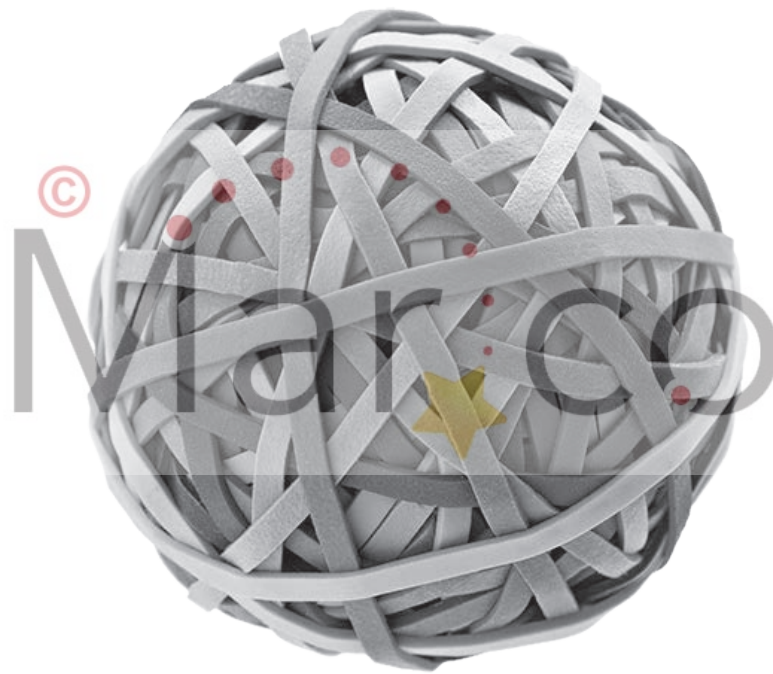


Resiliency

Skills to Rebound & Recover

60 Creative Lessons for Grades 5-9



By
Becky Kirby, M.Ed.

Dedication

I dedicate this book to my siblings: Elizabeth Wymer, Susan Ricciardi, Carol Rudlosky, Amy Neely, David Fesemyer, and Tom Fesemyer. I have six siblings and all, but one, are educators. The one who is not an educator is a nurse at a local university, where she helps college age students. I am in awe of all the work and effort that my siblings have put forth throughout the years in helping our youth.

Resiliency: Skills to Rebound & Recover

Softcover ISBN: 978-1-57543-309-7

COPYRIGHT © 2015 MARCO PRODUCTS, INC.

Published by Marco Products, Inc.
214 Kale Road
New Bern, NC 28562
1-800-448-2197
www.marcoproducts.com

Graphic images © <http://www.123rf.com>

PERMISSION TO REPRODUCE: The purchaser may reproduce the student workbook pages free and without special permission, for participant use for a particular group or class. Reproduction of these materials for colleagues, an entire school or school system, or for commercial sale is strictly prohibited.

ALL RIGHTS RESERVED. This book is protected by copyright. Except as provided above, no part of this book may be reproduced or transmitted in whole or in part in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without permission in writing by the publisher.

PUBLISHER'S NOTE: This publication is sold with the understanding that the publisher is not engaged in rendering psychological or other professional services. If expert assistance or counseling is needed, the services of a competent professional should be sought. Care has been taken to confirm the accuracy of the information presented and to describe generally accepted practices. However, the author, editors, and publisher are not responsible for errors or omissions or for any consequences from application of the information in this book and make no warranty, express or implied, with respect to the contents of the publication. Marco Products, Inc. is not responsible for the content of websites referenced in our publications. At the time of this book's publication (2015), all facts and figures cited are the most current available. If you find an error, please contact Marco Products, Inc.

References to the ASCA Standards in this book courtesy of: American School Counselor Association (2004). ASCA National Standards for Students. Alexandria, VA. Copyright 2004 by the American School Counselor Association

MARCO Marco Products, Inc.
214 Kale Road
New Bern, NC 28562
Phone: 1-800-448-2197
Fax: (215) 956-9041
www.marcoproducts.com

To purchase additional copies of this book or request a catalog, call our customer service department at 1-800-448-2197.

Printed in the U.S.A.

