Resilience Skills for Teens V1.1

Controlled Release
For 2014-2015

Full Curriculum

Restricted Use to CSF2 Approved Sites Only

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Disclaimer: This curriculum is not intended as therapy or counseling for any mental health issues, or intended to replace therapy or counseling.

Resilience Skills for Teens

Rationale: An objective of the Teen Curriculum is to offer a resilience curriculum that:
- Is consistent with the language in the CSF2 current adult curriculum
- Fits within the Army adolescent culture
- Provides skills that get the whole Army Family speaking the same language when it comes to resilience

Approach: Units are subdivided into four areas:

1. *Skill:* Define and describe the skill. Students should be solicited for their basic understanding through simple verbal checks on learning and/or personal examples.
2. *Hook*: An interactive component near the beginning of each unit to demonstrate why the skill is important and how it is relevant to students. Hooks are characterized as low-tech (LT), requiring only basic materials to include the Participant Guide, or high-tech (HT), requiring more advanced equipment or setup (e.g., media).
3. *Activity*: Each unit contains a variety of activities that illustrate a basic teaching point and further the students' understanding of the skill and how to use it. Activities that are essential to the unit are indicated by a *. Activities are also characterized as LT or HT.
4. *Make it Personal:* The Make it Personal page, located at the end of each lesson in the Participant Guide, provides an opportunity for students to synthesize the basic points of the lesson and identify a specific way they will incorporate the skill into their daily lives.

Instructors are encouraged to adhere to the four-part approach provided in the Instructor Guide of Skill, Hook, Activity, and Reflection. Instructors should follow the notes within the Instructor Guide to achieve and maintain an interactive and activity-based learning experience.

Differentiation: Instructors should consider the developmental level of students and select activities, videos, and discussion questions which are age-appropriate from the options provided.

Structure: Although the sequence may be adapted to fit individual circumstances, instructors are recommended to teach lessons according to the established sequence whenever possible.

Time: Each unit is designed in a 45-minute block. Units 1 and 2 should be taught together, as should Units 11 and 12, and Units 16 and 17.

Units 1/2   **Introduction to Resilience:** A basic understanding of resilience provides a rationale for the skills the students will learn.

  Hunt the Good Stuff: Counteract the Negativity Bias, create positive emotion, and notice and analyze what is good.

Unit 3   **Goal Setting:** Understand the key components of the Goal Setting process and practice the skill so it can be used independently to plan for achieving personal and career goals.

Unit 4   **ATC:** Identify your Thoughts about an Activating Event and the Consequences of those Thoughts.

Unit 5   **Energy Management:** Modulate energy to a level that is appropriate for the task at hand and that allows optimal performance.

Unit 6   **Avoid Thinking Traps:** Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

Unit 7   **Detect Icebergs:** Identify and evaluate core beliefs and core values that fuel out-of-proportion emotions and reactions.

Unit 8   **Confirmation Bias:** Notice evidence that supports thoughts and beliefs and miss evidence that contradicts thoughts and beliefs, hindering Problem Solving (Unit 9).

Unit 9   **Problem Solving:** Accurately identify what caused the problem and identify solution strategies.

Unit 10   **Put It In Perspective:** Stop catastrophic thinking, reduce anxiety, and improve problem solving by capturing Worst Case Thoughts, generating Best Case Thoughts, and identifying Most Likely outcomes of a situation.

Units 11/12   **Mental Games:** Change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand.

  Real-Time Resilience: Shut down counterproductive thinking to enable greater concentration and focus on the task at hand.

Unit 13   **Character Strengths: Knowing Yourself:** Identify Character Strengths in yourself in order to recognize what is right with you.

Unit 14   **Character Strengths: Using Your Strengths With Others:** Identify Character Strengths in yourself and in others to improve teamwork, overcome challenges, and to be the most effective leader you can be.

Unit 15A   **Assertive Communication (Part 1):** Understand how social media and texting influence communication and when it is appropriate to use them.

Unit 15B   **Assertive Communication (Part 2):** Communicate clearly and with respect. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

Units 16/17   **Effective Praise:** Praise effectively to build optimism and enable winning streaks.

  Active Constructive Responding: Respond to others' good news in a way that strengthens relationships.

SUPPLY/MATERIAL LIST

Units 1/2: Tennis ball, egg, saran wrap, tape, masking tape, list of myths and facts on a piece of paper, flip-chart paper, clothes pins, 2-3 hula-hoops, balloons, HTGS messages, post-it notes, pencils, index cards, pens, super hero pictures, glue stick

Unit 3: Magazines

Unit 4: Note cards with ATC scenarios written on them, relay cards for ATC, relay board for ATC, prize for winner of ATC relay

Unit 5

Unit 6: floor scooters, cones, 8-10 small nerf balls, medium sized bucket, 3-4 sets of index cards with thinking traps, 3-4 sets of index cards with mental cues, 3-4 sets of index cards with critical questions, list of HOTM thoughts with thinking traps in them

Unit 7: Thought bubbles

Unit 8: 6 knapsacks, 72 rocks, note cards, tape, printed out sections of the scenario, evidence printed on small paper strips, rope or large container to hold balls, flip-chart paper, play pit multi-colored balls, 3 trash cans, markers, answer key, duct and clear tape

Unit 9: Flip charts prepared with PS model, markers

Unit 10: Flip charts prepared with catastrophizing example

Units 11/12: Three whiffle balls and bats, 3 pieces of paper with sentence starters, markers, bases, tape

Unit 13: Flip-charts with all 24 character strengths, flip chart with criteria to identify a signature character strengths, post-it notes, tape, printed out list of character strengths if students did not take the VIA, ball of yarn, 7 colorful poster boards, pictures of superheros, character strengths printed and cut out, glue stick, masking tape

Unit 14: Printed out list of the character strengths

Unit 15A: None

Unit 15B: None

Units 16/17: Instructor's ACR patterns written on a flip-chart, pencils, index cards

Resilience Skills for Teens Activities

The following section includes possible activities for each of the Units. The instructor can choose activities based on prep time, class time and age group.

Unit 1: Resilience Overview
Name of Activity: Egg and Ball Drop

Rationale: To provide a visual demonstration of what we mean by "bounce back" and that we don't always bounce, but we can keep moving forward.

Objective: Students will be able to understand the difference between what it means to be resilient and what it may look like if we aren't being resilient and breaking.

Age Group: Middle school and/or high school

Prep Time: 2 minutes

Class Time: 5 minutes

Materials: Egg   Flip Chart with definitions of "what is resilience"
                  Tennis Ball
                  Saran wrap
                  Tape

Instructor Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Tape the saran wrap on the floor so that when the egg drops it doesn't splatter all over the floor. Utilizing the flip chart of "what is resilience" discuss the key points and use the egg and ball to demonstrate this.	1mins to create 2 mins to set up
Execution: (1) Get two students to volunteer (2) Have students stand in front of the larger group, one holding the egg and one holding the tennis ball at shoulder height. (3) Have each student drop their object at the same time.	2 mins
Debrief Questions: 1- what do you notice about the ball versus the egg 2-breif discussion on how the ball keeps rolling even if it doesn't bounce.	3 mins

Unit 1: Resilience Overview
Name of Activity: Myth vs. Fact

Rationale: To provide a hands on activity that will demonstrate common myths and facts regarding resilience and what resilience means.

