter and timekeeper for their group.
 - You may like to allocate specific scenarios to each group to avoid doubling up.
- C. Students have 10 mins to prepare a report of their responses that will be shared with the whole class group.

Impulse control Worksheets

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 control Worksheets

IMPULSE SCENARIOS GRID

1. Choose four of the six scenarios.

| | | |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p>SCENARIO ONE</p> <p>At lunch when you line up in the canteen, someone pushes in front of you.</p> | <p>SCENARIO TWO</p> <p>The person next to you in an exam keeps tapping their desk.</p> | <p>SCENARIO THREE</p> <p>The person you are talking to about something has a different opinion than you.</p> |
| <p>SCENARIO FOUR</p> <p>You are online and notice that a friend on Facebook has unfriended you.</p> | <p>SCENARIO FIVE</p> <p>You have saved \$80 towards the cost of a new tablet/iPad, but a pair of shoes you love costs exactly that.</p> | <p>MAKE UP YOUR OWN</p> |

2. Fill in the table below.

What are three possible responses to your four chosen scenarios? Which response will you choose? Why?

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

Optimism

Practical strategies

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 and making a conscious decision to focus on the good. Optimistic people are happier, more engaged, succeed more often and are better problem solvers. Optimistic attitudes need to be realistic – think of it as 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, either short-term or long-term. They can be subject, school or personal goals.
- ▶ Develop a class goal for the term/semester to achieve as a group.



Optimism

Essential resilience skills



Critical and
Creative Thinking



Personal and
Social Capability

NSW PDHPE SKILL/S: S

KEY MESSAGE.

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

OUTCOMES.

Students will be able to understand that:

- ▶ optimistic attitudes need to involve realistic ideas
- ▶ self-talk assists in developing optimism
- ▶ negative thoughts can be overridden with positive thoughts.

RESOURCES REQUIRED.

- ▶ 'Self-talk' worksheet
- ▶ ReachOut.com fact sheet:
What is self-talk?
<http://au.reachout.com/what-is-self-talk>
- ▶ Toilet roll (for buzz idea activity)

SUPPORTING RESOURCES.

Fact sheet: It's possible to build your self-confidence and assertiveness, with a little bit of work. Confident people get more out of life and are better at facing life's challenges.

<https://au.reachout.com/articles/how-to-build-self-confidence>

1. BUZZ IDEA: ROLLING!

15
MIN

- A. Ask students to take some toilet paper from the roll. (Don't specify how many pieces; let them take as many or as few pieces as they wish.)
- B. Once everyone has a piece/pieces of the toilet roll, ask them to think of a thought they have had today (e.g. '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; it's all I can do') for each piece of paper they have in their hand (e.g. three pieces of paper = three thoughts to share).
- C. Explain to the class that, in this lesson, they will be exploring the thoughts that people have about themselves – or 'self-talk'. Positive self-talk is the key to developing optimism.

2. CLASS DISCUSSION

10
MIN

What influences our thinking/self-talk?
Think–Pair–Share: Students think of examples of self-talk, share them with a partner, and then share them with the class.

3. SELF-TALK

25
MIN

Students read the fact sheet on ReachOut.com <https://au.reachout.com/mental-fitness/self-talk-and-self-awareness> and complete the worksheet (Self-talk Worksheet).

Optimism Worksheets

SELF-TALK

Self-talk is the talk that goes on inside your head. Self-talk can be positive or negative. The way we talk to ourselves can have a major impact on how we cope with challenges. Positive self-talk is a key ingredient of building resilience.

1. Read through the fact sheet from ReachOut.com
<https://au.reachout.com/articles/3-ways-to-talk-yourself-up>
2. Complete the following:

Describe below a challenging situation you faced where self-talk was involved.

| |
|--|
| |
| |
| |

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

| |
|--|
| |
| |
| |

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

| |
|--|
| |
| |
| |

What would you say if a friend were in this situation?

| |
|--|
| |
| |
| |

Check out ReachOut.com for Sarah's story on how she overcame her negative self-talk
<https://au.reachout.com/articles/how-sarah-beat-her-negative-thoughts>

Flexible thinking

Practical strategies

To be resilient requires flexible thinking and the ability to see different perspectives. Someone who is resilient can come up with a variety of reasons for being successful at something (multiple factors). Flexible thinking allows for multiple solutions to a problem. Being able to develop alternative plans (Plan Bs) is a vital aspect of 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 and share with the class those sections of your lesson plan where you may need a Plan B. What would be their Plan Bs?
- ▶ Ask students to think of a short-term goal. What are their Plan Bs?