Table of Contents

Introduction	6
ASCA Standards	7
Part 1: Introductory Lesson and Emotions and Self-awareness	9
Pre- and Post-Test.....	10
Answers for Pre- and Post-Test.....	11
Activity 1: Introductory Lesson on Resiliency	12
Resilient Character Cards	14
Activity 2: Emotions Word Bank	24
Activity 3: Forward/Backward.....	26
Scenarios	27
Activity 4: Take Charge of Your Emotions	28
Situations	29
Emotions and Why	30
Activity 5: Personal Inventory (Self-awareness)	31
Personal Inventory.....	32
Activity 6: Self-Awareness.....	33
Signs.....	34
Activity 7: The Envelope, Please.....	37
Activity 8: The “Me” Collage.....	38
Activity 9: “This is My Life” Time Line.....	39
Activity 10: A Day in My Life (2 Sessions)	40
Interactions and Happenings.....	41
Activity 11: Emotions Rock!	42
Part 2: Changing Thoughts and Impulse Control.....	43
Pre- and Post-Test.....	44
Answers for Pre- and Post-Test.....	45
Activity 12: Control Impulses to Change Thoughts.....	46
Insects and Animals.....	47
Activity 13: Look for the Silver Lining	49
Situations	51
Activity 14: Words to Avoid When Giving Ourselves Messages.....	52
Turning Negative Messages into Positive Messages.....	54
Activity 15: Control (Impulse Control).....	55
Circle Worksheet	56
Activity 16: Stop, Think, Act (Impulse Control)	57
Situation Cards	59
Activity 17: Interpreting Quotations.....	61
Quotations.....	62
Activity 18: Using Humor.....	63
Humor.....	64
Activity 19: Daily Log.....	65
Part 3: Managing Stress and Mindfulness	67
Pre- and Post-Test.....	68
Answers for Pre- and Post-Test.....	69

Activity 20: Resiliency and Stress.....	70
Stress Signs.....	72
Activity 21: Finding Inner Peace Through Relaxation.....	75
Activity 22: Mindfulness.....	77
Activity 23: Mindful Eating.....	79
Activity 24: Mindfulness when Walking.....	80
Mindful Walking.....	81
Activity 25: Mindfulness when Listening to Music.....	82
Activity 26: Keys to Practicing Mindfulness.....	83
Keys to Mindfulness.....	84
Activity 27: Mosaic Art Activity for Relaxation.....	85
Activity 28: Lava Lamp.....	86
Activity 29: Review Game About Managing Stress.....	87
Relax Bingo Numbers.....	89
Relax Bingo.....	90
Part 4: Communication and Problem Solving.....	91
Pre- and Post-Test.....	92
Answers for Pre- and Post-Test.....	93
Activity 30: Effective Communication Skills.....	94
Activity 31: How to Paraphrase.....	96
Activity 32: Communication Clues.....	98
Communication Clues Scenario Cards.....	99
Activity 33: Phone a Friend.....	101
Scenarios.....	102
Cellphone.....	103
Activity 34: How to Be Assertive.....	104
Role-plays.....	105
Do's and Don'ts of Being Assertive.....	106
Activity 35: Ways to Say "No".....	107
Wheel of Ways to Say "No".....	108
Activity 36: Giving and Accepting Constructive Criticism.....	109
Role-play Cards for Constructive Criticism.....	111
Activity 37: Giving and Accepting Compliments.....	112
Compliment Chain.....	113
Activity 38: Problem Solving.....	114
Problem-Solving Steps.....	115
Problem-Solving Steps.....	116
Activity 39: Problem-Solving Situations.....	117
Clues for the "Who" Box.....	118
Clues for the "What" Box.....	119
Clues for the "Problems" Box.....	120
Activity 40: Practice Problem Solving.....	121
Situation Cards.....	122
Activity 41: Problem Solving with Pictures.....	123
Problem Solving Pictures.....	124
Part 5: Believe in Yourself.....	135
Pre- and Post-Test.....	136
Answers for Pre- and Post-Test.....	137