Objective: Students will be able to differentiate between myths and facts surrounding resilience and start to formulate their own opinions about what resilience means to them.

Age Group: Middle school and/or high school

Prep Time: 2 minutes

Class Time: 5 minutes

Materials: Gym space or classroom space where students can stand
Masking tape
Common Myths and Facts on a sheet of paper for instructor

Instructor Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Place a large piece of masking tape on the floor (about 6 feet long-depending on how many students you have) Have the list of myths and facts about resilience printed for the instructor to read off-only need about 4 or 5. Don't need to do them all (time permitting)	1mins to create 2 mins to set up
Execution: (1) Break students into two groups (2) Have students line up along the length of the tape line facing each other. (3) Have students stand about 2-3 feet away from the line. (4) Instructor will read a myth or fact about resilience to the students. (5) If students agree with the myth/fact they will step towards the line, if they disagree with the myth/fact they will not move. (6) Ask one or two students (time permitting) why they either agree or disagree with the myth/fact that was read. (7) Instructor will then discuss why the statement is a myth/fact (8) Have students return to the original line away from the tape (9) Repeat each step through each of the facts/myths. (10) Recommend going through about 4-5 myths/facts for time	5-7 mins
Debrief Questions: (1) Debrief is done during the activity with a small discussion on each myth/fact	N/A

Unit 1: Resilience Overview
Name of Activity: Competencies Review

Rationale: To provide students a fun and interactive way to learn the different competencies that help build resilience.

Objective: Students will be able to understand that resilience is built through different areas rather than just increasing one area

Age Group: Middle school and/or high school

Prep Time: 30-90 minutes

Class Time: 30-35 minutes

Materials: Gym space or classroom space where students can run

Flip charts with each Core competency and the characteristics that make up each of the competencies (see pictures with each activity)

Clothes Pins (one for each student, extra for rewards)

Hula-hoop (2-3 depending on how many students)

30-40 blown-up balloons with printed slips of paper with HTGS messages (good and bad)

Instructor Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Pre-make all flip charts with Competencies and definitions (found under resilience tab) Type out HTGS messages (good and bad with ratio 1:3 apprx) to stuff in balloons. Put apprx 4 messages in each balloon and then blow up the balloons	30-90 min To create
Execution: (1) Hang up all the flip charts on the wall with enough space in between to discuss and conduct each of the activities (included in the subsequent slides) (2) Instructions for each game associated with the competency is listed below.	
Debrief Questions:	N/A

Unit 1: Resilience Overview
Name of Activity: Strengths of Character Clothespin Tag

Rationale:	see above
Objective:	see above
Age Group:	Middle school and/or high school
Prep Time:	10-20 minutes
Class Time:	5 minutes
Materials:	Strengths of Character Flip Chart
	Open space for game
	Clothespins (one for each student plus extra)
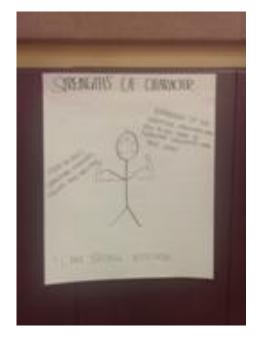
Instructor
Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Make flip charts ahead of time. Can draw pictures for a visual representation (see image above) Should have one clothespin per student and additional for rewards for other games	10-20 mins to create 1-3 mins to set up
Execution: (1) Each student will receive one clothespin. (2) They have to attach the clothespin on the outside of the clothing, not hidden, and in an appropriate place to be grabbed (ie their sleeve or on their shoe) (3) Object is to get as many clothespins as you can from the fellow students (4) Game is at a pause when an instructor is talking (students can not try to grab other's clothespins) (5) Game lasts until all competencies have been discussed.	20 minutes (continual Game while Discussing Other Competencies)
Debrief Questions: (done prior to HTGS activity) (1) What was your strategy to obtain or keep your clothespin. (2) Allude to different character strengths (social intelligence; teamwork)	5 minutes

Unit 1: Resilience Overview
Name of Activity: Self Regulation: Red Light-Green Light

Rationale:	see above
Objective:	see above
Age Group:	Middle school and/or high school
Prep Time:	10-20 minutes
Class Time:	5 minutes
Materials:	Self-Regulation Flip Chart
	Open space for Red Light, Green Light game
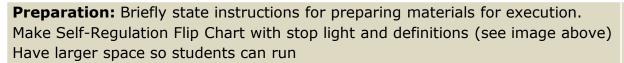
Instructor Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Make Self-Regulation Flip Chart with stop light and definitions (see image above) Have larger space so students can run	10-20 mins to create 1 mins to set up
Execution: (1) Explain what self-regulation is using the flipchart (2) Review the stop-light on the flipchart and why it is attached to self-regulation competency (3) Have students line up on the baseline of the court (or on a line made with tape) (4) Explain rules of red light-green light to the students: (5) Instructor will yell out either red light (stop), green light (go) or yellow light (slow motion walking) (6) If a student doesn't comply they have to move back 2 steps. (7) First person who crosses the finish line gets a clothespin (8) Can play twice if have time.	5 minutes
Debrief Questions: (1) Why is it important to slow down or stop when we are trying to build our resilience?	2 minutes

Unit 1: Resilience Overview
Name of Activity: Hula-Hoop Activity: Self-Awareness, Mental Agility and Connection

Rationale: see above
Objective: see above
Age Group: Middle school and/or high school
Prep Time: 10-20 minutes
Class Time: 5 minutes
Materials: Self Awareness, Mental Agility & Connection flip charts
2-3 Hula-Hoops (1:10 students)

Instructor Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Make Self-Awareness flip chart, mental agility flip chart and connection flip chart Have larger space so students can do the hula-hoop activity	30-40 mins to create 2 mins to set up
Execution: (1) Explain each of the competencies and the descriptors of each of the competencies (see images above) (2) Review each of the pictures associated with each of the competencies. (3) Break students into groups of approximately 8-10 students in each group (4) Explain rules of the game to the students: (5) Students should hold hands and stand in a circle facing in (6) Students start with one hula-hoop on their arms. (7) The object of the game is to "climb" through the hula-hoop and get the hoop around the circle as fast as possible without breaking hands. (8) If you only have one small group of students you can do this activity twice and have the students try and beat their first time. (9) To make it more challenging you can add a second hoop into the circle	5 minutes
Debrief Questions: (1) This builds self-awareness because you have to be aware of your motives and actions. (students could easily grab clothespins and break the circle).Mental Agility because you have to think flexibly (move flexibly) to get the hula-hoop from one person to the next and Connection because the students have to work together and communicate effectively to get the hoop around the circle as fast as they can.	2 minutes

Unit 1: Resilience Overview
Name of Activity: Optimism: HTGS Balloon Pop

Rationale:	see above
Objective:	see above
Age Group:	Middle school and/or high school
Prep Time:	10-20 minutes
Class Time:	5 minutes
Materials:	Optimism & HTGS Flip charts
	30-40 balloons
	Good and Bad messages typed
	and placed in the balloons
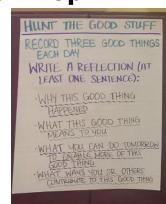
Instructor Notes and Recommended Timing:

