



# Resilience Training for Teens V1.1 2014-2015

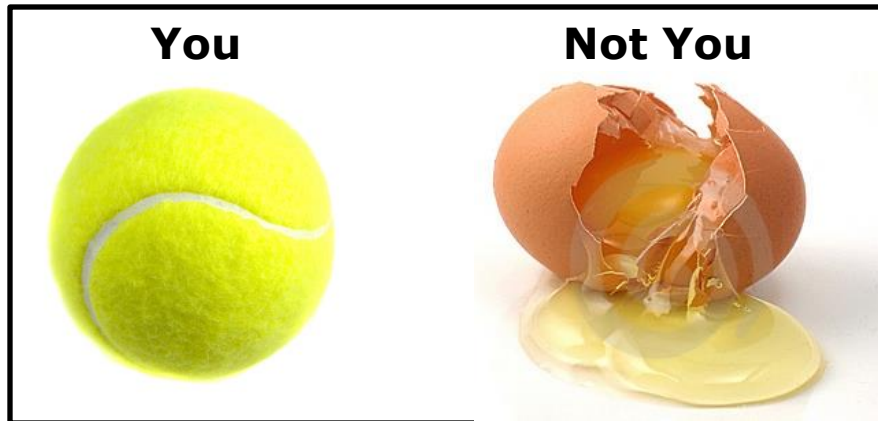
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# Understanding Resilience

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



When you hear the word resilience, what are the first 3 words you think of?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## 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: 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



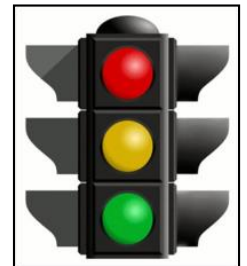
## 4. Mental Agility:

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





# Core Competency Awareness

Self-awareness

Mental Agility

Self-regulation

Strengths of Character

Optimism

Connection

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

Competency: \_\_\_\_\_

Why I am strong in this competency:

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

Competency: \_\_\_\_\_

Why I need improvement in this competency:

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## Optimism: THE ENGINE OF RESILIENCE



### Optimistic Thinkers compared to Pessimistic Thinkers:

- Are happier and have less depression
- Are healthier and live longer
- Have stronger relationships
- Perform better under pressure
- Are more successful in school and work

Optimistic thinking is difficult because of the **NEGATIVITY BIAS**.

The negativity bias is the tendency to pay more attention to bad events than good events. The negativity bias is not all a bad thing; in fact, it has protected our survival in some cases!

# 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.



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**Reflection:**

**Good Thing 3:**

**Reflection:**



# 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?



# Hunt the Good Stuff

## Optimism

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# 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:



# 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?



# 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?



# Hunt the Good Stuff

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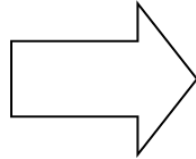


# ATC

## Self-awareness

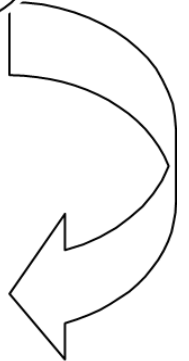
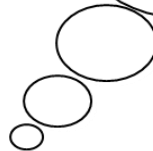
### Activating Event

The trigger:  
positive, negative,  
big or small



### Thoughts

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



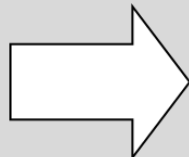
### Consequences: ER

**E:** Emotions

**R:** Reactions

### Activating Event

Got a B on a  
math test



### Thoughts



### Consequences: ER

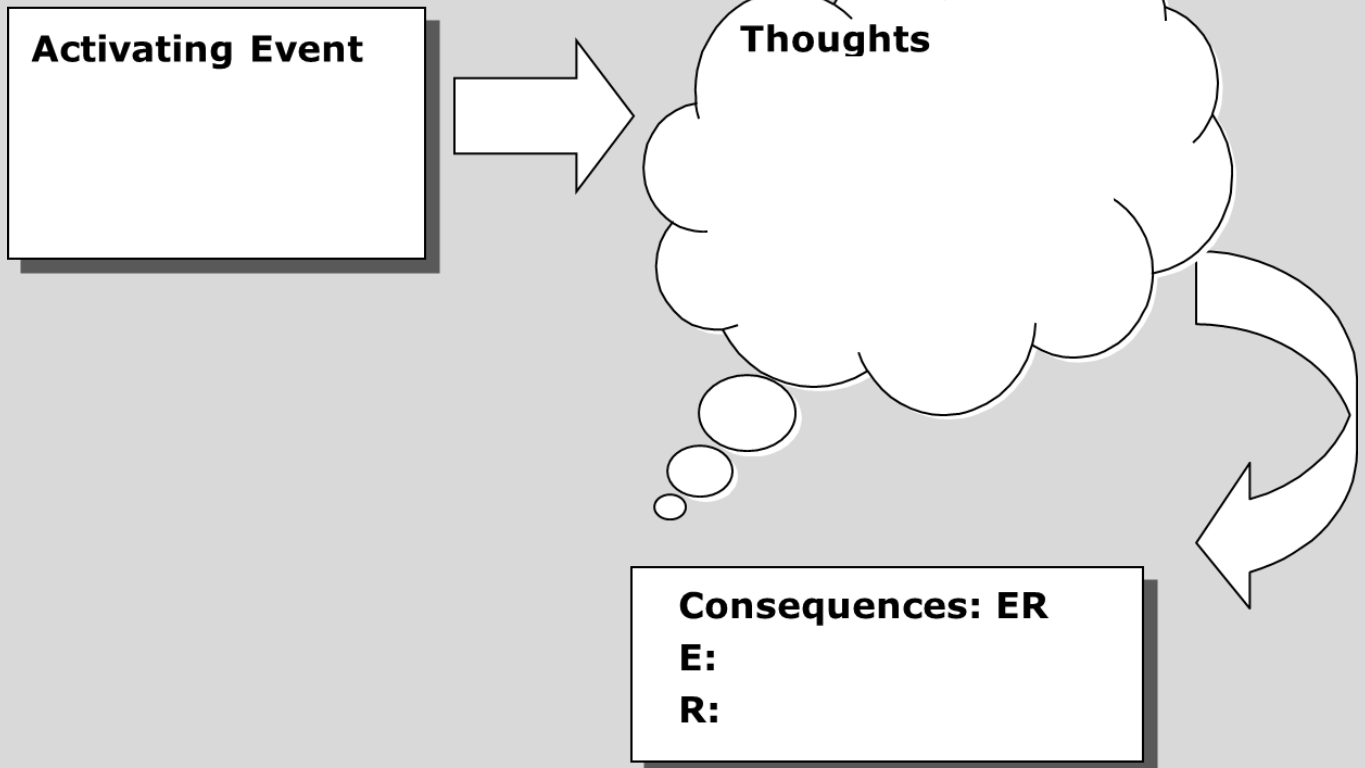
**E:**

**R:**



# Activating Events and ATC

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



# 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

**Consequences:**

ER: Emotions, Reactions

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

**E:** Frustrated

**R:** Stay in bed

**Thought:** I hope I'm not getting sick.

**E:** Worried

**R:** Felt my neck with my hand

**Thought:** Maybe I will take some medicine.

**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.



# 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

**Consequences:**

ER: Emotions, Reactions

**Thought:**

**E:**

**R:**

**Thought:**

**E:**

**R:**

**Thought:**

**E:**

**R:**

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



# 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?



# Hunt the Good Stuff

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**Reflection:**



# Control the Controllables Example

## Self-regulation

### What is stressing you out?

Taking driving test

(B) L

No homecoming date

(B) L

Math homework

B (L)

Parents fighting

(B) L

Basketball practice

B (L)

Dad deploying soon

(B) L

Fighting with Jill

(B) L

School starts too early

B (L)

#### Controllable

Taking driving test

Fighting with Jill

Take action to fix the problem

#### Uncontrollable

No homecoming date

Parents fighting

Dad deploying soon

Work to change how you think about it

Math homework

Basketball practice

Accept it or take action to fix the problem

School starts too early

Accept it

Write down at least one thing you can do to help lower your stress:

I can get my math homework done before basketball practice so that I can get to bed earlier on school nights.