Flexible thinking

Essential resilience skills



Critical and
Creative Thinking



Personal and
Social Capability

NSW PDHPE SKILL/S: S & I

KEY MESSAGE.

Thinking flexibly and being able to listen to and accept other people's points of view is a key ingredient of developing resilience.

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 during tough times
- ▶ having a Plan B is a core component of flexible thinking.

RESOURCES REQUIRED.

- ▶ 'Plan B' worksheet
- ▶ 'My Own Plan B' worksheet
- ▶ One sheet of A4-size paper per student

SUPPORTING RESOURCES.

Fact sheet: Developing self-awareness is a great way to learn more about yourself and what you're capable of.

<https://au.reachout.com/articles/how-to-become-self-aware>

Fact sheet: Good decision-making skills are really useful when you're faced with a tough choice.

<https://au.reachout.com/articles/decision-making-101>

1. BUZZ IDEA: PAPER PLANE OPINIONS

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MIN

- A. Hand out one piece of A4 paper to each student.
- B. Students make their own paper plane.
- C. Ask students to write on the plane two activities they like and one they dislike (3 activities in total).
- D. Ask students to throw their planes around the room for one minute.
- E. Each student picks up a plane (not their own) and shares with the class the likes and dislikes written on the plane.

2. STUDENT ACTIVITY: WHAT DO I THINK? WHAT DO YOU THINK?

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MIN

- A. Students complete the 'Plan B' worksheet.
- B. Students share results with the class.

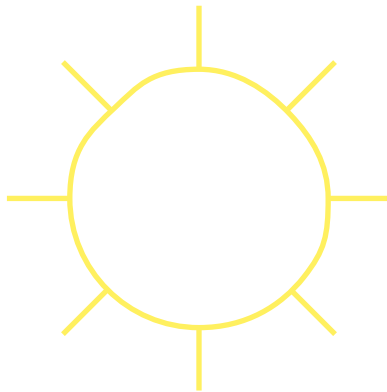
Flexible thinking Worksheets

PLAN Bs

Use the templates provided to create a list of Plan Bs for the following 'What if ...?' hypothetical scenarios.

'WHAT IF ...?' HYPOTHETICAL SCENARIO ONE.

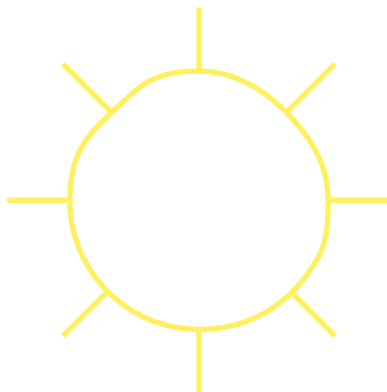
1. What if you were working on an assignment at home and realised you didn't save the correct version of the assignment to your USB at school. What are your Plan Bs? Identify your ideas using the circle below.



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

'WHAT IF ...?' HYPOTHETICAL SCENARIO TWO.

1. What if you were out with friends on a Saturday evening and you missed the last train home. What are your Plan Bs? Identify your ideas using the circle below.



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

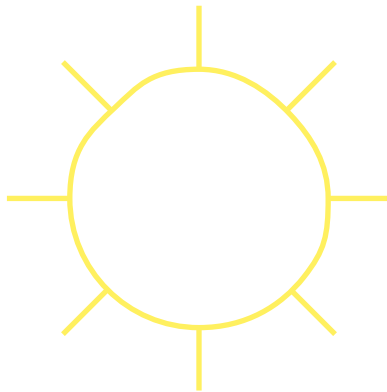
Flexible thinking Worksheets

MY OWN PLAN Bs

Use the templates provided to brainstorm Plan Bs for two scenarios that you could imagine experiencing in your own life.

'WHAT IF ...?' POSSIBLE REAL-LIFE SCENARIO ONE

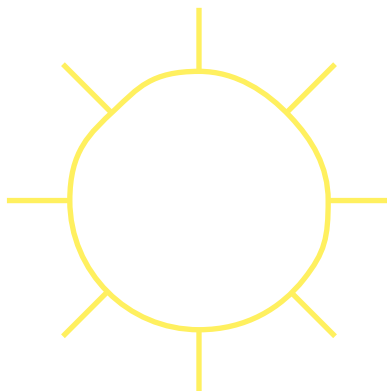
1. Think of and describe one scenario. What are your Plan Bs? Brainstorm your ideas using the circle below.