Preparation: Briefly state instructions for preparing materials for execution. Make Optimism Flip chart with definitions Have larger space so students can run and find and pop the balloons (gym works well) Print out kid friendly "good stuff" and "bad stuff" and cut into small strips. Place strips into balloons (1:3, good: bad) Blow up the balloons and place in the gym/classroom Ex of Messages "have to get braces"; PCSing; going to Disneyland; got an A on my science test; got a C on my English paper.	20-40 mins to create 5 mins to set up
Execution: (1) Discuss the competency of Optimism and the definitions (2) Explain negativity bias (3) Explain one way to build optimism is HTGS (4) Explain rules: (5) There are balloons hidden in the gym, each balloon has messages in it (6) Your job is to Hunt for the Good stuff written in the balloons and separate it from the bad stuff (7) Once you have separated your good from the bad, bring it to the center of the gym	15 minutes
Debrief Questions: (1) Why do you think we have to Hunt for the good stuff? (2) How can one person think that getting glasses is a good thing and someone else think it is a bad thing?	2 minutes

Unit 1: Resilience Overview
Name of Activity: Name that Competency

Rationale: Allows students to make connections between the skill and the competency that it builds to enhance resilience.

Objective: Have an understanding of the students rationale and how they are making the connections between the skill being taught and the competency they believe it builds.

Age Group: Middle school and/or high school

Prep Time: 2 minutes

Class Time: 5 minutes

Materials: Post-It Notes (2 different colors-student and instructor)
Competency flip charts
Pencils

Preparation: Briefly state instructions for preparing materials for execution. Provide one post-it note per student Provide each student a writing utensil	0 mins to create 1 mins to set up
Execution: (1) Have each student write their name on the post-it. (2) Have students place the post-it on the competency they believe the skill they just learned builds. For example: if just taught ATC students would place the post-it on the competency THEY think it builds. (3) Time permitting have students share why they chose that competency. (4) MRT instructors will then put their name on a different color post-it and place it on the core competency for that skill. For Example: teaching ATC would place the post-it on Self-Awareness (5) Instructor will then explain why it fits self-awareness or ask a student.	5 minutes
Debrief Questions: (1) Why did you chose that competency? (done while reviewing what students posted on the competency flip charts)	2 minutes

Unit 1: Resilience Overview
Name of Activity: HTGS Rock, Paper, Scissors

Rationale: Allows students a fun and interactive way to build optimism by starting out the day's lesson by sharing their HTGS from the previous week.

Objective: Students are able to share their HTGS from the past week with their peers

Age Group: Middle school and/or high school

Prep Time: 0 minutes

Class Time: 5 minutes

Materials: HTGS Flip Chart as a reminder of the reflection questions if needed

Preparation: Hang up HTGS flip chart with reflection questions as a reminder for the students to make sure they are doing that second part of the HTGS activity. This should have already been created from the Competency Review from the Resilience introduction	0 mins to create 1 mins to set up
Execution: (1) Have students pair up with another student (2) Explain rock, paper, scissors game (rock beats scissors, scissors beats paper, paper beats rock). (3) Students will play Rock, Paper, Scissors one time each, the loser will share their Good Stuff with their partner. (4) Students will play until both partners have shared at least one HTGS (5) Instructor can then ask a few students to share their good stuff with the entire class. (6) Make sure students stay on task, have them share with someone new each week if possible.	2-3 minutes
Debrief Questions: (1) Utilize reflection questions here if students only give their good stuff (2) Why this good thing happened (3) What this good thing means to you (4) What can you do to enable this good thing to happen again (5) How did others contribute to this good thing	2-3 minutes

Unit 2: Hunting the Good Stuff
Name of Activity: HTGS Icebreaker

Rationale:	Briefly review Hunting the Good Stuff
Objective:	Students will be able to make connections with one another while sharing their "Good Stuff."
Age Group:	Middle school and/or high school
Prep Time:	5 minutes
Class Time:	10 minutes
Materials:	Index cards
	Pens
	Super hero pictures
	Glue stick

Preparation: Print and cutout two matching superheroes sized to fit on the front of an index card. Have enough for entire class.	40 mins to create
Execution: (1) Give each student an index card with a superhero on it. (2) Have students write three good things that happened to them in the last 24-hours. (3) Have students get up and find the matching pair to their superhero card and introduce themselves. (4) Take turns sharing your good stuff.	10-15 mins
Debrief Questions: (1) Was it uncomfortable introducing yourself to you match? Why? (2) How did it feel sharing your "Good Stuff"? (3) How did it feel hearing your matches "Good Stuff"? (4) Why is important to "Hunt the Good Stuff?"	5 mins

Unit 4: ATC
Name of Activity: Effective or Ineffective?

Rationale: Real-life examples allow students to develop effective or ineffective thoughts.

Objective: Students will become aware of their thoughts.

Age Group: High school

Prep Time: 05 minutes

Class Time: 10-15minutes

Materials: Five note cards with five different scenarios. Five facilitators to assist at each table and promote a rich discussion.

1)   Your teacher tells you that you have to run a timed one-mile in PE on an extremely hot and humid day.

2)   You are scheduled to take the SAT's on Saturday morning and all your friends are going to a fun event Friday night that will end very late.

3)   You are in the school play with a minor role. Opening night, the star of show comes down with the flu and you are told to take over her role.

4)   It's Drug Awareness Week and the principal of the school has asked you to give a speech to the student body.

5)   You are at the DMV about to take your driving test when you see a classmate in the parking lot looking distraught. She tells you the instructor is super hard and she just flunked.

Preparation: Make note cards. Make sure facilitators have a list of questions to promote a lively discussion. (i.e. How did you feel when you had that thought? How would it impact your performance? Why is that thought ineffective? How could you change your thought to be more productive?)	05 mins to set up
Execution: (1) Each table is given a scenario. (2) Have them come up with an ineffective thoughts. (3) Promote a discussion. (4) Have them come up with effective thoughts for the same scenario. (5) Promote a discussion.	12-15 mins
Debrief Questions: (1) How did your emotions change when you came up with an effective thought? (2) Why are ineffective thoughts harmful? (3) How do ineffective thought effect how we perform?	5 mins

Unit 4: ATC
Name of Activity: ATC Relay

Rationale: Fun and engaging way to reinforce the components of the ATC model
Objective: Have the students understand how to clearly separate the AE, T, and C (E/R)
Age Group: Middle school, high school (examples will vary according to age)
Prep Time: 65 minutes
Class Time: 15 minutes
Materials: Relay cards
Relay board
Prize for winning team (optional)

Instructor Notes and Recommended Timing:

Preparation: Create 28 small cards, each card will contain either an AE, T, E, or R (7 of each); choose examples based on your age group. Create a method for students to separate cards (i.e. stick them onto a board with magnets or tape, place into buckets, etc.). Clearly label where students will need to place the cards. Each team will need their own space, color coding is recommended.	60 mins to create 5 mins to set up
Execution: (1) Split class into teams of four or five students, depending on class size (2) Each team will be assigned a stack of relay cards (3) Place students in a line or have them choose a group relay order (4) Teams will have 5 minutes to accurately separate relay cards (5) Only one student at a time will draw a relay card, the student will place the card in the appropriate category without assistance from any of their teammates (6) When the student returns to their team, the next student takes their turn (7) Students are not allowed to adjust any cards once they are placed (8) At the end of 5 minutes, instructors will tally the points for each team (9) Instructors can develop their own method of scoring (e.g. 2 points for each correct card, -1 point for each incorrect card)	10 mins
Debrief Questions: (1) Was it difficult to separate the A, T, and C? (2) Why is it important to separate the A, T, and C?	5 mins