# Control the Controllables Practice

## Self-regulation

**What is stressing you out?**

_____	<b>B L</b>	_____	<b>B L</b>
_____	<b>B L</b>	_____	<b>B L</b>
_____	<b>B L</b>	_____	<b>B L</b>
_____	<b>B L</b>	_____	<b>B L</b>

### Controllable

### Uncontrollable

**Big Deal**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Take action to fix the problem

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Work to change how you think about it

**Little Deal**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Accept it or take action to fix the problem

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Accept it

Write down at least one thing you can do to help lower your stress:



# What About My Nerves?



**TREMBLING/SHAKING:** We shake because we need to speed up communication between the brain and body.

**BUTTERFLIES:** We feel butterflies because digestion shuts down so energy can go where it needs to go to help us perform.

**SWEATING:** We sweat so that our body remains at the perfect temperature right from the start of the performance.

Identify 2 situations in which you usually get nervous:

- 1.
- 2.

What do you feel like when you get nervous?

When you get nervous in the future, what can you tell yourself to feel more confident and ready to perform?



# Deliberate Breathing Practice

**What was that like?**



**BODY**

**MIND**

**EMOTIONS**

**When can you use Deliberate Breathing?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Energy Management: Make it Personal

## Key Principles

- Knowing what you can and cannot control helps you reduce stress and manage your energy
- Feeling nervous is your body's way of preparing you to perform
- Deliberate breathing can help you refocus and recover energy
- Energy Management builds **Self-regulation**

## Check on Learning

**What is the skill?** Energy Management

**When do I use it?** When I am feeling overwhelmed or tired

**How do I use it?**

- Ask myself, "What can I control?"
- When I get nervous, tell myself "I'm ready!"
- Take slow, deep breaths to help focus and restore energy

**MAKE IT PERSONAL!**

What did you learn?

How can you use it?



# Hunt the Good Stuff

## Optimism

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**Reflection:**



# Avoid Thinking Traps

## Mental Agility

**Thinking traps** are patterns in thinking that are not flexible and can cause us to miss critical information about a situation or individual.

### 1. Jumping to Conclusions:

Believing one is certain about a situation despite little or no evidence to support it

**Mental Cue:**

Slow Down

**Critical Question:**

What is the evidence for and against my thoughts?

### 2. Mind Reading:

Assuming that you know what another person is thinking  
OR

Expecting another person to know what you are thinking

**Mental Cue:**

Speak Up

**Critical Question:**

Did I express myself? Did I ask for information?

### 3. Me, Me, Me:

Believing that you are the sole cause of every problem you encounter

**Mental Cue:**

Look Outward

**Critical Question:**

How did others and/or circumstances contribute?

### 4. Them, Them, Them:

Believing that other people or circumstances are the sole cause of every problem you encounter

**Mental Cue:**

Look Inward

**Critical Questions:**

How did I contribute?



# Avoid Thinking Traps

## Mental Agility

### 5. Always, Always, Always:

Believing that negative events are unchangeable and that you have little or no control over them

**Mental Cue:**

Grab Control

**Critical Question:**

What is changeable? What can I control?

### 6. Everything, Everything, Everything:

Believing that you can judge your character or someone else's character based on a single event

OR

Believing that what caused the problem is going to negatively affect many areas of your life

**Mental Cue:**

Get Specific

**Critical Question:**

What is the *specific* behavior that explains the situation?  
What *specific* area of my life will be affected?





# Name That Trap Practice

**Instructions:** Read each thought and identify what Thinking Trap the thought falls into.

1. "It's because I have a bad teacher."

2. "The boy/girl I like thinks I'm ugly."

3. "I'm the reason our group got a bad grade."

4. "If I can't pass a silly high school class, I won't ever be successful in the future."

5. "I'm never going to have a boyfriend/girlfriend. I will be alone forever."

6. "My boyfriend/girlfriend is cheating on me."

7. "I didn't do well on the ACT, I'm an embarrassment to my family."

8. "My teacher hates me."

**Jumping to Conclusions:** Believing one is certain about a situation despite little or no evidence to support it

**Mind Reading:** Assuming that you know what another person is thinking, or expecting another person to know what you are thinking

**Me, Me, Me:** Believing that you are the sole cause of every problem you encounter

**Them, Them, Them:** Believing that other people or circumstances are the sole cause of every problem you encounter

**Always, Always, Always:** Believing that negative events are unchangeable and that you have little or no control over them

**Everything, Everything, Everything:** Believing that you can judge your character or someone else's character based on a single event or believing that what caused the problem is going to negatively affect many areas of your life



# Avoid Thinking Traps Practice

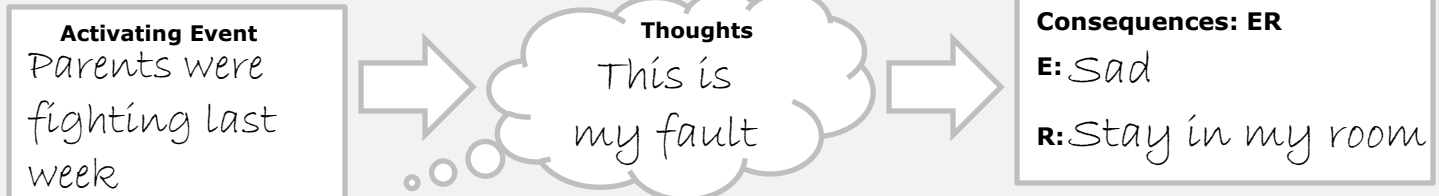
## What do you do if you are falling into a Thinking Trap?

STEP 1: Use ATC to identify the **Thinking Trap**

STEP 2: Say the **MENTAL CUE** to remind you what to do

STEP 3: Ask yourself and answer the **CRITICAL QUESTION**

Use ATC to describe a time you fell into a Thinking Trap:



What Thinking Trap did you fall into? Me, Me, Me

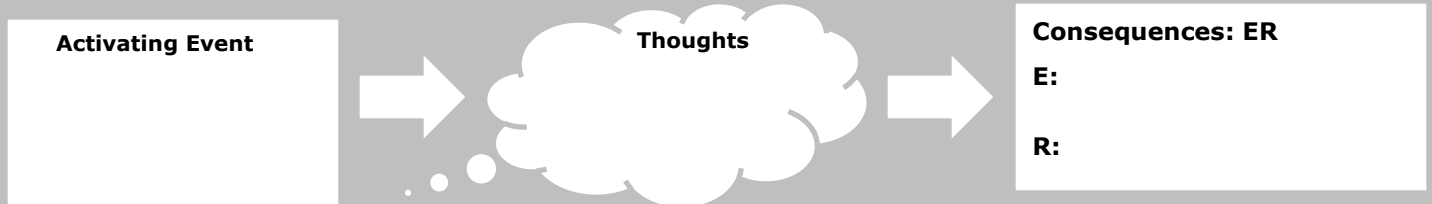
What is the Mental Cue for this trap? Look outward

What is the Critical Question? How did others/circumstances contribute?

Answer to the Critical Question:

My grandmother's health is not good and it has been stressful on our family. I do need to work on not talking back to my parents but I also need to remember that they have a lot going on.