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

'WHAT IF ...?' POSSIBLE REAL-LIFE SCENARIO TWO

1. Think of and describe another scenario. What are your Plan Bs? Brainstorm your ideas using the circle below.



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

Empathy

Practical strategies

Empathy is the ability to recognise another person's feelings, and to respond accordingly and respectfully. It is understanding another's emotions in relation to your own. Empathy assists resilience through developing strong, supportive relationships. The ability to understand other people's feelings/emotions/experiences is particularly helpful when someone is experiencing tough times.

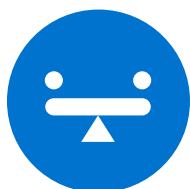
CLASSROOM TIPS

- ▶ 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.



Empathy

Essential resilience skills



Ethical
Understanding



Personal and
Social Capability

NSW PDHPE SKILL/S: S & I

KEY MESSAGE.

Empathy is the ability to recognise another person's feelings, and to respond accordingly and respectfully.

OUTCOMES.

Students will be able to understand that:

- ▶ empathy requires acceptance that their emotions can differ from someone else's
- ▶ empathy is a skill that can be practised
- ▶ empathy is different from sympathy.

RESOURCES REQUIRED.

- ▶ Post-it Notes
- ▶ 'Empathy – Other People's Emotions' worksheet
- ▶ List of Emotions (A–Z)

SUPPORTING RESOURCES.

Fact sheet: By learning how to have effective conversations, we can also learn how to have difficult ones.

<https://au.reachout.com/articles/3-steps-to-better-communication>

1. BUZZ IDEA: FOUR THINGS

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MIN

- A. Hand out a Post-it Note to each student.
- B. Each student writes down four things about themselves, one of these being an untruth.
- C. In small groups, students read out their four things, and other participants try to identify the untruth.
- D. Share the information with the class.

2. BRAINSTORM REVISION OF KINDS OF EMOTIONS (SKILL 1)

10
MIN

- A. In groups of three, students choose one emotion to act out in front of the class.
- B. Students guess what emotion is being acted out.
- C. Write a list of the emotions on the board and refer students back to the List of Emotions (A–Z) (Skill 1).

3. STUDENTS COMPLETE 'EMPATHY – OTHER PEOPLE'S EMOTIONS' WORKSHEET

25
MIN

Empathy Worksheets

OTHER PEOPLE'S EMOTIONS

1. Choose one of the listed scenarios below. On figure A, label the emotions that person would be experiencing.
2. Using a different coloured pen, list how you could display empathy with that person. What would it look like, sound like, feel like?

Scenarios

- ▶ A friend is being bullied through an online social media site.
- ▶ A friend is being bullied at school.
- ▶ A friend's grandmother passes away.
- ▶ A friend fails an exam.

Figure A

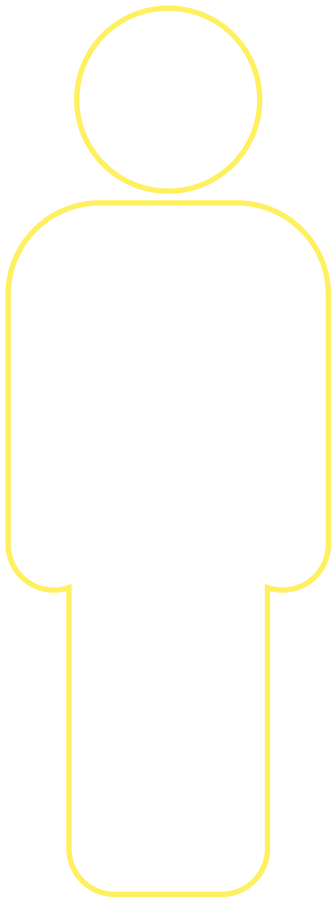
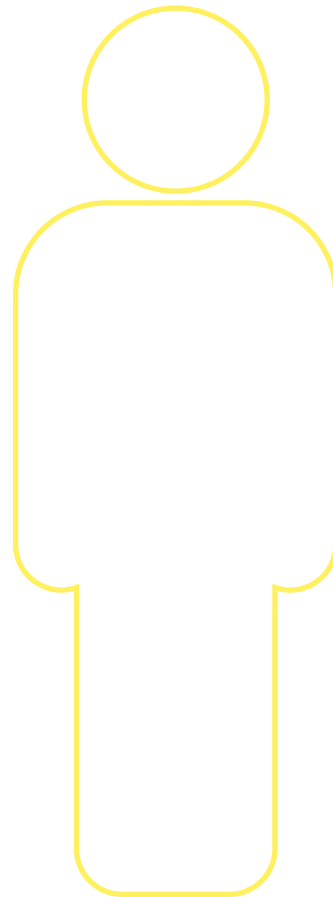


Figure B



3. Create your own scenario and label it on figure B. (Follow the same procedure as for figure A.)

Self-efficacy

Practical strategies

Self-efficacy is using success in an area of your life as a personal reference point for ability, and then working on that to create further success, leading to a sense of personal achievement and belief in yourself.