Unit 6: Avoid Thinking Traps
Name of Activity: Bears in the Trap

Rationale:	Hands on and interactive way to see how to Avoid Thinking Traps and have a better understanding of how to get out of the Thinking Trap.
Objective:	Students will be able to use the mental cues and critical questions in real time to be able to get out of the thinking trap.
Age Group:	Middle school and/or high school
Prep Time:	45 minutes
Class Time:	15 minutes

Materials:

Gym space/open floor space	Index Cards with Thinking Traps (3-4 sets)
Floor Scooters- for ea group	Index Cards with Mental Cues (3-4 sets)
Cones	Index Cards with Crit. Quest. (3-4 sets)
Small nerf balls-about 8-10	List of HOTMTs that have the TT in them
Medium sized Bucket	Thinking Trap worksheets

Instructor Notes and Recommended Timing:

Preparation: Print out worksheets (one per student) that have thinking trap def, mental cues and critical questions Create index cards with TT, MC and CQ-can hole punch the corner and then connect with a key ring. Should have 3-4 sets of TT, MC and CQ (should be in their own individual stacks not combined in matching sets) HOTMTs-age appropriate that have the various TT in them (2 for ea TT) Set up the space according to the diagram on the next page. Stations should be approximately 8-10' apart from one another (depending on how many students you have Students can bring their sheets with them to help through the course if you so desire (it will make it easier for them)	45 mins to create 5-10 mins to set up
Execution: See second page	15 mins
Debrief Questions: (1) How many of you fall into Thinking Traps? (2) Why is it important to known if you fall into thinking traps? Why would you want to Avoid Thinking Traps? (3) Are there certain AE's that lead you to fall into a thinking trap? (mom sends you a text to get home immediately)	5 mins

Unit 6: Avoid Thinking Traps
Name of Activity: Demonstration

Rationale: Demonstrate the skill and show how it is properly done.
Objective: Students will be able to actively use the skill in real time
Age Group: Middle school and/or high school
Prep Time: 05 minutes
Class Time: 10-15minutes
Materials: One instructor to facilitate
                    2 demonstrators

Instructor Notes and Recommended Timing:

Preparation: The instructor gets two of the other MRTs to come up to the front. Instructor explains to the students the 2 MRTs will demonstrate the skill by having one demonstrator stand behind the other and be their thoughts. As demonstrator 1 is saying demonstrators 2 thoughts, demonstrator 2 is acting it out, with out speaking. As the two demonstrators are going the students will then need to shout out the correct Mental Cue and Critical Question. Demonstrator 1 answers the question.	05 mins to set up
Execution: (1) The demonstrators will start with Me, Me, Me. Demonstrator 1 will start saying things which classifies as Me, Me, Me. Demonstrator 2 will respond accordingly and show what emotions and behaviors are associated with the Me, Me, Me thinking trap. (2) After acting our the thinking trap for about 1 minute the students should yell out the Mental Cue to get the demonstrators to stop. They then yell out the critical question which demonstrator 1 answers and demonstrator 2 act out. (3) After each thinking trap, the instructor comes in and asks how they knew which Mental Cue and Critical Question to use. They discuss for a bit, the instructor cleaning any misconceptions, and they continue with the next Thinking Trap. (4) Suggested order: Me, Me, Me, Jumping to Conclusions, Them, Them, Them, Always, Always, Always, Mind reading, Everything, Everything, Everything, Reasoning being because the first three may be easier to recognize.	12-15 mins
Debrief Questions: (1) How can you identify when you need to use the Mental Cues and Critical Questions?	5 mins

Unit 6: Avoid Thinking Traps
Name of Activity: Bears in the Trap

Preparation: **See instructions on previous page**	45 mins to create 5-10 mins to set up
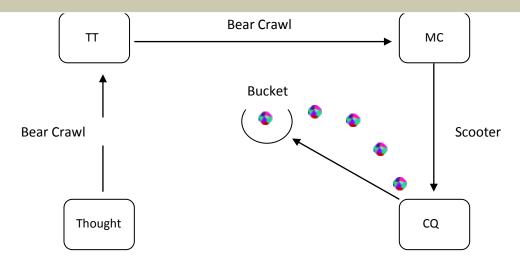
Execution:
(1)Each team will be assigned an instructor, the instructor will follow the team around the stations to check on accuracy/award points
(2) Give each group a Thought that falls into a Thinking Trap (TT), Player 1 (P1) bear crawls to the TT station
(3)P1 picks out the appropriate TT that the Thought falls into and bear crawls to the Mental Cue (MC) station
(4)P1 tells the TT to Player 2 (P2) at the MC station
(5)P2 picks out the MC that goes with the TT, gets their answer checked, and rides on the scooter to the Critical Question (CQ) station where Player 3 (P3) is waiting
(6) P3 will pick out the CQ that matches the TT and MC, instructor will check the CQ to make sure it is correct
(7) Once it is OK'd, P3 has three attempts to sit on the scooter and shoot a nerf ball into the center bucket for a bonus point*
(8)Players will stay at the station they moved to, CQ (P3) station will move to the Thought station.
(9) All players will go through at least one time
      All 6 TTs will be addressed, giving each player 2 rounds at each station
        *Each station is worth 1 point for the first time correct, if the station takes correcting they will not earn a point for that station and they will lose one ball toss opportunity
	15 mins

Unit 7: Detect Icebergs
Name of Activity: When to Detect an Iceberg

Rationale: By providing the students with live examples of when to detect an iceberg, the students were able to use the indicators for needing to detect an iceberg without using an ATC sheet.

Objective: Students will be able to figure out the times they need to detect an iceberg in practical situations.

Age Group: Middle school and/or high school

Prep Time: 30 minutes

Class Time: 20 minutes

Materials: Thought bubbles
Additional props for situations

Preparation: Prepare 3 separate thought bubbles. These should be done in large print on 8 ½ x 11 paper and attach to a stick for holding. The thought bubbles should have the thoughts "She is getting on my nerves.", "I don't want to miss practice.", and "That's not cool." The scenarios are listed below that these thoughts line up with.	10 mins to create 20 mins to set up/practice
Execution: (1) After informing the students of times to detect an iceberg, instructors will set up the following scenarios for students to determine the heat-of-the-moment-thought, emotions and reactions. (2) Students will observe the following role plays: 1: Instructor 1 (Player 1) talks trash to Instructor 2 (Player 2) while playing soccer. Instructor 2 (Player 2) holds up thought bubble "She is getting on my nerves." Instructor 2 pushes Instructor 1 (player 1) and kicks her. 2: Instructor 1(Mom) tells Instructor 2 (daughter) "you cannot go to drill practice because you need to visit your grandmother." Instructor 2(daughter) holds up thought bubble. "I don't want to miss practice." Instructor 2 (daughter) is upset and calls her instructor to let her know. 3: Instructor 1(friend 1) heard her friend's making fun of her. Instructor 2 (friend 2) is on phone talking trash about Friend 1. Friend 1 holds up thought bubble. "That's not cool." Friend 1 asks mom (Instructor 3) to stay home from school the next day. The instructors will ask after each role play: What was the AE? The HOTMT? E and R? Do we need to detect and iceberg? Why or why not?	20 mins
Debrief Questions: How can we figure out what our icebergs are? How do you know when you have figured out your iceberg? What do we do once we figure out our iceberg? How do we help someone else figure out an iceberg?	10 mins