Activity 42: Qualities of Believing in Yourself.....	138
Activity 43: Gratitude.....	140
I Am Grateful for	141
Activity 44: Who I Am.....	142
Activity 45: Develop Your Super Powers	144
My Super Powers.....	145
Activity 46: Believe in Yourself Bookmarks.....	146
Quotations.....	147
Bookmarks	148
Activity 47: Believe in Yourself.....	149
I Believe in Me	150
Activity 48: Daily Positive Affirmations.....	151
Positive Affirmations.....	152
Part 6: Support, Resources, and Embracing Change	153
Pre- and Post-Test.....	154
Answers for Pre- and Post-Test.....	155
Activity 49: How to Ask for Help.....	156
How to Ask for Help.....	157
Activity 50: Who and How to Ask for Help.....	158
Who to Ask and What to Say	159
Activity 51: Who Can You Count On?.....	161
Who I Can Count On.....	162
Activity 52: Ways to Help Others	163
How to Help Others Cards.....	165
Activity 53: Resources.....	166
Resources Available in Our Community	167
Activity 54: Embrace Change.....	168
Change.....	170
Part 7: Review Games and Activities.....	171
Activity 55: Bingo Review.....	172
Resiliency Bingo Numbers.....	174
Resiliency Bingo.....	175
Activity 56: Left/Right Energizer.....	176
Left/Right Resiliency Energizer.....	177
Activity 57: Matching Words with Definitions.....	178
Resiliency Words and Definitions	179
Activity 58: Cube Toss.....	182
Resiliency Cube.....	183
My Resiliency Cube	184
Activity 59: Tanka Poem	185
Tanka Poetry Worksheet	187
Activity 60: Tear Off Resiliency Activity	188
Resiliency Tearoff Sheet	189
About the Author	191
How to Use the CD.....	192

ACTIVITY 6

Self-Awareness



Purpose:

To help students become more self aware

Materials Needed:

For the leader:

- Signs (pages 34-36 or CD)
- Medium- to heavy-weight paper
- Tape

For each student:

- 3 Sticky notes
- Pencil

Preparation:

Reproduce/print the three *Signs* on medium- to heavy-weight paper. Display them up in the classroom.

Gather the other necessary materials.

Activity:

- ▶ Give each student three sticky notes and, if necessary, a pencil. Then say:

Do not write your name on your sticky notes. I am going to give you the directions for one sticky note at a time. Let's begin!

List things that you do for yourself, such as exercise, on your first sticky note. When your list is complete, post your sticky note under the Things I Do for Myself sign. (Allow time for the students to complete this task.)

On your second sticky note, list times you have showed initiative by leading others or putting forth extra

effort. For example, when you took the lead in a school project or started a can food drive to help alleviate hunger. When your list is complete, post your sticky note under the Times I Have Taken Initiative sign. (Allow time for the students to complete this task.)

On your third sticky note, list the ways you handle constructive criticism. Constructive criticism is when a person is offered helpful advice in a friendly manner in order to encourage positive changes. An example of constructive criticism might be: "You did a great job on the report, but next time you might want to proof your spelling more carefully. When your list is complete, post your sticky note under the How I Handle Constructive Criticism sign. (Allow time for the students to complete this task.)

- ▶ After the students have completed and posted all three sticky notes, read and discuss each note. Encourage the students to give feedback as the sticky notes are read.

Conclusion:

- ▶ Conclude the activity by saying:

Being aware of how you act and how you feel is important. Do things for yourself. Take initiative and lead the way. Listen to and learn from constructive criticism.

ACTIVITY 12

Control Impulses to Change Thoughts



Purpose:

To practice controlling impulses and turning negative thoughts into positive one

Materials Needed:

For the leader:
None

- For each student:
- Insects and Animals*
(pages 47-48 or CD)
 - Pencil
 - Piece of paper

Preparation:

Reproduce/print a copy of *Insects and Animals* for each student.

Gather the other necessary materials.

Activity:

- ▶ Introduce the activity by saying:

The ability to be resilient is an important life-skill. Resiliency means having the ability to rebound from difficult conditions. Emotional resilience is the ability to manage strong feelings and impulses. You may not be able to control every circumstance you are faced with, but you can control how you react or respond in difficult conditions.

In today's activity, you will be looking at pictures of wild and possibly dangerous insects and animals. Look at each picture and write the first thing that comes to mind. Then purposely change your thoughts. Even though these are dangerous animals and insects, write as many positive things as you can think of about each one.

- ▶ Give each student a copy of *Insects and Animals*, and, if necessary, a pencil.
- ▶ Have the students complete the activity sheet, then review each picture. Then have the students share what they wrote about each insect or animal, tell if what they wrote was easy or difficult, and explain the reasons for their choices.

Conclusion:

- ▶ Conclude the activity by saying:

Part of being resilient is the ability to manage strong feelings and impulses and the ability to turn negative thoughts into positive thoughts. You are in control of your life. You can't control every situation, but you can control how you react or respond in difficult conditions. Practice managing your thoughts and how you respond to different situations.