Use ATC to describe a time you fell into a Thinking Trap:



What Thinking Trap did you fall into? \_\_\_\_\_

What is the Mental Cue for this trap? \_\_\_\_\_

What is the Critical Question? \_\_\_\_\_

Answer to the Critical Question:



# Avoid Thinking Traps: Make it Personal

## Key Principles

- Thinking Traps:
  - Happen to everyone
  - Cause us to miss important information
- Use ATC to recognize your Thinking Trap patterns
- Avoid Thinking Traps builds **Mental Agility**

## Check on Learning

**What is the skill?** Avoid Thinking Traps

**When do I use it?** When you realize that you missed important information

**How do I use it?**

- Say the **Mental Cue**
- Ask and answer the **Critical Question**

**MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



# Hunt the Good Stuff

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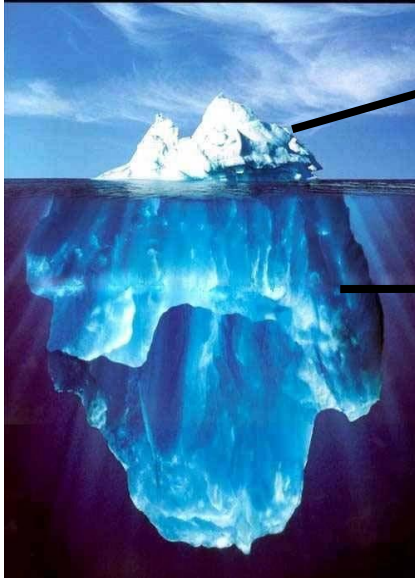


# Detect Icebergs

## Self-awareness

### Icebergs:

- Core values
- Core beliefs



Heat of the moment thoughts

Icebergs

### Examples of Icebergs

- Everyone should be treated equal.
- People can't be trusted.
- You should respect authority.
- I am smart.
- I am ugly.
- You should be grateful for what you have.

### What are your Icebergs?



# When and How to Detect Icebergs

## When do you need to detect an Iceberg?

\*\*\*When your **emotions and reactions** don't make sense based on your **heat of the moment thought**\*\*\*

## How do you detect an Iceberg?

\*\*\*Use "What" questions to explain why you acted the way you did\*\*\*



What's so bad about that?  
What's the worst part of that?  
What bothers me the most about that?  
What's that mean to me?

## What do you do after you've detected an Iceberg?

\*\*\*Answer the following questions to determine if the Iceberg needs to be changed at all\*\*\*

What is the Iceberg?

Is this Iceberg helping or harming me in this situation? Explain.

Does this Iceberg need to be more flexible? Explain.



# Detect Icebergs Example

**AE (who, what, when, where):** AE (who, what, when, where): I talked to my friend on Friday night and she said she was grounded for the weekend. In the hallway on Monday morning I overheard her talking to another friend about a party that I was not invited to on Friday night.

Thoughts:	Consequences:
"I can't believe that she lied to me."	E: Complete despair R: Start crying and not talk to my friend for a month

So, you can't believe she lied to you, **what's the worst part of that for you?**  
My friends don't care about me.

If your friends don't care, **what bothers you most about that?**  
They don't have my back anymore.

If your friends don't have your back anymore, **what's so bad about that?**  
I'm not going to be able to rely on anybody anymore.

So, if you're not going to be able to rely on anybody anymore, **what's so bad about that?**  
Everyone should have someone they can trust and rely on.

**What is the Iceberg?** \_\_\_\_\_

**Is this iceberg helping or harming me? Explain.**

**Does this iceberg need to be more flexible? Explain.**



# Detect Icebergs Practice

**AE (who, what, when, where):** Lisa and her friends planned to see a movie together, and they went without her

**Thoughts:**

Lisa thinks, "I really wanted to go"

**Consequences:**

E: Let down

R: Calls her friends to tell them she is upset

Does Lisa need to detect an Iceberg?

☐ No

☐ Yes, potential Iceberg \_\_\_\_\_

**AE (who, what, when, where):** Justin heard his friend making fun of him

**Thoughts:**

Justin thinks, "That's not cool"

**Consequences:**

E: Extremely embarrassed

R: Stayed home from school the next day

Does Justin need to detect an Iceberg?

☐ No

☐ Yes, potential Iceberg \_\_\_\_\_

**Instructions:** Now come up with a time that your emotions/reactions were out of proportion or surprised/confused you. Then list the Iceberg that may have been affecting you.

**AE (who, what, when, where):**

**Thoughts:**

**Consequences:**

E:

R:

Iceberg \_\_\_\_\_



# Detect Icebergs: Make it Personal

## Key Principles

- Icebergs are **core values** and **core beliefs**
- Not all Icebergs are bad
- Detect Icebergs builds **Self-Awareness**

## Check on Learning

**What is the skill?** Detect Icebergs

**When do I use it?** When my **emotions and reactions** don't make sense based on my **heat of the moment** thought

**How do I use it?**

- Ask myself the "what" questions
- Decide if my Iceberg needs to be changed at all

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



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# Confirmation Bias

## Mental Agility

The **Confirmation Bias** causes us to:

Notice  
Remember  
Weight

Evidence that  
supports our thoughts  
and beliefs



VELCRO EFFECT  
It sticks



NOT Notice  
NOT Remember  
NOT Weight

Evidence that does NOT  
support our thoughts and  
beliefs



TEFLON EFFECT  
It slides off



### How to fight the Confirmation Bias or Velcro/Teflon Effect:

1. Write down your thought or belief.
2. Ask yourself questions to see both sides.
3. Ask others to help you see what you are missing.



## Confirmation Bias: “Nobody Likes Me”

**Instructions:** Read the story below. Circle any of the evidence that supports the belief and cross out any of the evidence that does not support the belief.

Belief: “Nobody likes me”

It was the day of the homecoming dance. Jon remembered that he has never had a date to a school dance. He had asked Danielle last year but she said no. He didn't have a date again this year so instead, as usual, he was going with a group of guys who were going to meet up and play video games before heading to the dance. After playing, they got to the dance and met up with a few more people. Then a slow song came on; Jon turned into a wallflower and didn't have anyone to dance with. While he was standing and waiting for the slow music to finish, Courtney, a girl in Jon's 5<sup>th</sup> period class came over and made a joke about how much she hates the slow dances. They both laughed. Courtney and Jon ended up spending most of the dance together sitting and talking. At the end of the dance Jon said bye to Courtney. He was bummed she didn't give him her phone number. Jon and the guys left and all went back to Steve's house. They spent the rest of the night talking about the dance. Jon was the only one that didn't dance with a girl and he decided not to tell them about Courtney since he didn't get her number.



# Confirmation Bias Practice

**Instructions:** Name a belief of yours that is affected by the Confirmation Bias. Fill out the Velcro side with the evidence that supports your belief. Then, with a partner, fill out the Teflon side with the evidence you may be missing that does not support your belief.

**Belief:** *I am a good student*

<b>VELCRO</b> Evidence that STICKS to me	<b>TEFLON</b> Evidence that SLIDES right off me
<i>I got all As and Bs last marking period</i>	<i>I don't study for English or History</i>
<i>My teachers call on me to answer questions</i>	<i>I got 3 Cs on tests last marking period</i>
<i>My friends ask me to help them with schoolwork</i>	<i>I got in trouble for talking to friends in class 3 times last week.</i>
<i>I've been accepted to 3 of 5 colleges that I've applied to so far</i>	<i>I handed in an English paper late last week.</i>

**Belief:**

<b>VELCRO</b> Evidence that STICKS to me	<b>TEFLON</b> Evidence that SLIDES right off me



# Confirmation Bias: Make it Personal

## Key Principles

- The **Confirmation Bias** keeps us from seeing both sides of the story
- Fighting the **Confirmation Bias** builds **Mental Agility**

## Check on Learning

**What is the concept?** The Confirmation Bias

**When do I fight it?** When my belief is causing me to miss information

**How do I fight it?**

- Write down your thought or belief
- Ask yourself questions to see both sides
- Ask others to help you see what you are missing

**MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



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# Problem Solving

## Mental Agility

The **Confirmation Bias** causes us to:

---

---

---

**AND**

NOT 

---

NOT 

---

NOT 

---

Evidence that  
supports our thoughts  
and beliefs

Evidence that does NOT  
support our thoughts and  
beliefs

VELCRO EFFECT

TEFLON EFFECT

It 

---

It 

---

How does the Confirmation Bias affect our ability to solve a problem?

