



COMPREHENSIVE SOLDIER & FAMILY FITNESS

BUILDING RESILIENCE ★ ENHANCING PERFORMANCE

Resilience Training for Teens



Resilience Overview





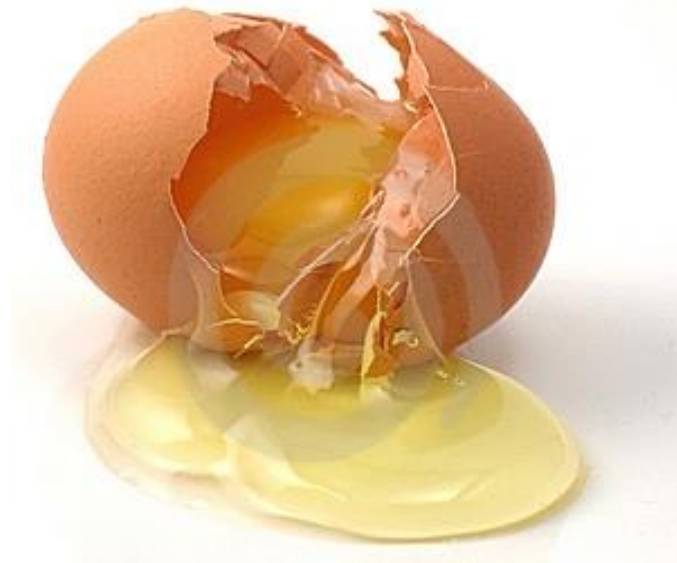
Resilient people bounce, not break.

Resilience is the ability to **grow** and **thrive** in the face of challenges and **bounce back** from adversity.

You



Not You





Activities



Egg/Tennis Ball



**3 Words for Resilience
p. 2**



Resilience Facts

Resilience Facts

Resilient people know when and how to express emotion

Asking for help is a resilient strategy

Resilience can be messy

Everyone can develop resilience





6 Core Competencies

Self-awareness

Take a look in the mirror

Self-regulation

Pump the breaks

Optimism

Tied to reality

Mental Agility

F.A.T. thinking

Strengths of Character

What's right with you?


Connection

Other people matter

Record Key Words
p. 3









Workbook Activity (p. 3): 6 Core Competencies




6 Core Competencies: The Building Blocks of Resilience

Instructions: Read the definition for each competency and draw a line to connect the image that best represents the competency to its definition.

- 1. Self-awareness:**
Reflecting upon how you think, feel, and act

- 2. Self-regulation:**
Keeping your emotions and actions in check

- 3. Optimism:**
Maintaining a hopeful and realistic outlook

- 4. Mental Agility:**
Being flexible and accurate in the way you think

- 5. Strengths of Character**
Know your strengths and how to use them

- 6. Connection:**
Building and maintaining strong relationships




Workbook Activity (p. 4): Core Competency Awareness



Core Competency Awareness

Self-awareness
Self-regulation
Optimism

Mental Agility
Strengths of Character
Connection

Name one core competency you think you are **STRONG** in and WHY:

Competency: _____

Why I am strong in this competency:

Name one core competency you think you **NEED IMPROVEMENT** in and WHY:

Competency: _____

Why I need improvement in this competency:



Hunt the Good Stuff

Optimism





Benefits of Optimism

Happier

Healthier

Stronger relationships

Perform better

More successful



Hunt the Good Stuff

HOW

- Record three good things each day
- Write a reflection:
 - Why this good thing happened
 - What this good thing means to you
 - How this good thing makes you feel



Workbook Activity (pp. 6-7): Hunt the Good Stuff

Hunt the Good Stuff

Optimism

Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- How this good thing makes you feel

Date: 17 January 2014

Good Thing 1: I got an A on my first math quiz this semester.

Reflection: I studied really hard for it and if I keep working hard, I can bring up my GPA from last semester.

Good Thing 2: My favorite show was on last night.

Reflection: I like being able to sit, relax, and enjoy my show every Thursday night. My favorite part is being able to talk with my friends about the show the next day at school.

Good Thing 3: I got a new phone.

Reflection: My parents told me if I got better grades I could get a new phone. My hard work paid off because my grades are better than last semester and now I can use my new phone to talk to my friends.

Hunt the Good Stuff

Optimism

Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- How this good thing makes you feel

Date:

Good Thing 1:

Reflection:

Good Thing 2:

Reflection:

Good Thing 3:

Reflection:



Workbook Activity (p. 8): Make it Personal

#HTGS

Hunt the Good Stuff:
Make it Personal

Key Principles

- Hunt the good stuff helps fight the **negativity bias**
- Hunt the Good Stuff builds **Optimism**

Check on Learning

What is the skill? Hunt the Good Stuff


When do I use it? Daily

How do I use it? Write down three good things AND record a reflection

MAKE IT PERSONAL!
What did you learn?
How can you use it?