ACTIVITY 20

Resiliency and Stress



Purpose:

To help students understand the importance of recognizing stress and handling stress in healthy ways

Materials Needed:

For the leader:

- Stress Signs* (pages 72-74 or CD)
- Medium- to heavy-weight paper
- Tape

For each student:

- 3 Sticky Notes
- Pencil

Preparation:

Reproduce/print the *Stress Signs* on medium- to heavy-weight paper, then display them on the board or wall.

Gather the other necessary materials.

Activity:

- ▶ Introduce the activity by saying:

Another trait of resilient people is their ability to deal with stress. Over the next few sessions, we will explore tools for managing stress. Today we are going to have an overview of what stress is and learn some stress-reducing techniques.

- ▶ Give each student three sticky notes and, if necessary, a pencil. Point out and read each of the *Stress Signs* displayed on the board or wall:

*What Causes Stress?
Signs/Symptoms of Stress
Stress Relievers*

- ▶ Then say:

On your first sticky note, write the things that cause you stress. For example, problems at school, at home, or with peers; difficult situations; responsibilities, or parents' expectations. (Allow time for the students to complete the task.)

*Place your sticky notes on the wall next to the *What Causes Stress?* sign. (Allow time for the students to complete the task.)*

- ▶ Continue the activity by saying:

On your second sticky note, write the signs of or the symptoms you experience when you are stressed. Some examples of this can be changes in eating or sleeping habits, the inability to concentrate, headaches, upset stomach, worry, anxiety, or anger. (Allow time for the students to complete the task.)

ACTIVITY 26

Keys to Practicing Mindfulness



Purpose:

To have students review the steps for practicing mindfulness

Materials Needed:

For the leader:

- Several hole punches

For each student:

- Keys to Mindfulness* (page 84 or CD)
- Scissors
- Metal ring

Preparation:

Reproduce/print a copy of *Keys to Mindfulness* for each student.

Gather the other necessary materials.

Activity:

- ▶ Give each student a copy of *Keys to Mindfulness*, a pair of scissors, and a metal ring. Then introduce the activity by saying:

In today's activity, we will be reviewing what we have learned about

mindfulness. Each letter in the word mindfulness, stands for something. You will begin by cutting out the keys. Then, using a hole punch, make a hole at the top of each key. Put the keys in order to spell mindfulness, then connect them with your metal ring.

Conclusion:

- ▶ Conclude the activity by saying:

Remember, mindfulness is not just a relaxation technique. It also helps you to focus on what is happening now—not the past or the future—and can enhance concentration, productivity, and memory.

How can practicing mindfulness build resiliency? (Allow time for the students to respond.)

- ▶ Tell the students to keep their *Keys to Mindfulness* as a reminder of the importance of practicing mindfulness.

Part 4: Communication and Problem Solving

Answers for Pre- and Post-Test

1. **Name one effective way to communicate verbally and one effective way to communicate non-verbally.**

Verbally: Speak with confidence; enunciate your words; avoid words such as “umm,” “you know,” and “like”; speak clearly; use the right volume/tone/pitch.

Non-Verbally: Facial expressions, eye contact, closeness or personal space, body movements, face and hand gestures, posture, touch (handshake, hug).

2. **What is *paraphrasing*?**

Paraphrasing is being able to restate in a few words what a speaker has said.

3. **Name one thing you can do when being assertive and one thing you should not do when being assertive.**

DO: Be clear about what you want, use a nice tone of voice, be respectful, use good posture, be concise, use eye contact, say what’s on your mind, use “I” Statements, look confident, know your limits, agree to disagree, rehearse beforehand, if needed.

DON’T: Expect others to read your mind, be aggressive, be passive, shrug your shoulders, turn away, ramble, look down, try to please others, blame, be cocky, be unreasonable, judge, do something that you don’t want to do

4. **List two ways to politely say, “No.”**

That sounds great, but ...	Normally I could, but ...
I wish I could, but ...	I’m sorry, but ...
I can’t do that, but I can ...	Thanks for the offer, but ...
I’d love to, but ...	Let me think about it.

5. **List the six steps to use when solving a problem.**

1. Define the problem
2. Identify the cause
3. Brainstorm solutions
4. Select the best solution
5. Implement your plan
6. Evaluate and monitor your progress

Communication Clues Scenario Cards



READ TO CLASS: I received my report card today.

ACT OUT:

First scenario: Without talking, demonstrate how you would look if you got two F's.

Second scenario: Without talking, demonstrate how you would look if you got all A's.