**Problem Solving = Problem Understanding**



# Problem Solving Example

## Step 1: What's the problem you're trying to solve?

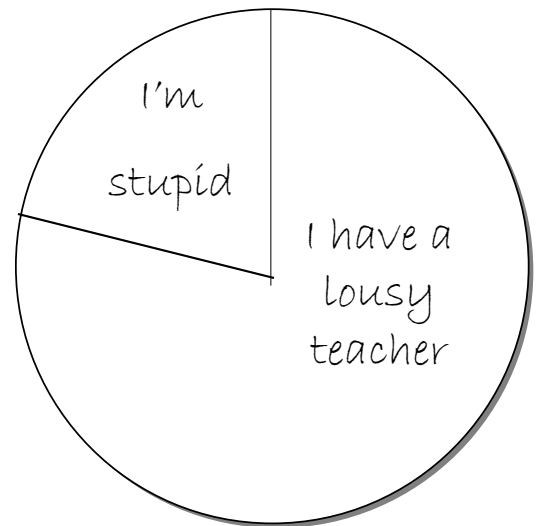
My grade is bad in math class

## Step 2: Why is the problem happening?

a. List the causes of the problem that pop into your head right away.

1. I'm stupid.
2. I have a lousy teacher.

b. Slice the pie! Big cause = Big slice



## Step 3: What did you miss?

Answer the Critical Questions to come up with other things that may have caused the problem.

3. My teacher moves fast through the material. ✓
4. I don't study as much as I should. ✓
5. I did not turn in 2 homework assignments. ✓

### Critical Questions:

- How did others or circumstances contribute?
- How did I contribute?
- What specific behaviors contributed to the problem?



# Problem Solving Practice Example (continued)

## Step 4: What's the evidence?

Fight the Confirmation Bias! Find evidence for and against ALL of the causes. Put a check next to each factor in Steps 2 and 3 that the evidence supports.

Fight the Confirmation Bias:

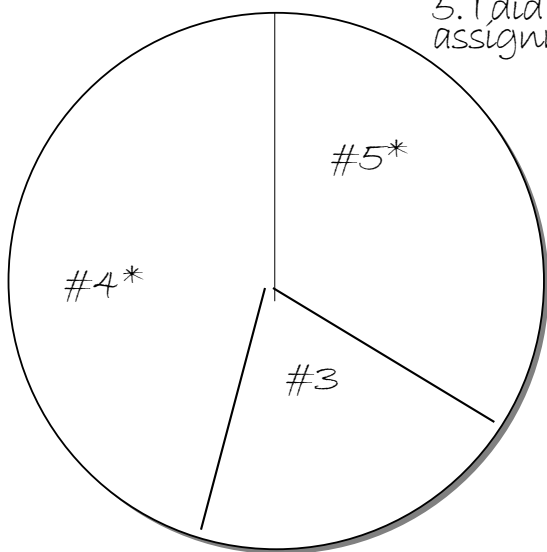
- Write it down.
- Ask fair questions.
- Consult with others.

### Evidence For:

1. My grade is low
2. No evidence
3. We went through 2 chapters in one week
4. I chose to go to the movies with a friend this weekend instead of studying
5. I did not turn in 2 assignments.

### Evidence Against:

1. I have As in all my other classes
2. A lot of my friends are passing and he makes time after school to help students.
3. We spent extra time on chapter 6 because students were confused
4. I studied for an hour the night before the last test
5. 20 assignments have been turned in on time.



## Step 5: What really caused the problem?

- a. List the causes you have evidence for
- b. Re-slice the pie! Big cause = Big slice.
- c. Star (\*) the causes that you can do something about

3. My teacher moves fast through the material
4. I don't study as much as I should
5. I did not turn in 2 homework assignments

## Step 6: What can you do about it?

List the things you can do to fix the problem or make it better.

- I can devote more time to studying
- I can ask the teacher if I can turn in the assignment late and get partial credit or ask for potential extra credit opportunities
- If things are going fast I can ask questions for clarification or let the teacher know I am struggling to keep up



# Problem Solving Practice

## Step 1: What's the problem you're trying to solve?

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## Step 2: Why is the problem happening?

a. List the causes of the problem that pop into your head right away.

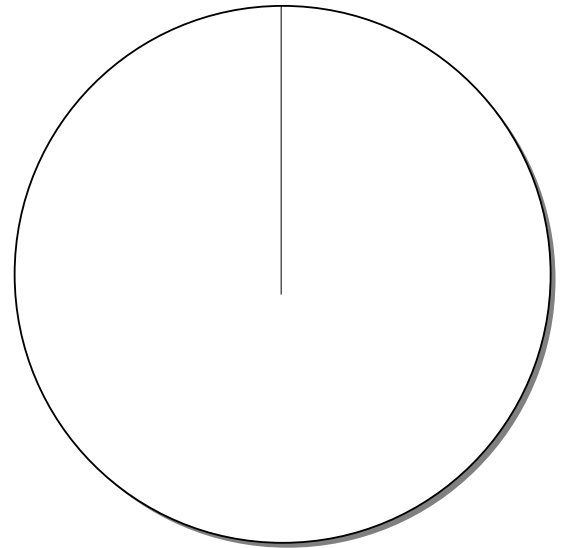
1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

b. Slice the pie! Big cause = Big slice



## Step 3: What did you miss?

Answer the Critical Questions to come up with other things that may have caused the problem.

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### Critical Questions:

- How did others or circumstances contribute?
- How did I contribute?
- What specific behaviors contributed to the problem?



# Problem Solving Practice (continued)

## Step 4: What's the evidence?

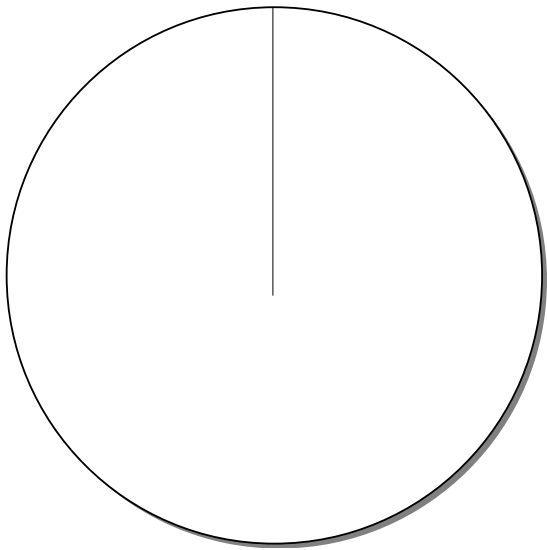
Fight the Confirmation Bias! Find evidence for and against ALL of the causes. Put a check next to each factor in Steps 2 and 3 that the evidence supports.

Fight the Confirmation Bias:

- Write it down.
- Ask fair questions.
- Consult with others.

Evidence For:

Evidence Against:



## Step 5: What really caused the problem?

- List the causes you have evidence for
- Re-slice the pie! Big cause = Big slice.
- Star (\*) the causes that you can do something about

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## Step 6: What can you do about it?

List the things you can do to fix the problem or make it better.

---

---

---

---



# Problem Solving: Make it Personal

## Key Principles

- Problem Solving = Problem Understanding
- Answer the critical questions to identify causes that you may have missed
- Fight the **Confirmation Bias** by gathering evidence for and against each cause of the problem
- Problem Solving builds **Mental Agility**

## Check on Learning

**What is the skill?** Problem Solving

**When do I use it?** When I need to better understand why a problem is happening

**How do I use it?**

- Identify the problem
- List ALL of the causes of the problem
- Gather evidence FOR AND AGAINST each cause
- Decide what's really causing the problem
- Develop strategies to fix the problem or make it better

**MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



# 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:**



# Put It In Perspective

## Optimism

### Catastrophizing

- Catastrophizing is when you waste critical energy thinking about the irrational worst case outcomes of a situation.
- Catastrophizing creates high levels of anxiety, decreases focus, and increases helplessness.
- Catastrophizing prevents you from taking purposeful action.