Workbook Activity (p. 9): Hunt the Good Stuff



Hunt the Good Stuff

Optimism

Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- How this good thing makes you feel

Date:

Good Thing 1:

Reflection:

Good Thing 2:

Reflection:

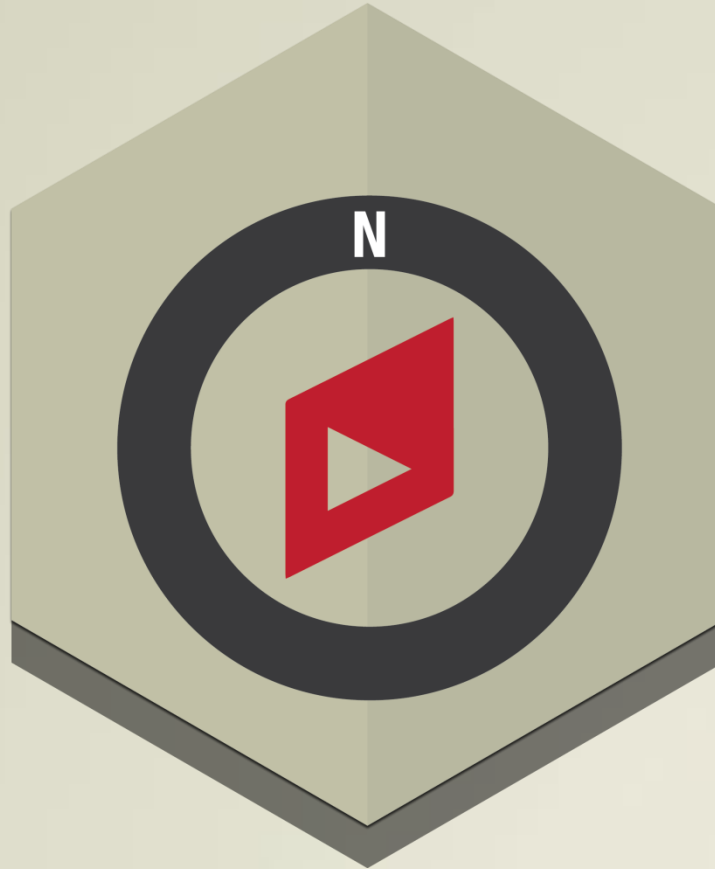
Good Thing 3:

Reflection:



Goal Setting

Self-regulation






What Are Your Goals?

- What do you want to achieve in your life?
- What do you want to be really good at?





Workbook Activity (p. 10): My Goal List



Goal Setting

Self-regulation

My Goal List

What is my goal?

My goal is:

When will I achieve this goal?

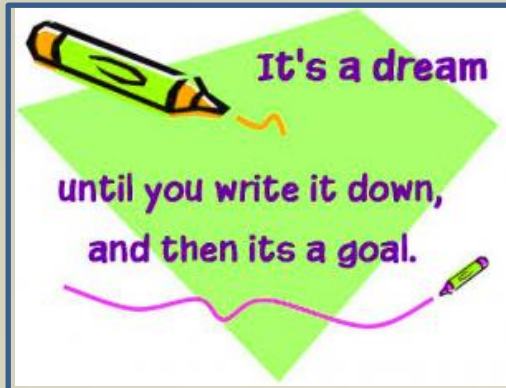
This goal is important to me because:

Visualize Success

Describe in 2-3 sentences what it will look like to achieve this goal:



Define Your Goal




- Pick a goal from your list
- Give your goal a deadline
- Identify why your goal is important to achieve

- My goal is: *Get accepted to University of Kentucky*
- When will I achieve this goal? *Fall 2017*
- This goal is important to me because... *It will set me up for future success*



Workbook Activity (p. 10): What is my goal?



Goal Setting

Self-regulation

My Goal List

What is my goal?

My goal is:

When will I achieve this goal?

This goal is important to me because:

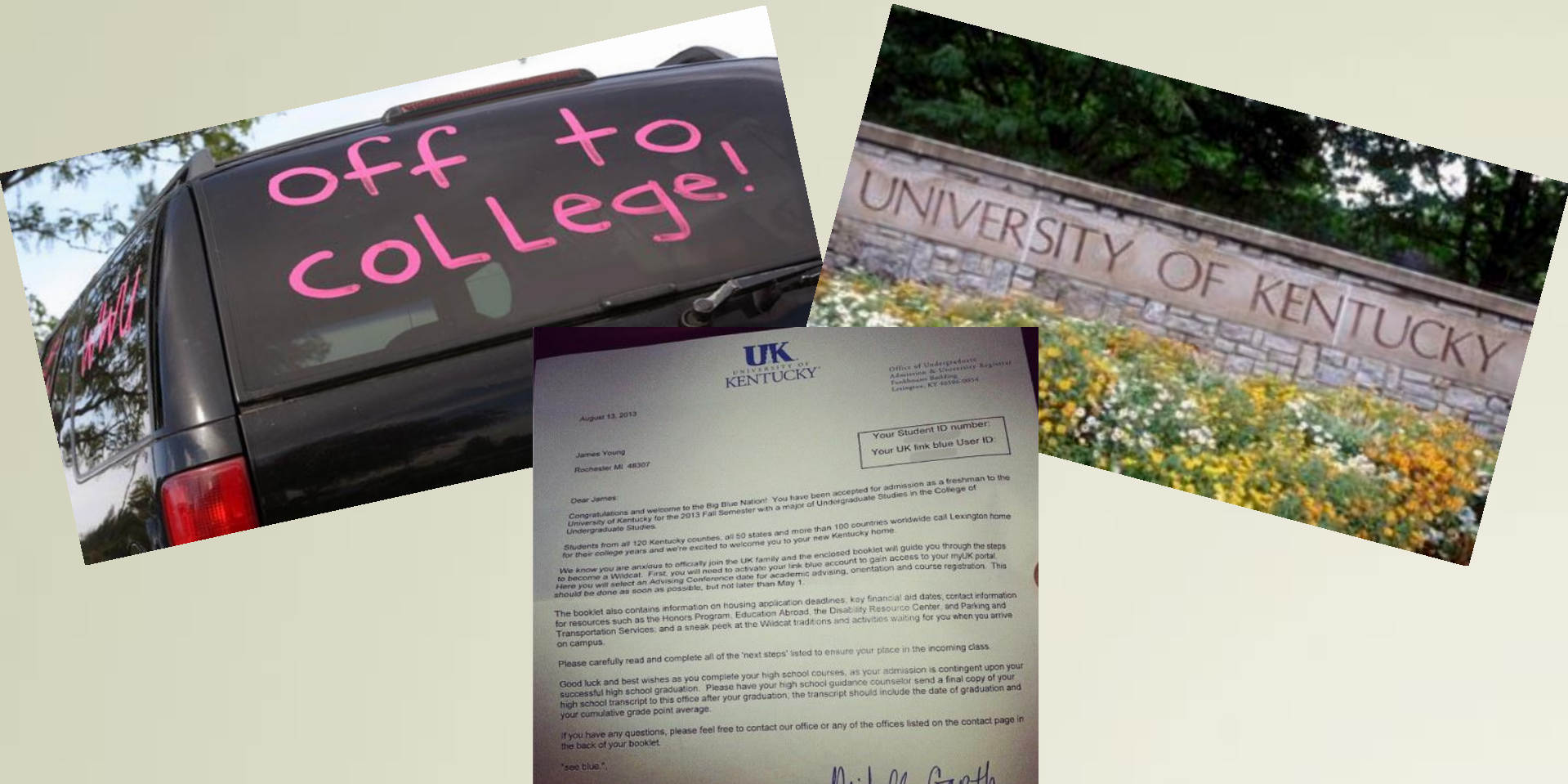
Visualize Success

Describe in 2-3 sentences what it will look like to achieve this goal:



Visualize Your Success

- What does it look like to achieve your goal?





Workbook Activity (p. 10): Visualize Success



Goal Setting

Self-regulation

My Goal List

What is my goal?

My goal is:

When will I achieve this goal?

This goal is important to me because:

Visualize Success

Describe in 2-3 sentences what it will look like to achieve this goal:



Make it Happen


- How do I make my goal happen?

5 Things I Need to Accomplish My Goal

1. Get good grades
2. Participate in other activities
3. Do well on my ACTs
4. Contact someone at UK that can help me
5. Visit the school



Workbook Activity (p. 11): Make it Happen

**Goal Setting**

Make it Happen
What are the things I need to do to accomplish my goal?

Obstacle Game Plan
Obstacle #1:

Plan:

Obstacle #2:

Plan:

What is my first step?
What is the first thing I'm going to do to achieve my goal?

11



Obstacle Game Plan

- What is standing in my way?
- What can I do about it?

Obstacle Game Plan

Obstacle #1:


My grade in science is not as good as it could be

Plan:

I can ask my teacher to stay after school for extra help and see if I can do extra credit assignments to bring my grade up



Workbook Activity (p. 11): Obstacle Game Plan



Goal Setting

Make it Happen

What are the things I need to do to accomplish my goal?

Obstacle Game Plan

Obstacle #1:

Plan:

Obstacle #2:

Plan:

What is my first step?