Unit 8: Confirmation Bias
Name of Activity: Rock Activity

Rationale:	An activity to get students up and moving, while critically thinking about the Confirmation Bias.
Objective:	Students will be able to understand the impact of the Confirmation Bias on their problem solving methods and everyday thinking.
Age Group:	Middle school, high school
Prep Time:	45 minutes
Class Time:	20 minutes
Materials:	6 Knapsacks Tape
	72 rocks Printed out sections of the scenario
	Note cards

Instructor Notes and Recommended Timing:

Preparation: Create 72 note cards with the evidence from the given scenario. There should be 6 of each "Evidence for" and 6 of each "Evidence against". These pieces of evidence will be taped to rocks, preferably with the "Evidence for" being taped to the heavier rocks. Set up the activity around a large space if possible. The activity was completed originally around a basketball court.	35 mins to create 10 mins to set up
Execution: After introducing the confirmation bias and thoroughly explaining the velcro/teflon effect, begin the activity: Pair up the students, one student(S1) will wear the knapsack on their back for the first 3 stations, the other student(S2) wear the knapsack on their back for the final three stations. Tell the students they have the belief "Nobody likes me" before they begin. Instruct the students to pick the evidence that supports that belief for each scenario around the gym. Partners will switch after 3 stations; students should be choosing all #1 options Knapsack with rocks will be debriefed as a large group (give weight to, notice and remember evidence that fits with our beliefs) Partner delivers the rock with the evidence because S1 wouldn't notice, remember or give weight to the other evidence at the station. See next slide for scenarios and instructions.	20 mins
Debrief Questions: (1) What was it like having the belief "Nobody likes me"? (2) What did the thoughts mean for each scenario? Did they change the belief? (3) Why is it important that we gather all the evidence when we have a strong belief?	5 mins

Unit 8: Confirmation Bias
Name of Activity: Rock Activity

Execution: Scenario:

i. I got to school early; in the halls on the way to 1st period, nobody talked to me. When I sat down in 1st period, Adam asked if I was going to the homecoming game this week.
    1. Nobody talked to me
    2. Adam talked to me in first period about the homecoming game

ii. Morning announcements came on and reminded students that homecoming dance tickets were being sold during lunch. I remembered I didn't have a date last year or this year. I was planning to go with a group of friends and play video games before.
    1. Didn't have a date for the dance
    2. Going with a group of friends and playing video games before the dance

iii. In 2nd period the teacher assigned the group activity where students could pick their own groups. I sat awkwardly until the teacher paired up the few people that hadn't grouped up. My group was laughing and working together well, I even made a new friend.
    1. I wasn't picked for a group in 2nd period
    2. My group worked well together and I made a new friend

iv. Finally lunch time and I'm looking forward to playing ping pong with my friend Jeremy like I do every day. Jeremy wasn't at school today so I spent lunch alone.
    1. Spent lunch alone
    2. Play ping pong with Jeremy every other day

v. A slow song came on; I got nervous and stood by the wall. No one danced with me for the whole slow song, but Courtney from my 5th period came over and made a joke about how much she hates the slow dances.
    1. No one danced with me for the slow song
    2. Courtney came over and made a joke about how much she hates the slow dances

vi. Courtney and I spent the rest of the dance sitting and talking. At the end of the dance I said bye to her. I was bummed she didn't give me her phone number. I left with the guys and went back to Steve's house.
    1. Courtney didn't give me her phone number
    2. Courtney and I sat and talked for the rest of the dance and I left with the guys to go back to Steve's house

Unit 8: Confirmation Bias
Name of Activity: Ball Pit

Rationale:	A fun, hands-on, visual demonstration of the Confirmation Bias in action
Objective:	Students will be able to understand how the Velcro and Teflon effect works on beliefs
Age Group:	Middle school, high school, or college
Prep Time:	70 minutes
Class Time:	15 minutes

Materials:

Evidence printed on small paper strips
Rope or large container to hold balls
3 large sheets of chop block paper (one per belief)
Play pit multi-colored balls

3 trash cans
Markers
Answer key
Duct & clear tape

Instructor Notes and Recommended Timing:

Preparation: Write three beliefs on three pieces of chop block paper and affix to a wall. Four rolls of duct tape should be placed on the paper and a trashcan should be placed on the ground beneath each belief. Four pieces of evidence confirming and four pieces of evidence denying that belief should be printed on small strips of paper and taped to the plastic balls. Balls with and without evidence should be placed in a pit together a distance from the beliefs (at least 15 feet away).	60 mins to create 10 mins to set up
Execution: (1) Have students break into teams and line up in a relay fashion about 5-10 feet from the ball pit. (2) Have students run up to the ball pit and search for a ball with "evidence" on it (3) Students must decide which belief the evidence corresponds with and run up to the wall. (4) They must determine if the evidence is "Velcro" or "Teflon" and must either stick the Velcro evidence on the wall, or toss the Teflon evidence in the trash can. (5) Instructors should be lined up near the beliefs to assess whether they were correctly identified. (6) If the student chooses the incorrect place for the evidence, they must run back and consult with their teammates. (7) They then have to tag the next person in line. (8) Have students continue to relay until all of the evidence has been identified.	10 mins
Debrief Questions: (1) What made it easy or challenging to correctly identify if the evidence fit into the Velcro or Teflon categories? (2) Why would you benefit from discussing the evidence with others?	05 mins

Unit 9: Problem Solving
Name of Activity: Problem Solving Model

Rationale: An interactive manner to get the students through the Problem Solving Model

Objective: Have the students understand all of the intricate steps of the Problem Solving model by using a sample problem.

Age Group: Middle school, high school

Prep Time: 15 minutes

Class Time: 45 minutes

Materials: Flipcharts prepared with PS model Markers

Instructor Notes and Recommended Timing:

Preparation: Create the 6 step Problem Solving Model on the flipchart with a selected problem (I have a D in my English class, I need to figure out how to get a better grade)	15 mins to create 0 mins to set up
Execution: (1) Instruct the students on the overall concept of the Problem Solving model using the key words for each step. (2) Give the students the sample problem "I have a D in my English class, I need to figure out how to get a better grade." (3) Work through the Problem Solving model with the students and the hypothetical situation. (4) Fill in step two with potential contributing factors of 1. My teacher doesn't like me, and, 2. The papers are too hard. (5) Emphasize step 5, where the students will find they have some control or influence on the grade going up.	45 mins
Debrief Questions: (1) Why was there a change in the pie charts? (2) How impactful could this problem solving model be for big problems? (3) Why is it important to see where you have control?	5 mins

Unit 11: Mental Games
Name of Activity: Mental Games Demonstration

Rationale: This is an opportunity for the students to try each of the mental games.