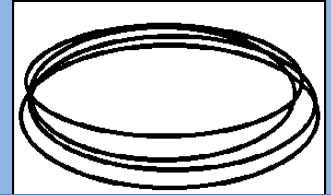
#### 3 Styles of Catastrophizing:



Downward Spiral



Scattershot



Circling

**The goal of Put It In Perspective (PIIP)  
is to lower anxiety**

### To Put It In Perspective

1. Describe the **Activating Event**
2. Capture **Worst Case** thoughts
3. Generate **Best Case** thoughts
4. Identify **Most Likely** outcomes
5. Develop a Plan for dealing with the **Most Likely** outcomes



**JOLT of  
positive emotion!**

**ORDER  
MATTERS!**



# Put It In Perspective Example

**1. DESCRIBE a recent, vivid, and meaningful AE (who, what, when, where):** It's the middle of the school year and my parents told me that we are PCSing in two months

**2. CAPTURE Worst Case thoughts:**

I'm gonna have no friends again!  
I'm going to hate school  
I'll become depressed and drop out  
I won't be able to get a job without a high school diploma  
No job means no money  
I'll end up on the streets  
My family will hate me  
I'll be alone for the rest of my life

**4. IDENTIFY Most Likely outcomes:**  
Include Most Likely emotions

I will keep in touch with my friends  
It's going to be a hard move  
I will feel nervous and anxious  
It will take me a couple months to adjust  
I can meet new cool people like me

**3. GENERATE Best Case thoughts:**  
Only UNLIKELY Best Case thoughts

My friends will throw me a huge farewell party  
Everyone at the new school will love me  
I'll graduate valedictorian and go to Harvard  
I'll start a business and end up rich like the Facebook guy!

**JOLT of positive emotion!**

**5. DEVELOP your Plan for dealing with the Most Likely outcomes:**

I'll do my best to stay optimistic. If I'm nervous and stressed I will take deep breaths and talk to my friends about it. I'll sign up for 2 after school activities to help me meet people.



# Put It In Perspective Practice

**1. DESCRIBE a recent, vivid, and meaningful AE (who, what, when, where):**

1

**2. CAPTURE Worst Case thoughts:**

2

**4. IDENTIFY Most Likely outcomes:**  
Include Most Likely emotions

4

**3. GENERATE Best Case: thoughts**  
Only UNLIKELY Best Case thoughts

3

**JOLT of positive emotion!**

**5. DEVELOP your Plan for dealing with the Most Likely outcomes:**

5



# Put It In Perspective: Make it Personal

## Key Principles

- **Catastrophizing** depletes energy and prevents purposeful action
- Doing the steps in order helps lower anxiety and gets you back on track
- PIIP builds **Optimism**

## Check on Learning

**What is the skill?** PIIP

**When do I use it?** When I am catastrophizing

**How do I use it?**

- Describe the Activating Event
- Capture Worst Case
- Generate Best Case
- Identify Most Likely
- Develop a Plan

**MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



# 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
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**Good Thing 1:**

**Reflection:**

**Good Thing 2:**

**Reflection:**

**Good Thing 3:**

**Reflection:**



# Mental Games

## Self-regulation

- Mental Games are used as a quick distraction from counterproductive thoughts that are interfering with a task at hand.

In order to be effective, Mental Games must:

1. Engage your full attention
2. Be challenging and fun
3. Be done within a few minutes

Examples of Mental Games:

- **Math games:** Count back from 1,000 by 7s.
- **Alphabet games:** Work your way through the alphabet, naming someone for each pair of initials (e.g., AB is Abigail Breslin, BC is Bradley Cooper, CD is Cameron Diaz).
- **Categories games:** Name all the sports figures, teachers in your school, etc. you can in two minutes.
- **Alphabet:** Repeat it backwards.
- **Lyrics:** Recite upbeat song lyrics.
- **Positive Imagery:** Create a detailed positive image of a situation or memory that helps you to feel calm, positive, or confident.

Add another mental game to the list!

- \_\_\_\_\_ :



# Mental Games: Make it Personal

## Key Principles

- Mental Games are used for **deliberate** distraction
- Mental Games build **Self-regulation**

## Check on Learning

**What is the skill?** Mental Games

**When do I use it?** When your thoughts are distracting you from an immediate goal or task

**How do I use it?** Play games that are fun, challenging, and can be done in a few minutes

**MAKE IT PERSONAL!**

What did you learn?

How can you use it?



# 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
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**Reflection:**

**Good Thing 3:**

**Reflection:**



# Real-Time Resilience

## Optimism

- Real-Time Resilience (RTR) is used to deal with counterproductive thoughts that are interfering with a task at hand.

### Sentence Starters:

- Use evidence to prove the thought is false:
  - That's not (completely) true because...
- Generate a more optimistic way of seeing it:
  - A more optimistic way of seeing this is...
- Put It In Perspective:
  - The most likely thing to happen is... and I can...

### Pitfalls:

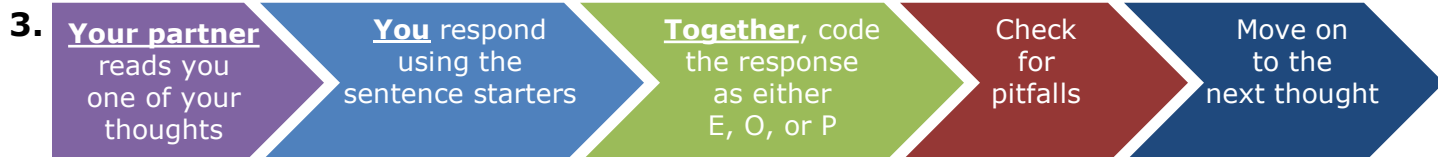
- Dismissing the grain of truth-  
*lying to yourself*
- Minimizing the situation-  
*acting like something is not important*
- Rationalizing or excusing one's contribution to a problem-  
*making excuses*
- Weak responses-  
*lack punch*



# Real-Time Resilience Example

1. **Task at hand:** About to take my math final exam.

2. Record 5 counterproductive thoughts then SWITCH BOOKS with a partner



If your response is a pitfall, circle it, and work **together** to write down a stronger RTR response

Sentence Starters	
<b>E:</b> Evidence	That's not (completely) true because...
<b>O:</b> Optimism	A more optimistic way of seeing this is...
<b>P:</b> Put It In Perspective	The most likely thing to happen is...and I can...

## Pitfalls:

- Dismissing the Grain of Truth
- Minimizing the Situation
- Excusing One's Contribution to the Problem
- Weak Responses

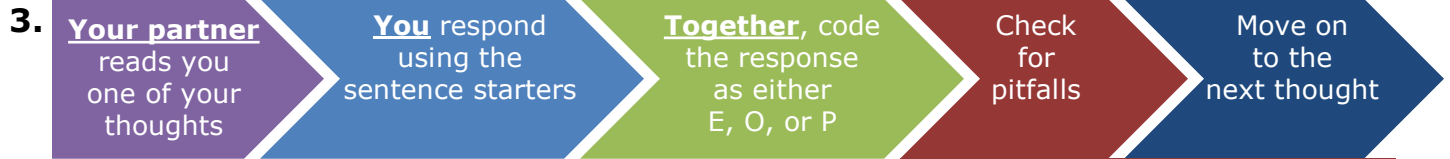
List Five Thoughts:	Practice Real-Time Resilience:	E	O	P
1. I'm not ready for this.	The most like thing is I'm not as ready as I could be but after the test I can ask the teacher for extra credit opportunities and make sure I am ready for the next test.			X
2. I'm going to fail.	No I'm not, I got this. That's not true because I studied last night for 3 hours, had my mom quiz me, and completed the practice test that the teacher gave us.	X		
3. Staying after school for extra help didn't do anything for me at all.	A more optimistic way of seeing this is that getting extra help gave me more practice time, which helped me prepare better for this test.		X	
4. I'm so tired from studying-I can barely stay awake.	The most likely thing is I will be tired but I can make sure I stay awake by concentrating on each problem one by one and take a nap when I get home.			X
5. I'm so bad at math, this is pointless.	That's not completely true because I've gotten Bs on the past 3 math tests and I've worked really hard with a tutor to make sure I pass this final!	X		



# Real-Time Resilience Practice

1. Task at hand: \_\_\_\_\_

2. Record 5 counterproductive thoughts then SWITCH BOOKS with a partner



If your response is a pitfall, circle it, and work **together** to write down a stronger RTR response

Sentence Starters	
<b>E:</b> Evidence	That's not (completely) true because...
<b>O:</b> Optimism	A more optimistic way of seeing this is...
<b>P:</b> Put It In Perspective	The most likely thing to happen is...and I can...