CLASSROOM TIPS

- ▶ Remind students of classroom group agreement/norms (creating a safe and supportive environment).
- ▶ It's always good to remind yourself and your students to reflect on at least one achievement every day, and to try and understand how it happened.



Self-efficacy

Essential resilience skills



Personal and
Social Capability

NSW PDHPE SKILL/S: S, I & M

KEY MESSAGE.

Having success in something, and then using that as a personal reference point for ability, and working on that to create 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 their resilience
- ▶ recording and reflecting on past experiences, and how they made them feel, will equip them with the skills needed during tough times and when striving for greater achievements.

RESOURCES REQUIRED.

'Three Things' worksheet

SUPPORTING RESOURCES.

Story: Great heights – facing fears and believing in yourself and your ability to achieve.

<https://au.reachout.com/articles/fear-of-heights>

1. BUZZ IDEA: NO KNOT UNTIES ITSELF!

10
MIN

- A. Split students into groups of eight.
- B. Each group stands facing another group.
- C. Each student reaches across and holds one hand of two other students.
- D. Students try to unravel themselves.

2. CLASS DISCUSSION

5
MIN

What is self-efficacy? Give students the definition (having success in something, and then using that as a personal reference point for ability, and working on that to create further success, achievement and belief in yourself).

3. STUDENTS COMPLETE THE 'THREE THINGS' ACTIVITY WORKSHEET

20
MIN

Self-efficacy Worksheets

THREE THINGS

Keep track of how three things you do on a regular basis make you feel. This will assist in improving your self-efficacy skills.

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|----------------------------------------------------------------------------------------------------|
| What three things have you done in the past week that you did well? |
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| How did these make you feel? |
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| |
| List three things you have completed in the past few months that other people have noticed. |
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| |
| How did these make you feel? |
| |
| |
| |

Connectedness and reaching out

Practical strategies

Reaching out means placing importance on help-seeking behaviours through connections with other people. A resilient person has a range of friendship circles that reflect their different areas of social need. They make 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.



Connectedness and reaching out

Essential resilience skills



Personal and
Social Capability

NSW PDHPE SKILL/S: S, I & M

KEY MESSAGE.

Having meaningful connections with people, and making and nurturing friendships, will assist in developing resilience.

OUTCOMES.

Students will be able to understand that:

- ▶ having social/friendship groups can support their resilience
- ▶ building connections with people/organisations can assist them in developing resilience skills.

RESOURCES REQUIRED.

- ▶ 'My Connections' worksheet
- ▶ One sheet of A3-size paper per student
- ▶ Coloured pens

SUPPORTING RESOURCES.

Video: A gazillion ways to make new friends
<https://au.reachout.com/articles/a-gazillion-ways-to-make-new-friends>

Fact sheet: Meeting new people
<https://au.reachout.com/articles/what-makes-a-good-friend>

Fact sheet: Starting a new school
<https://au.reachout.com/articles/5-things-to-remember-when-starting-at-a-new-school>

1. BUZZ IDEA: Pictionary

10
MIN

- A. Split students into groups of four.
- B. Each group gets four pieces of paper and four coloured pens.
- C. In turn, each student thinks of a place where young people connect with each other, and draws it on their sheet of paper with a different coloured pen. The other team members try to guess what it is. (Impose a one-minute time limit per student for drawing and guessing, respectively.)
- D. Repeat until everyone in the group has had their turn.

2. CLASS DISCUSSION: WHERE DO WE FIND CONNECTIONS?

5
MIN

- A. 'Think–Pair–Share' activity.
- B. Think of a place where you feel connected.
- C. Share this with a partner.
- D. Then share with the class.