Objective: Students will be able to practice the mental games and begin to apply them when they need to be distracted from counterproductive thoughts.

Age Group: Middle school and/or high school

Prep Time: 5 minutes

Class Time: 15 minutes

Materials: Flip Chart with each mental game and a description of the game listed.

Instructor Notes and Recommended Timing:

Preparation: Write out flipchart with each mental game on it along with a description of each game. Hang flip chart before the class.	5 min to create 2 min to set up
Execution: (1) Instructor reviews the first mental game (i.e. Math Games: Count back from 1,000 by 7s). (2) Instructor asks students to try out the mental game. (3) Students practice the mental game. (4) Instructor reviews the second mental game (i.e. Alphabet games: Work your way through the alphabet, naming someone for each pair of initials (e.g., AB is Amanda Bynes, Abigail Breslin Antonio Banderez, BC is Bill Clinton Bradley Cooper, CD is Cameron Diaz)). (5) Instructor gets the group started with an example. (6) Students practice the skills as a group. (7) Instructor reviews the next mental game (i.e. Categories games: Name all the sports figures, teachers in your school, etc. you can in two minutes (cereals)). (8) Students practice the activity. (9) Instructor highlights the next mental game (i.e. **Alphabet:** Repeat it backwards). (10) Students try activity. (11) Instructor reviews the next mental game (i.e. **Lyrics:** Recite upbeat song lyrics. (example-Happy by Pharrell Williams). (12) Instructor plays song for the students and asks students if they have any songs to add to the list. (13) Instructor review the last mental game listed (i.e. **Positive Imagery:** Create a detailed positive image of a situation or memory that helps you to feel calm, positive, or confident. Include as many details in the image as possible so that the image is vivid. (14) Students are asked to share what positive image they would imagine.	15 mins
Debrief Questions: (1) Do you have any mental games you would like to add? (2) When would you want to use a mental game?	5 mins

Unit 12: Real Time Resilience
Name of Activity: Whiffle Ball

Rationale:	An activity to implement the skills of Real Time Resilience in a hands on way.
Objective:	Students will be able fight off counterproductive thoughts thrown at them in the moment.
Age Group:	Middle school and/or high school
Prep Time:	10 minutes
Class Time:	20 minutes
Materials:	Whiffle ball
	Whiffle ball bat (3-one for each sentence starter)
	3 pieces of paper with sentence starters
	Markers
	Bases
	Tape

Preparation: Tape the pieces of paper with the sentence starters on them to each bat. Set up the bases in the shape of a baseball diamond	5 mins to create 5 mins to set up
Execution: (1) Have students split up into two teams (2) Have one team of students play the field (3) Have the second team of students bat. (4) Each student will have an opportunity to bat. (5) Have the first student step up to bat. (6) The instructor (pitcher) states the task at hand and the first counterproductive thought to the student. (7) The student will choose how to fight off the counterproductive thought (using evidence, optimism, or put it in perspective) by choosing the bat with the correct sentence starter on it. (8) The student then uses the sentence starter and states a response to the counterproductive thought. (9) If the student's response was strong the instructor will pitch the ball to the student (10) The student will take the opportunity to hit the ball. (11) If the student's response is weak or falls into a pitfall. The student will complete a do over and it will count as a strike. (12) In this game if the student gets two strikes they are out. (13) Continue playing until each student has had an opportunity to bat. This may take a couple innings. (14) Please see next page for examples of counterproductive thoughts.	20 mins Time will vary depending on the amount of students
Debrief Questions: (1) Was it challenging to fight off the counterproductive thoughts? (2) Why is it important that you complete a do over when we fall into a pitfall?	5 mins

Unit 12: Real Time Resilience
Name of Activity: Whiffle Ball Continued..

Preparation: Tape the pieces of paper with the sentence starters on them to each bat. Set up the bases in the shape of a baseball diamond	
Execution: Continued. Examples of tasks at hand and counterproductive thoughts. 1st Inning: Task at hand: About to interview for a babysitting job-Team 1 I don't have enough experience; They're going to ask me questions about CPR and First Aid that I won't know; They'll think I'm too young to babysit; They won't pay me what I'm asking for; The kids might not like me; I won't know the rules of the house when I get there for the interview Task at hand: About to stand up and sing at open mic night-Team 2 I'm going to forget the lyrics; They're going to hear how shaky my voice is; The music won't work; Everyone is going to get up and walk away when I start singing; They're going to boo me; I'm going to trip on the steps when I walk up; Everyone that sang before me is way better than me; What if they skip me? 2nd Inning: Task at hand: About to walk into a new school-Team 1 I'm not going to make any friends; I'm going to get lost; I'm going to forget my locker combination; I won't be able to find my classroom; I'll probably sit alone at lunch; The teacher won't like me; I won't be wearing the right kind of clothes; My shoes will be out of style; My locker neighbor will be a jerk; I'm going to be in PE and not have the right shoes Task at hand: About to give a speech to my class. – Team 2 No one is going to listen to me; I'm not going to be loud enough; People are going to roll their eyes; The instructors are going to be disappointed in me; I'm going to forget what I have to say; I'm going to read the paper wrong; People are going to be thinking more about dinner; No one is going to participate in the balloon activity 3rd Inning: Task at hand: About to go snowboarding for the first time-Team 1 I'm going to break my wrist; My butt is going to be so sore; It's going to be cold; I'm going to freeze; I'm going to make the chair lift stop; I won't be able to get off the chair lift; My friends are going to make fun of me because I'm with the little kids; I'm going to lose my snowboard; My buckle is going to come undone; I'm going to fall off the chair lift; I'm going to hit a tree Task at hand: About to try out for a team-Team 2 Everyone is better than me; I'm not going to make it; I don't have the right skills; The coach won't like me; I'm going to get sick at the tryout; I'm not going to be able to afford the uniform; I don't have all the right gear; I'm having an off day 4th Inning: Task at hand: About to take a test-Team 1 I'm going to fail; I didn't study hard enough; This is not my best subject; There are going to be trick questions; All my friends are going to do better than me; I'm going to run out of time; I hope there's not a fill in the blank; When I answer with an essay, the teacher won't understand the point I'm making; I won't have a pencil; I'm so nervous I'm going to have to go to the bathroom; Someone might ask for a pencil, then I'll get in trouble for cheating Any examples from the group discussion-Team 2	15-20 mins
Debrief Questions: See previous page for debrief questions.	

Unit 13: Character Strengths: Knowing Yourself
Name of Activity: Post Strengths

Rationale: Allows the student to get up and post their signature Character Strengths around the room and it will give them the opportunity to see the different strengths everyone in the room identified as signature strengths.

Objective: Students will be able to see the different signature strengths that are represented in the group. The students will also see that not everyone shares the same signature strengths.

Age Group: Middle school and/or high school

Prep Time: 20 minutes

Class Time: 20 minutes

Materials: Each Character Strength listed on its own 8 ½ x 11 paper

Flip Chart with criteria to identify a Signature Character Strength.