## Pitfalls:

- Dismissing the Grain of Truth
- Minimizing the Situation
- Excusing One's Contribution to the Problem
- Weak Responses

List Five Thoughts:	Practice Real-Time Resilience:	E	O	P
1.				
2.				
3.				
4.				
5.				



# Real-Time Resilience: Make it Personal

## Key Principles

- **Sentence starters** help you develop strong responses
- If you hear a pitfall, pause and try again
- RTR builds **Optimism**

## Check on Learning

**What is the skill?** Real-Time Resilience (RTR)

**When do I use it?** When unhelpful thoughts interfere with a task at hand

**How do I use it?** By responding with Evidence, Optimism, and Put It In Perspective

### **MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



# 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
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**Reflection:**

**Good Thing 3:**

**Reflection:**



# Character Strengths Definitions

## Strengths of Character

**Appreciation of excellence and beauty:** You notice and appreciate beauty, excellence, and/or skilled performance in all domains of life, from nature to art to mathematics to science to everyday experience.

**Bravery and valor:** You are a courageous person who does not shrink from threat, challenge, difficulty, or pain. You speak up for what is right even if there is opposition and you act on your convictions.

**Capacity to love and be loved:** You value close relationships with others, especially those in which sharing and caring are reciprocated; being close to people.

**Caution, prudence, and discretion:** You are a careful person, and your choices are consistently sensible ones. You do not say or do things that you might later regret.

**Citizenship, teamwork, and loyalty:** You excel as a member of a group. You are a loyal and dedicated teammate, you do your share, and you always work hard for the success of your group.

**Creativity, originality, ingenuity:** Thinking of new ways to do things is a crucial part of who you are. You are never content with doing something that conventional way if a better way is possible.

**Curiosity and interest in the world:** You are curious about everything. You are always asking questions, and you find all subjects and topics fascinating. You like exploration and discovery.

**Fairness, equity, and justice:** Treating all people fairly is one of your guiding principles. You do not let your personal feelings bias your decisions about other people. You give everyone a chance.

**Forgiveness and mercy:** You forgive those who have done you wrong. You give people a second chance. Your guiding principle is mercy, not revenge.

**Gratitude:** You are aware of and thankful for the good things that happen; you take time to express thanks.

**Honesty, authenticity, and genuineness:** You are an honest person; you speak the truth and live your life in a genuine way. You are a “real” person.

**Hope, optimism, and future-mindedness:** You expect the best in the future, and you work to achieve it. You believe that the future is something that you can control.



# Character Strengths Definitions

## Strengths of Character

**Humor and playfulness:** You like to laugh, tease, and bring smiles to other people. You try to see the light side of all situations.

**Industry, diligence, and perseverance:** You work hard to finish what you start and no matter what you “get it out the door” in a timely fashion. You do not get distracted when you work and you take satisfaction in completing tasks.

**Judgment, critical thinking, and open-mindedness:** You think things through and examine them from all sides. You do not jump to conclusions, you rely on solid evidence to make your decisions, and you are able to change your mind.

**Kindness and generosity:** You are kind and generous to others, and you are never too busy to do a favor. You enjoy doing good deeds for others.

**Leadership:** You excel at encouraging a group to get things done and preserving harmony within the group by making everyone feel included. You do a good job organizing activities and seeing that they happen.

**Love of learning:** You love learning new things, whether in class or on your own. You love school, reading, and museums – anywhere and everywhere there is an opportunity to learn.

**Modesty and humility:** You do not seek the spotlight and let your accomplishments speak for themselves. Others recognize and value your modesty.

**Perspective [wisdom]:** You may not think of yourself as wise, but your friends hold this view of you and they often turn to you for advice. You look at the world in a way that makes sense to you and to others.

**Self-control and self-regulation:** You self-consciously regulate what you feel and what you do. You are a disciplined person, in control of yourself and your emotions.

**Social intelligence:** You are aware of the motives and feelings of other people. You know what to do to fit into different social situations, and you know what to do to put others at ease.

**Spirituality, sense of purpose, and faith:** You have strong beliefs about the higher purpose and meaning of the universe. You know where you fit in the larger scheme and your beliefs shape your actions and give you comfort.

**Zest, enthusiasm, and energy:** Regardless of what you do, you approach it with excitement and energy. You never do anything halfway or halfheartedly. For you, life is an adventure.



# What are your Signature Character Strengths?

1. List 10-12 Character Strengths that you value


Of the strengths you value,

2. List 6-8 Character Strengths that you have used in the last week


Of the strengths you have used,

3. List 3-6 Character Strengths that no one has to remind you to use

**My  
Signature  
Strengths**




# Character Strengths Discussion

**Instructions:** Review your Character Strengths and answer the questions below.

1. In what ways are you already using your Character Strengths at school? How do your Character Strengths contribute to you reaching your goals?
2. Which Character Strengths have you developed through growing up in an Army family?
3. What is one Character Strength low on your list that you would like to develop and how can you develop it?



What did you learn about yourself by taking the Character Strengths Survey?



# Knowing Yourself: Make it Personal

## Key Principles

- Knowing your Character Strengths is as important as knowing your weaknesses
- You can develop Character Strengths
- Character Strengths builds **Strengths of Character**

## Check on Learning

**What is the skill?** Character Strengths: Knowing Yourself

**When do I use it?** Every day

**How do I use it?** Bring the best of yourself to everything that you do

**MAKE IT PERSONAL!**

What did you learn?

How can you use it?



# 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

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**Reflection:**



# Character Strengths: The Shadow Side

## Strengths of Character

### The **SHADOW SIDE** of Character Strengths

- Using a Character Strength too much
- Wrong time, wrong place, wrong context
- Using a Character Strength to manipulate others
- Making others feel like their Character Strengths are not good enough
- Using your Character Strengths in a way that makes others feel bad



1. What are the Shadow Sides of your Signature Character Strengths?
2. How can you minimize shadow sides in the future?
3. How do the Shadow Sides of your Character Strengths affect your relationships?



# Character Strengths: Challenges and Teams Example

**Challenge:** Group project for Spanish class- need to make a poster, write a script in Spanish, and present both to the class

**Goals:** Get an A on the project  
Work together  
Have a fun script  
Have a colorful, creative poster

Person	Strength	How the strength is used
Sarah	Industry, perseverance	Help to make sure everyone stays on track and gets their part completed
Sarah	Zest, enthusiasm	Will bring energy to acting out the script
James	Humor and playfulness	Add some humor to the script so it is entertaining for the class
James	Leadership	Encourage everyone throughout the project
Brittany	Creativity	Think of cool ideas for the poster and pictures to go on it
Brittany	Love of learning	Research new ways to use some of the words



# Character Strengths: Challenges and Teams Practice

**Challenge:**

**Goals:**

Person	Strength	How the strength is used



# A Great Leader Example

**Instructions:** Think about a person in your life who you would describe as a great leader. Discuss the questions below with a partner.