What is the first thing I'm going to do to achieve my goal?

11



Take the First Step


- What is the first step toward accomplishing your goal?

- **My First Step:** *Turn in all my homework assignments and study for all of my tests this week.*





Workbook Activity (p. 11): What is my first step?



Goal Setting

Make it Happen

What are the things I need to do to accomplish my goal?

Obstacle Game Plan

Obstacle #1:

Plan:

Obstacle #2:

Plan:

What is my first step?

What is the first thing I'm going to do to achieve my goal?



Activity: Make Your Goal Real

- Magazine clippings activity/drawings/pictures
- How will you remind yourself of your goal every day?
- Where will you post your goal?





Workbook Activity (p. 12): Make it Personal

Goal Setting: Make it Personal

Key Principles

- Setting goals helps provide direction and gives us something to work toward
- Having a plan for accomplishing our goals increases the likelihood of success
- Goal Setting builds **Self-regulation**

Check on Learning

What is the skill? Goal Setting

When do I use it? When you have a goal you want to accomplish

How do I use it?


1. Identify your goal
2. Visualize success
3. Identify what you need to do to accomplish the goal
4. Create a game plan for dealing with obstacles
5. Identify your first step

MAKE IT PERSONAL!
What did you learn?
How can you use it?

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Workbook Activity (p. 13): Hunt the Good Stuff



Hunt the Good Stuff

Optimism

Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- How this good thing makes you feel

Date:

Good Thing 1:
Reflection:

Good Thing 2:
Reflection:

Good Thing 3:
Reflection:



ATC

Self-awareness



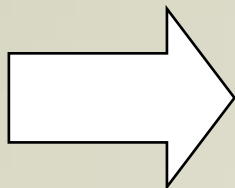


ATC Model

Activating Event

The trigger:
positive, negative,
big or small

**Something that
happened to you**



Thoughts

Your interpretations of
the Activating Event;
what you say to yourself
in the heat of the
moment

Uncensored

**THOUGHTS
DRIVE
CONSEQUENCES**



Consequences: ER

E: Emotions **What you feel**

R: Reactions **What you do**

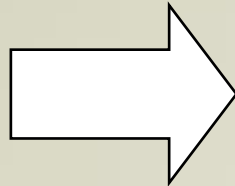




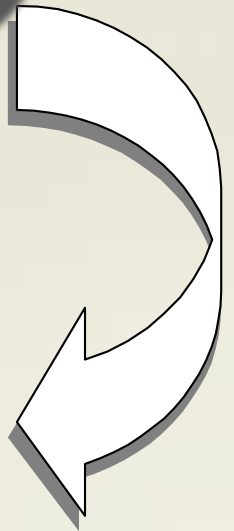
ATC Example

Activating Event

Got a B on a
math test



Thoughts



Consequences: ER

E:


R:

Notes p. 14





Workbook Activity (p. 15): Activating Events and ATC



Activating Events and ATC

Instructions: Use the space below to generate some of your recent Activating Events (AEs).

Activating Event

Thoughts

Consequences: ER
E:
R:



Workbook Activity (pp. 16-17): ATC Practice



ATC Example

Describe a recent, vivid, and meaningful AE (who, what, when, where):
I woke up this morning with a sore throat.

Thoughts:

What you said to yourself in the heat of the moment

Thought: I don't feel like getting up and going to school.

Thought: I hope I'm not getting sick.

Thought: Maybe I will take some medicine.

Consequences:

ER: Emotions, Reactions

E: Frustrated

R: Stay in bed

E: Worried

R: Felt my neck with my hand

E: Calm

R: Start getting up

Are my emotions and reactions helping or harming? Please describe.
In this situation I think my emotions and reactions were helping and harming me. At first, I wanted to stay in bed and not go to school, but then I started feeling more calm and started getting up.

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ATC Practice

Describe a recent, vivid, and meaningful AE (who, what, when, where):

Thoughts:

What you said to yourself in the heat of the moment

Thought:

Thought:

Thought:

Consequences:

ER: Emotions, Reactions

E:

R:

E:

R:

E:

R:

Are my emotions and reactions helping or harming? Please describe.

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Activity: ATC Relay





Workbook Activity (p. 18): Make it Personal

**ATC:
Make it Personal**

Key Principles

- Thoughts drive Consequences
- ATC builds **Self-awareness**

Check on Learning

What is the skill? ATC

When do I use it? When you don't like your Emotions or Reactions and you want to change them

How do I use it? Separate the A, T, C:

1. A: Just the facts- Something that happened to you
2. T: What you say to yourself in the heat of the moment
3. C: Emotions and Reactions
4. Ask yourself if your Emotions and Reactions are helping or harming

MAKE IT PERSONAL!

What did you learn?
How can you use it?