Post-Its

Tape

Printed out list of Character Strengths (if you are unable to have students take the survey prior to class, you can print out the alphabetical list of Character strengths and have them do the dot exercise to determine Signature Character Strengths)

Instructor Notes and Recommended Timing:

Preparation: Type each Character Strength on its own piece of 8 ½ x 11 paper and print these out. Hang the twenty-four the papers around the room. Write the criteria to identify a Signature Character Strength on a piece of flip chart paper and hang in the room. If using a projector place the slide titled Signature Character Strengths: In Your Bloodstream on the screen. Have six post-its ready for each student.	10 mins to create 10 mins to set up
Execution: (1) Have students write each of their Signature Character Strengths on a post-it with their name. (2) Have students post as many sticky notes as they have top Character Strengths to the printed out list of Character Strengths.	10 mins Depending on group size

Debrief Questions:
    Anything surprising?
    Was there a Character Strength that stood out to you as something you aren't at all? Do you think it's a weakness or a lesser strength? Strengths can be built if you value them-they take effort so they won't be in your Signature Character Strengths
	10 mins

Unit 13: Character Strengths: Knowing Yourself
Name of Activity: Strengths in Action

Rationale: A way to engage the students in discussion regarding their Signature Character Strengths and how they apply their strengths on a daily basis.

Objective: Students will be able to discuss their strengths and how they use them on a daily basis

Students will hear the Signature Character Strengths of others and see how others use their strengths.

Students will see how using their Character Strengths as an entire group can make the group stronger.

Age Group: Middle school and/or high school

Prep Time: 2 minutes

Class Time: 15 minutes

Materials: Ball of Yarn

Preparation: Have enough space to make a circle with your students. Have a ball of yarn.	2 mins to create 2 mins to set up
Execution: (1) Have students stand in a circle, (2) Have students think about a Signature Character Strength and the action that shows they use that strength on a daily basis. (3) The instructor can participate in the activity to demonstrate what the students are supposed to do. (4) The instructor will take the yarn ball and identify one of the Signature Character Strengths and state how he or she uses the strength. (5) The Instructor will hold onto one end of the string and toss the yarn ball to a student on the other side of the circle. (6) The student will catch the yarn ball. (7) The student then states one of his or her Signature Character Strengths and how he or she uses it. (8) Have the student hold on to a piece of the yarn and toss the ball to another student. (9) Continue passing the yarn ball until everyone has gone at least once.	10 mins
Debrief Questions: (1) Why would we want to know all of our signature strengths? (2) Why would we want to know the strengths of others? (3) How can we use our strengths as a whole?	5 mins

Unit 13: Character Strengths: Knowing Yourself
Name of Activity: Find your Super Hero

Rationale: Get students out of their seats and moving in a fun activity.
Objective: Identify Character Strengths with a Super Hero.
Age Group: Middle school, high school (examples will vary according to age)
Prep Time: 2 Hours
Class Time: 15 minutes
Materials: Seven colorful poster boards
                       Pictures of superheroes
                       Character Strengths printed and cut out.
                       Glue stick.
                       Masking tape.
                       Post-its.

Preparation: Create poster boards with one super hero per board and at least six character strengths to go with them.	120 minutes to create 10 mins to set up
Execution: Place poster boards around room. 1. Have students bring completed juvenile VIA to class. 2. Have them write five top character strengths on post-its. 3. Have them go around the room and find the super hero most like them and post their name on post its.	10 mins
Debrief Questions: (1) Were you surprised by your super hero? (2) Were you split between more than one? (3) Do you agree with your top five Character Strengths?.	5 mins

Unit 14: Character Strengths: Using your Strengths with Others
Name of Activity: Overcoming Challenges

Rationale: Give students an opportunity to discuss challenges they have faced and allow them to see the strengths they used within the story.

Objective: Students will be able to identify Character Strengths in others and strengths they used within their own stories.

Age Group: Middle school and/or high school

Prep Time: 5 minutes

Class Time: 25-30 minutes

Materials: Print out of Character Strengths

Instructor Notes and Recommended Timing:

Preparation: N/A	0 mins to create 0 mins to set up
Execution: (1) Have students partner up. (2) Have students choose who will go first. (3) Have the student who is going to go first share a story about something that was challenging to them. If the student is unable to think of a time they had to overcome a challenge the student can share any recent story that was important to them. (4) While the student is sharing their story the student's partner will listen for the Character Strengths he or she hears in the story, the student can use their printed out list of Character Strengths. (5) When the student is done telling his or her story, the student's partner shares what strengths he or she heard the student use in the story. (6) The students then switch roles and the second partner tells his or her story while the first partner listens for Character Strengths.	20 mins

Debrief Questions:
    (1) If you were to take this before you came to this school, do you think your strengths would be different?
    (2) What strengths would you like to use more than you are currently and why?
    (3) What would it look like if you used this strengths more?
	10 mins

Unit 15B: Assertive Communication Part II
Name of Activity: Role Play

Rationale: An activity that gives the students an opportunity to practice assertive communication.

Objective: Students will be able to have an assertive conversation using parts of the IDEAL model to ensure they communicating in a confident, clear, and controlled way.

Age Group: Middle school and/or high school

Prep Time: 2 minutes

Class Time: 25 minutes

Materials: Assertive Communication worksheet.

Instructor Notes and Recommended Timing:

Preparation: Print enough worksheets with the IDEAL model on them for the entire class.	2 mins to create 0 mins to set up
Execution: (1) After teaching the IDEAL Model to the students. (2) Have students think of a conversation they need to have where they would like to approach the situation confident, clear, and controlled. (3) Give the group examples such as I need to talk to a another student about not doing their share on a group assignment. (4) Have students record the situation on their paper. (5) Have students write down talking points on the worksheet Instructor may need to clarify questions and give examples of what each of the areas mean within the model. (6) Once students have talking points written on their worksheet, have students partner up. (7) Students will decide who is going to go first. (8) The first partner will describe his or her scenario to the second partner, giving enough background so that the second partner can play the role of the person the first partner is communicating with in the scenario. (9) The partners then role play the scenario with the first partner communicating in an assertive style. (10) The second partner should respond as he or she actually would if he or she were approached with communication style. (11) Once the assertive style role play for the first partner's scenario is complete, the partners pause and ask a few questions about the role play such as "Was that productive or counterproductive?", "How did that make you feel when person one communicated in that way?", and "Did anything get resolved?" (12) Partners then switch roles and role play the second partners scenario, debriefing in a similar fashion after completing the role play.	20 mins
Debrief Questions: (1) What was helpful about using the talking points you wrote on your page? (2) Why is it important to communicate in an assertive way? (3) Would you want to use assertive communication every time?	5 mins

Unit 17: Active Constructive Responding
Name of Activity: My Patterns Exercise

Rationale: This activity gives the students an opportunity to consider their responding patterns as well as the responding patterns of the important people in their lives.

Objective: Students will be able to see how they respond to the people who matter the most when they bring them good news.