My great leader is: My 8<sup>th</sup> grade teacher Mrs. Kelly

1. What made this person a great leader?

She always encouraged me to do my best and push through tough courses. She took the time to help me with concepts I didn't understand and made learning fun.

2. What Character Strengths did this person have and how did they show up in his or her behavior?

-Capacity to love and be loved- She cared for her students, she always took extra time to work with us

-Creativity- She thought of fun new ways to teach lessons

-Hope, optimism- She expected good things to happen and never gave up on me

3. What did you learn from this person?

I learned that school is going to be hard work but I have what it takes to push through the hard days. I also learned to ask for help when things get tough.

# A Great Leader Practice

**Instructions:** Think about a person in your life who you would describe as a great leader. Discuss the questions below with a partner.

My great leader is: \_\_\_\_\_

1. What made this person a great leader?
2. What Character Strengths did this person have and how did they show up in his or her behavior?
3. What did you learn from this person?



# Using Your Strengths With Others: Make it Personal

## Key Principles

- Each Character Strength has a shadow side that can get you in trouble or limit you
- Use your Character Strengths to strengthen your relationships and successfully overcome challenges
- Character Strengths builds **Strengths of Character**

## Check on Learning

**What is the skill?** Character Strengths: Using Your Strengths With Others

**When do I use it?** Use your Character Strengths when working with others to boost energy and effectiveness

**How do I use it?** Use your Signature Strengths to contribute to team effectiveness

**MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



# 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

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**Reflection:**

**Good Thing 3:**

**Reflection:**



# Communication

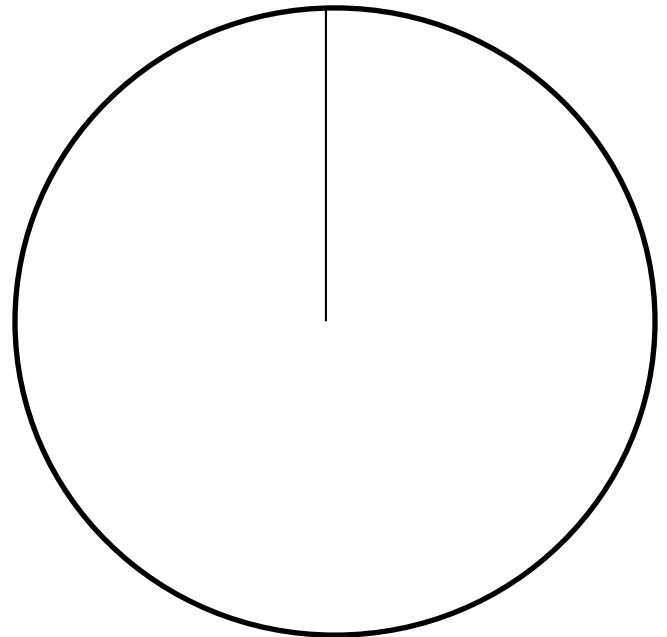
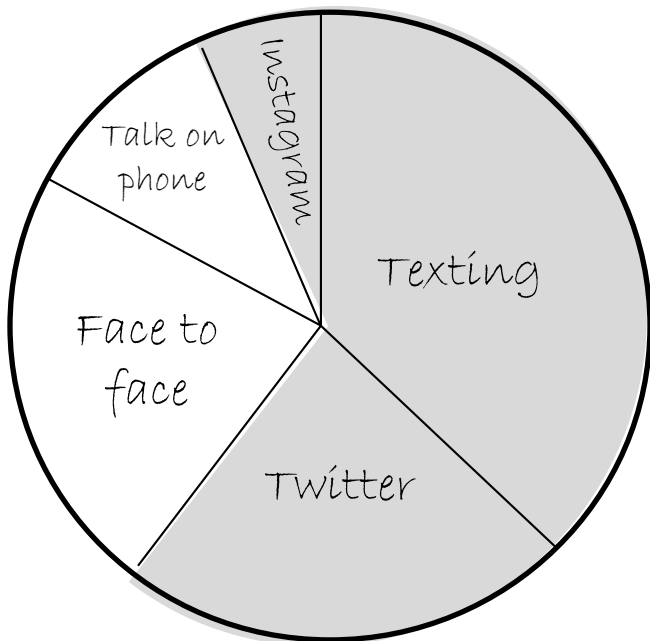
## Connection

List all the ways you communicate, including social media:

Texting

Face-to-face






**Instructions:** Slice the pie to show how often you use each form of communication you listed above. Color in the slices that are forms of social media/texting.





# Social Media/Texting and ATC

**Instructions:** Read the following social media/text messages and write down your Thoughts, Emotions, and Reactions to each message as if it was sent to you.

Activating Event (Message)	Thoughts	Consequences (Emotion and Reaction)
 @yourname thought we were friends #betrayed		E:  R:
 Message: You lied to me		E:  R:
 Will you be my boyfriend/ girlfriend?		E:  R:
 We need to talk...		E:  R:
 YOU'RE CRAZY!		E:  R:

Use the space below to complete a personal example:

		E:  R:
--	--	--------------



**List the  
benefits of  
communicating  
through  
social media/texting:**

[illegible][illegible]