After each scenario, call on volunteers to tell you what you might have been thinking and feeling and to describe your non-verbal clues.

READ TO CLASS: My bookbag is stuck in my locker.

ACT OUT: Without talking, demonstrate how you would ask someone for help.

Call on volunteers to guess what you were trying to communicate to them and to describe your non-verbal clues.

READ TO CLASS: I am bringing in a project that I made for art class. I am outside of the school building with other students.

ACT OUT: You are holding the project and need someone to open the door for you. Without talking, demonstrate how you would ask for help.

Call on volunteers to guess what you were trying to communicate to them and to describe your non-verbal clues.

READ TO CLASS: My friend and I see each other in the hall during class exchange.

ACT OUT: Without talking, demonstrate how you would greet your friend.

Call on volunteers to guess what you were trying to communicate to your friend and to describe your non-verbal clues.

ACTIVITY 51

Who Can You Count On?



Purpose:

To help students identify people who are part of their support group

Materials Needed:

For the leader:
None

For each student:
 Who I Can Count On
(page 162 or CD)
 Pencil

Preparation:

Reproduce/print a copy of *Who I Can Count On* for each student.

Have pencils available for students who need one.

Activity:

- ▶ Introduce the activity by saying:

In our last session, we talked about how helping others or accepting help from others strengthens resilience. Today, we are going to talk about who you can count on for support—the people in your support group.

It is important to recognize when you need help and who can support and assist you. Talking about your concerns might help you to vent what you are feeling or see the situation in a new or different perspective.

What qualities do you look for in the people who you turn to for support? (trustworthy, kind, caring, etc.)

Who do you know that possesses these qualities? These are the people that you might count on when you need help.

- ▶ Give each student a copy of *Who I Can Count On* and, if necessary, a pencil. Then say:

On your worksheet, list the people in your life that you can count on. These are people that would listen to and support you if you asked for help.

- ▶ Allow time for the students to complete the task. Then ask for volunteers to share the names of the people they listed on the worksheet.

Conclusion:

- ▶ Conclude the activity by saying:

We all need help at times, and asking for help is OK. When you need help, remember to turn to the people in your support group. We can't change what has already happened, but we can choose how we deal with and react to events. Supportive people can help us with this by providing advice or a different perspective.

Remember, helping others or accepting help from others who will listen to and support you strengthens resilience.

THE FOLLOWING SAMPLES
ARE REPRODUCIBLE/PRINTABLE PAGES
INCLUDED ON THE CD-ROM

©
Mar:co

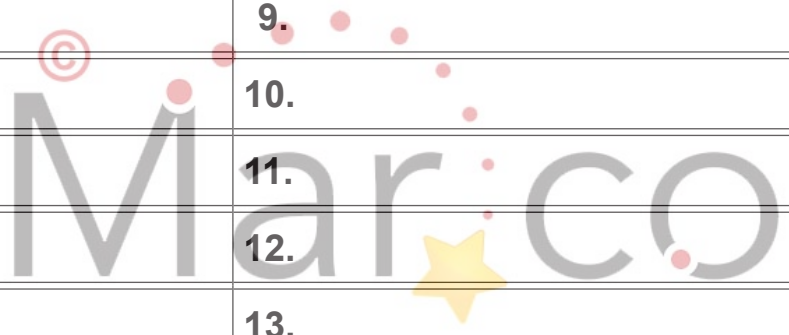
The logo for Mar:co features the word "Mar:co" in a grey, sans-serif font. A yellow five-pointed star is positioned below the colon and the letter 'c'. Above the word, a series of red dots forms a curved path, starting from a small red circle containing a copyright symbol (©) above the 'M' and ending with a red dot above the final 'o'.