3. STUDENTS COMPLETE THE 'MY CONNECTIONS' WORKSHEET

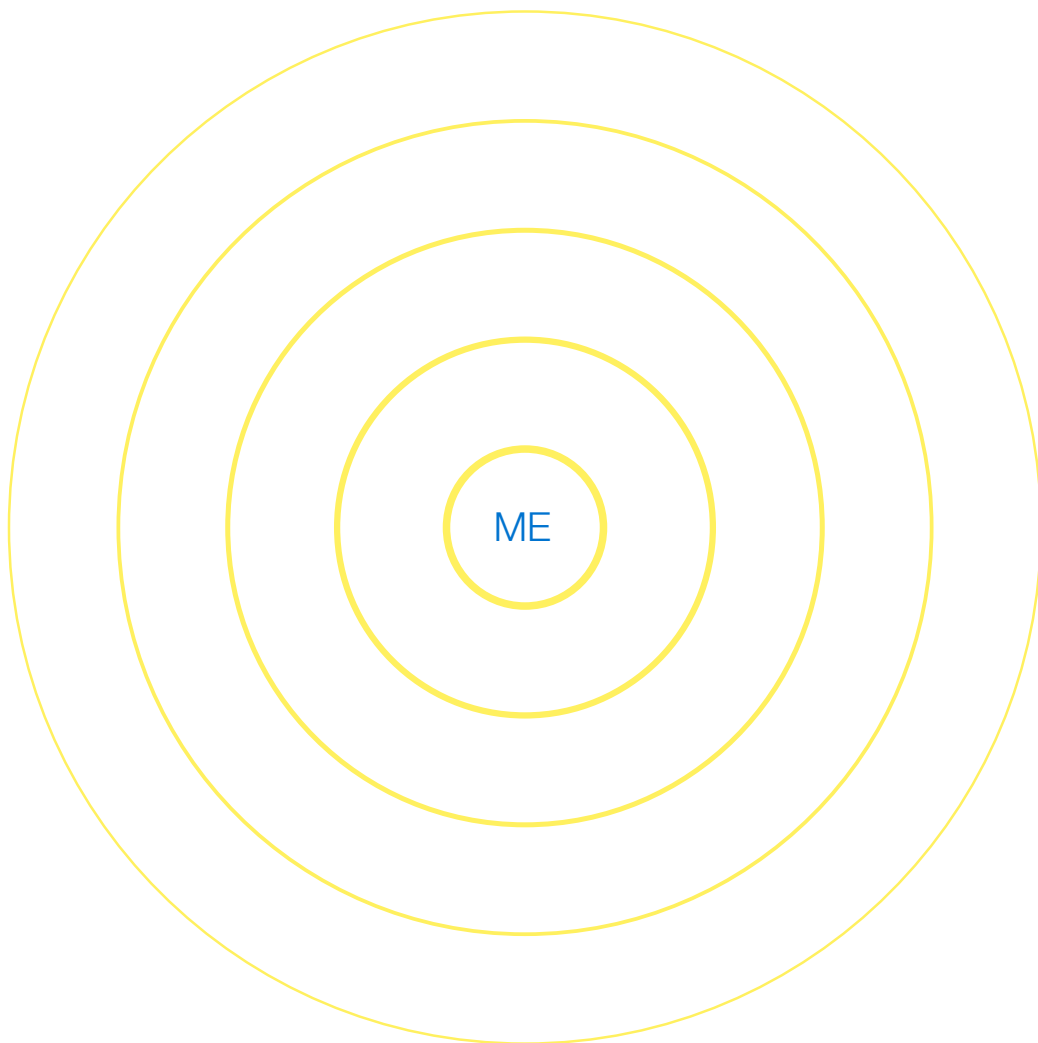
25
MIN

Connectedness and reaching out

Worksheets

MY CONNECTIONS

1. Fill in the connections circle below. List closest to the middle of the circle (ME) people you connect with the most.
2. Next to each person's name, write where they fit into your connections – are they from school? a community group? family friends? online friends? etc.
3. For the connections you have listed as being closest to you, describe how they make you feel connected/ could make you feel connected.



4. What community organisations are in your area that could help you to connect/reach out (online and offline)?

ReachOut.com has fact sheets, stories and forums to help with feeling connected. Check out 'A gazillion ways to make new friends'. <https://au.reachout.com/articles/a-gazillion-ways-to-make-new-friends>

Further support and contacts

FURTHER SUPPORT

ReachOut Schools

- ▶ [ReachOut.com/Schools](https://reachout.com/schools)

ReachOut.com for young people

- ▶ [ReachOut.com](https://reachout.com)

Mindmatters

- ▶ mindmatters.edu.au

Youth beyondblue

- ▶ youthbeyondblue.com

headspace

- ▶ headspace.org.au

HELPLINES

Kids Helpline

Ages 5–25 years

- ▶ 1800 55 1800
- ▶ [Kidshelpline.com.au](https://kidshelpline.com.au)

Lifeline

Support for people in crisis

- ▶ 13 11 14
- ▶ [Lifeline.org.au](https://lifeline.org.au)

Suicide Call Back Service

Immediate telephone counselling and support in a crisis

- ▶ 1300 659 467
- ▶ suicidecallbackservice.org.au

REFERENCES

Reivich, K. & Shatte, A., *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*, Broadway Books, New York, 2002

St Luke's Innovative Resources, *Picture This* (www.innovativeresources.org)