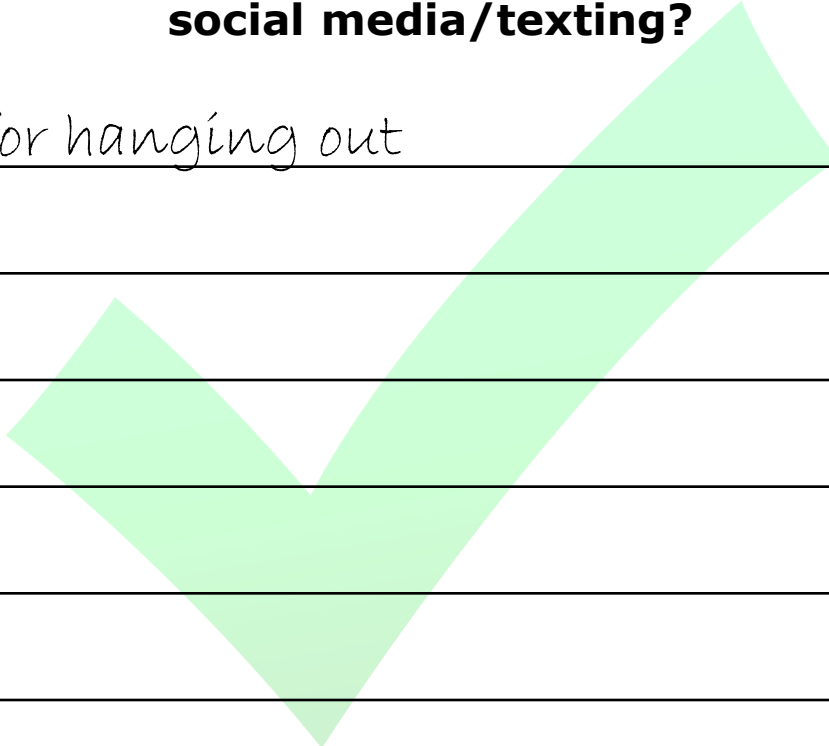


# Social Media/Texting: When and When Not to Use

**Instructions:** Answer the following questions with a partner.

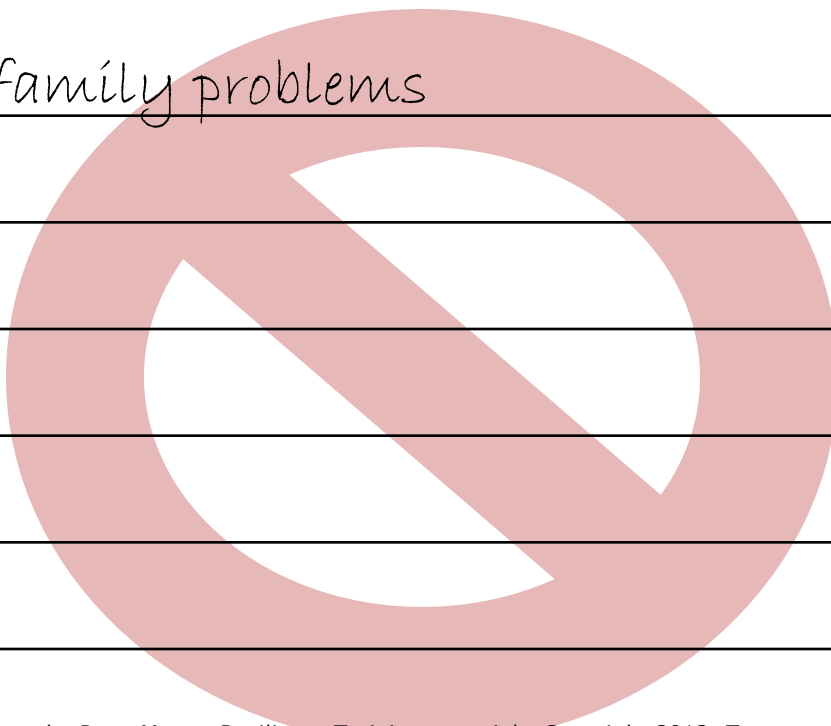
## What is OK to communicate about through social media/texting?

Plans for hanging out



## What is NOT OK to communicate about through social media/texting?

Major family problems





# Social Media/Texting: Make it Personal

Describe a time you picked the wrong form of communication:

How did it affect you?

How did it affect your relationship with the person/people involved?

What form of communication might have been better in this situation?

## **MAKE IT PERSONAL!**

What did you learn?

How can you use it?



# 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:

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**Reflection:**

**Good Thing 3:**

**Reflection:**



# Communication Styles

## Connection

1. What makes communication effective? List 10 factors.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. AFTER WATCHING A DEMO

Complete the Communication Styles chart:

	Aggressive	Assertive	Passive
What are <b>descriptors</b> of each style (e.g., language, body language, voice, space, pace, etc.)?			
If you communicate this way, what does the <b>other person</b> think about you?			



# Assertive Communication and the IDEAL Model

## Connection

### The 3 Cs

- **Confident**: You believe in your ability to handle the situation and are composed.
- **Clear**: The message is easy to understand and is not exaggerated.
- **Controlled**: Adjust yourself based on the situation/person.

**Important in dealing with family, friends, and teachers**

IDEAL MODEL	
I =	<u>IDENTIFY</u> and understand the problem Use the skills we have already learned
-----	
D=	<u>DESCRIBE</u> the problem objectively and accurately Just the facts Minimize exaggeration
E=	<u>EXPRESS</u> your concerns and how you feel (when appropriate) "I" rather than "you" Minimize exaggeration
A=	<u>ASK</u> the other person for his/her perspective and then <u>ASK</u> for reasonable change "What" and "How" questions, not "Why" questions Work towards win-win
L=	<u>LIST</u> the positive outcomes that will occur if the person makes the agreed upon change Start with positive and use negative, if necessary



# IDEAL Model Example

**Instructions:** Identify and describe a scenario in your own life where Assertive Communication would be helpful. Jot down a few talking points for each step of the IDEAL model and role-play the conversation with your partner.

**Describe the scenario:** I was invited to go to a concert with friends next month and I need my parents' permission to go.

**I** Identify and understand the problem (use appropriate thinking skills to accurately understand the problem): Jumping to Conclusions -  
"I know my parents won't let me go"  
Slow down, I don't have evidence for that thought

**D** Describe the problem objectively and accurately (the who, what, when, and where):  
There is a concert I would like to go to with my friends next month.

**E** Express your concerns and how you feel (when appropriate):  
- Left out when I can't do things with my friends  
- Excited for the opportunity, never been to a concert

**A** Ask the other person for his/her perspective and then ask for a reasonable change:  
- What are your concerns?  
- What can I do to improve my chances of going?

**L** List the positive outcomes that will occur if the person makes the agreed upon change:  
- I'll work harder around the house and at school  
- This will help me feel included



# IDEAL Model Practice

**Instructions:** Identify and describe a scenario in your own life where Assertive Communication would be helpful. Jot down a few talking points for each step of the IDEAL model and role-play the conversation with your partner.

## Describe the scenario:

**I** Identify and understand the problem (use appropriate thinking skills to accurately understand the problem):

**D** Describe the problem objectively and accurately (the who, what, when, and where):

**E** Express your concerns and how you feel (when appropriate):

**A** Ask the other person for his/her perspective and then ask for a reasonable change:

**L** List the positive outcomes that will occur if the person makes the agreed upon change:



# Assertive Communication: Make it Personal

## Key Principles

- Use the **IDEAL** model to help you stay Confident, Clear, and Controlled (**3Cs**)
- Assertive communication is a skill and takes practice
- Assertive Communication builds **Connection**

## Check on Learning

**What is the skill?** Assertive Communication

**When do I use it?** When you need to have a difficult conversation

**How do I use it?** Use the IDEAL model:

- IDENTIFY
- DESCRIBE
- EXPRESS
- ASK
- LIST

### **MAKE IT PERSONAL!**

What did you learn?  
How can you use it?



# 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:**



# Effective Praise

## Connection

- Effective Praise names the specific strategy, effort, or skill that led to the good outcome.
- Effective Praise:
  - Builds optimism
  - Enables winning streaks

**Instructions:** Pick a person in your life who deserves Effective Praise and record an example of how you would praise them.

Name: \_\_\_\_\_

How does Effective Praise build **Connection**?



# Effective Praise: Make it Personal

## Key Principles

- Effective Praise builds optimism and confidence
- Effective Praise enables winning streaks
- Effective Praise builds **Connection**

## Check on Learning

**What is the skill?** Effective Praise

**When do I use it?** Use Effective Praise when you see someone succeed or do something good

**How do I use it?** Name the specific strategy, effort, or skill that led to the good outcome

**MAKE IT PERSONAL!**

What did you learn?

How can you use it?



# 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:**



# Active Constructive Responding

## Connection

### OTHER PEOPLE MATTER

Make a list of important people in your life:

_____	_____
_____	_____
_____	_____

There are four ways of responding to people when someone shares a positive experience. The four responding styles are:

	Constructive	Destructive
Active	<hr/> <b>Authentic interest</b> <b>Elaborates the experience</b>	<hr/> Squashing the event Negative focus
Passive	<hr/> Distracted, understated support Conversation fizzles out	<hr/> Ignoring the event Changing the conversation to another topic

ACR is the only response style that builds the relationship



# ACR Awareness Example

## Instructions:

1. Put each important person's name in the box that describes HOW THEY RESPOND TO YOU most of the time

	Constructive	Destructive
Active	Aunt Mary Jenn	My mom
Passive	My dad	Danielle My brothers

2. Put each important person's name in the box that describes HOW YOU RESPOND TO THEM most of the time

	Constructive	Destructive
Active	My dad Jenn	
Passive	My mom My brothers Aunt Mary	Danielle

3. What did you learn from this exercise?

I am going to ACR more, especially my family members. It would be cool to teach my family too, so they know to ACR.



# ACR Awareness Practice

## Instructions:

1. Put each important person's name in the box that describes HOW THEY RESPOND TO YOU most of the time

	Constructive	Destructive
Active		
Passive		

2. Put each important person's name in the box that describes HOW YOU RESPOND TO THEM most of the time

	Constructive	Destructive
Active		
Passive		

3. What did you learn from this exercise?

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# Active Constructive Responding: Make it Personal

## Key Principles

- It's not about the news, it's about the person
- Of the 4 types of responding, ACR is the **only** style that builds the relationship
- ACR builds **Connection**

## Check on Learning

**What is the skill?** Active Constructive Responding (ACR)

**When do I use it?** Use ACR when someone shares good news with you

**How do I use it?** By asking questions and showing authentic interest in the person

**MAKE IT PERSONAL!**

What did you learn?

How can you use it?





# Resilience Training for Teens