Name: _____

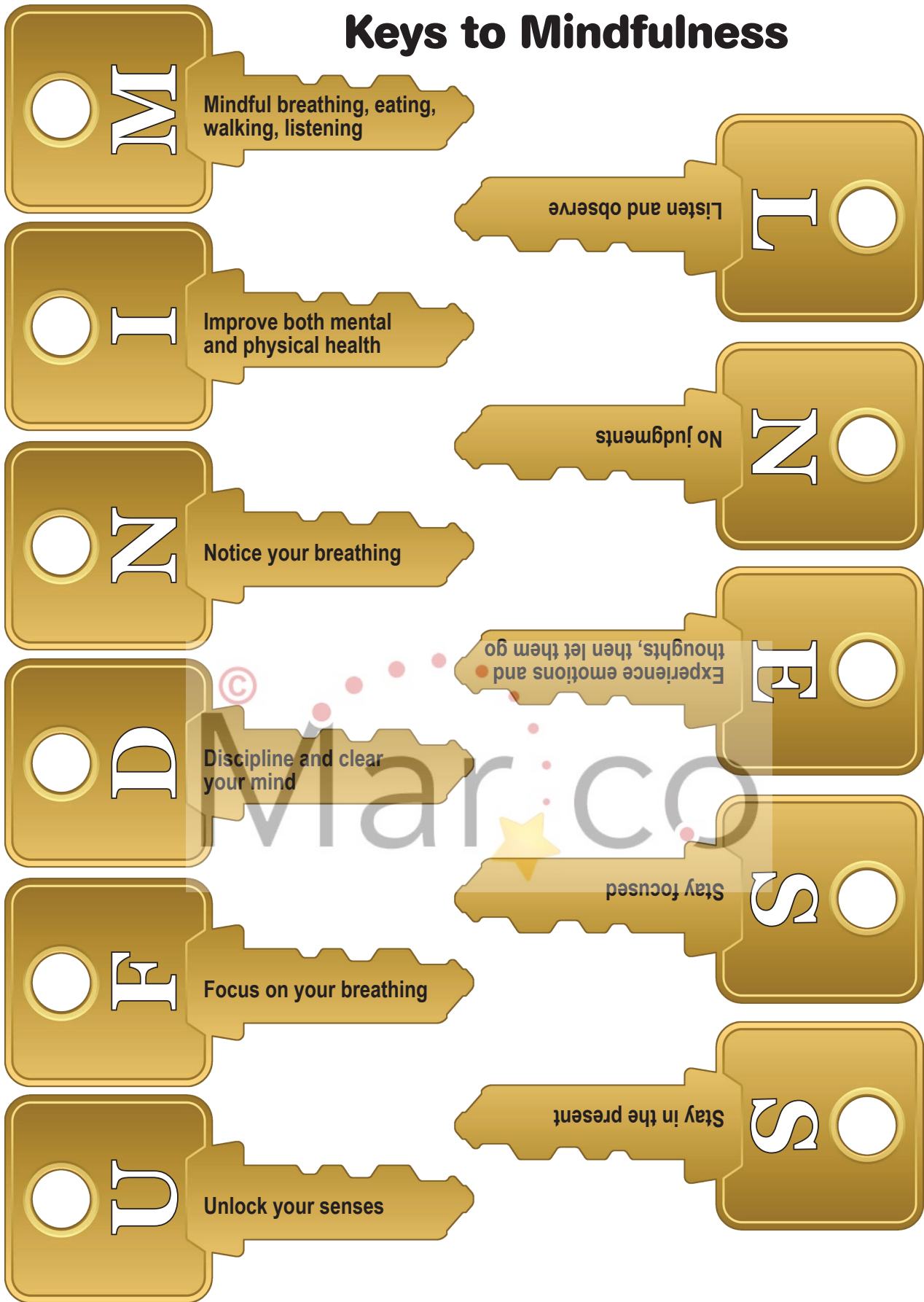
Date: _____

Emotions and Why

EMOTION I AM FEELING	WHY I THINK I FEEL THIS WAY
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.
16.	16.
17.	17.
18.	18.
19.	19.
20.	20.



Keys to Mindfulness



Name: _____

Date: _____

Do's and Don'ts of Being Assertive

Do's	Don'ts
Be clear about what you want	Expect others to read your mind
Use a nice tone of voice	Be aggressive
Be respectful	Be passive
Use good posture	Shrug your shoulders, turn away
Be concise	Ramble
Use eye contact	Look down
Say what's on your mind	Try to please others
Use "I" Statements	Blame
Look confident	Be cocky
Know your limits	Be unreasonable
Agree to disagree	Judge
Rehearse beforehand, if needed	Do something that you don't want to do

WORDS TO USE WHEN BEING ASSERTIVE

Won't instead of **can't**

For example: I *won't* go with you.

Want instead of **need**

For example: I *want* to go home.

Choose instead of **have to**

For example: I *choose* to go home.

Could instead of **should**

For example: I *could* do my homework in my bedroom.

I Am Grateful for ...



**T
H
A
N
K

Y
O
U**

Name: _____

Date: _____

Who I Can **COUNT ON**



©
Mar:co

Thanks for
being someone
I can always
count on!