Age Group: Middle school and/or high school

Prep Time: 12 minutes

Class Time: 20 minutes

Materials: ACR Awareness Exercise Worksheet
Pencils
Instructors' ACR Patterns written on a flip chart

Preparation: Have enough handouts printed and ready for the students. Complete and flip chart your patterns of responding and hang them on the wall. If you are using a projector and slides then type your patterns of responding and project on the way.	10 mins to create 2 mins to set up
Execution: (1) Instructor tells a story about a time they were not using the skills of ACR. (2) Instructor shows the students his or her patterns. (3) Have students utilize the worksheet ACR Awareness Exercise Worksheet. (4) Have students make a list of the most important people in their lives. (5) Have students put each person's name in the boxes based on how **they** respond **to the student** when they bring them good news. (6) Have the student's write in the percentage of time the person responds to them in that way. (7) Note the percentage total for each person should add up to 100% (8) Have students complete the second portion of the exercise by putting each important person's name in the box that describes **how the student responds** to them most of the time. (9) Next to each name, write the percentage of time you respond to that person in that style. Note the total for each person should equal 100%. (10) Have students answer the question, what did you learn from this exercise, at the bottom of the handout.	15 mins
Debrief Questions: (1) Would anyone like to share? (2) What did you learn from this exercise? (3) What keeps you from responding in and Active Constructive way?	5 mins

Unit 17: Active Constructive Responding
Name of Activity: ACR Practice

Rationale: After seeing how they respond to others now the students will have the opportunity to practice the skill of ACR.

Objective: Students will be able to use the skill of Active Constructive Responding in a real setting.

Age Group: Middle school and/or high school

Prep Time: 0 minutes

Class Time: 20 minutes

Materials: ACR Awareness Exercise Worksheet

Pencils

Instructors' ACR Patterns written on a flip chart

Preparation:	0 mins to create 5 mins to set up
Execution: (1) Have students get into groups of two. (2) Have students decide who is going to share good news first. Partners can think back to their Hunt the Good Stuff for good news. (3) Have the first student share their good news. (4) The second student will listen to the good news and respond with ACR (5) After the students had a conversation, have the students switch roles. The second student will now share his or her good news and the first partner will respond using ACR.	15 mins
Debrief Questions: (1) What as comfortable about being the sharer? Responder? (2) What was uncomfortable about being the sharer? Responder? (3) How could you tell if the conversation was going good or not? (4) How did you know when the conversation was over? (5) How did you end the conversation?	5 mins

Unit 17: ACR
Name of Activity: Sharing your good news

Rationale: Real-life examples and responses
Objective: Students will be able to discuss how various responses felt
Age Group: Middle school and/or high school
Prep Time: 10 minutes
Class Time: 15 minutes
Materials: Index cards
Pens

Instructor Notes and Recommended Timing: Make sure facilitators instruct students to be genuine with their responses.

Preparation: Have one index card per table with "good news" on it. Have four responses illustrating all four ways of responding on four different note cards. Explain the exercise to students and ask them to be act out the response on their card as if they really meant it. (See attached ACR examples)	45 mins to create 5 mins to set up
Execution: (1) Have on student read the "good news." (2) Go around the table and have each student read their response on their note card (3) Have students identify the different type of responses. (4) Promote a discussion as to how the different responses felt. (5) Discuss as a big group.	10 mins
Debrief Questions: (1) What did you learn form this exercise? (2) Why is it important to use ACR? (3) What if the news is dangerous?	5 mins

Resilience Training for Teens, Unit 1: Resilience Overview

Rationale: This first unit lays the foundation for the rest of the course. A basic understanding of resilience provides a rationale for the skills the students will learn.

Objective: Grow and thrive in the face of challenges and bounce back from adversity.

Note: This unit should be taught in conjunction with Unit 2: Hunt the Good Stuff.

Unit Overview and Recommended Timing:
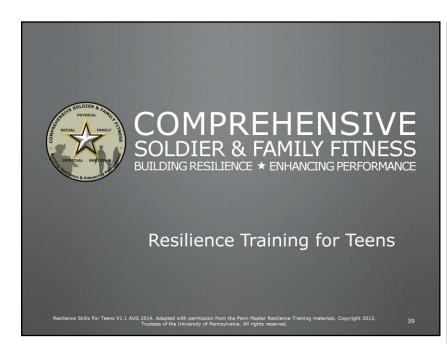
Skill: Define resilience using the tennis ball and egg metaphor	5 mins
Hook: (1) Egg/Tennis Ball Drop*(LT) (2) Have students write three words that describe resilience. Facilitate a large group discussion to record words on a large board/flip chart. *(LT)	10 mins
Activity: (1) Review the resilience facts. Facilitate discussion to enable students to think of people they can turn to for help. *(LT) (2) Match the competencies to pictures *(LT) (3) Core competency awareness (LT)	10 mins
Make it Personal: Conduct at the end of Unit 2: Hunt the Good Stuff	
TOTAL	**25 mins**

Resilience Overview
Key Terms

Resilience   The ability to grow and thrive in the face of challenges and bounce back from adversity

COMPREHENSIVE
SOLDIER & FAMILY FITNESS
BUILDING RESILIENCE ★ ENHANCING PERFORMANCE

Resilience Training for Teens

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Trainer Instructions:
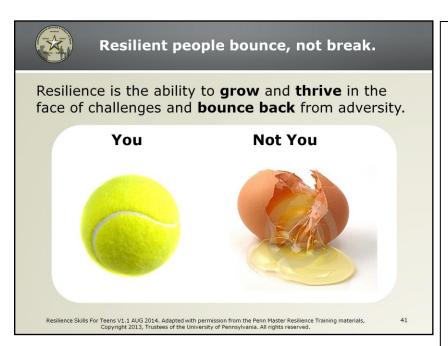
1. Introduction of Trainer(s). You might consider answering these questions:
    *   Why are you interested in teaching resilience to teenagers?
    *   When have you personally used the resilience skills?
    *   If you have teenagers, when have they demonstrated resilience skills?
    *   Why is it so important to teach resilience skills to teenagers?

Record your own notes here:

Trainer Instructions:

1. This slide is optional, use only if teaching the full curriculum.
2. You may elect to name each of the 14 skills currently covered in the Resilience Training for Teens course.

Key Points:

1. All of the resilience skills are conceived as a "skill set," represented by this visual.
2. The skills work together, in concert, to improve and sustain resilience. Thus all together, the skills form a kind of armor; that is, if you have multiple strategies, you can defend against any kind of challenge that comes your way.

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Record your own notes here:

Trainer Instructions:

Skill

1. Explain that resilience doesn't result from a lucky scramble of genes. It is not just the lucky few who can be resilient; these are skills that anyone can learn.

2. Point out that even the most resilient people have non-resilient moments and that everyone can increase his or her resilience.

3. The tennis balls can serve as a visual cue for resilience throughout the course.

4. Refer to the visual of the tennis ball throughout the course when you talk about resilience.

Key Points:

1. Everyone can enhance his or her resilience.

Activities

Egg/Tennis Ball   3 Words for Resilience p. 2

42

Record your own notes here:

Trainer Instructions:
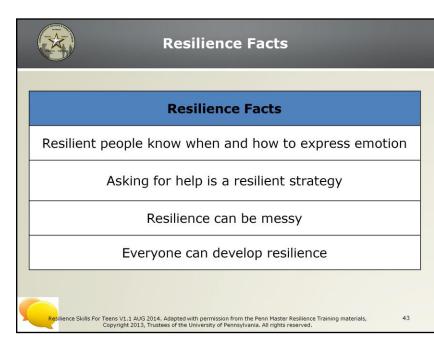
Hook (Low Tech)

1. Have two students come up to the front of the room.
2. One student drops an egg, the other drops a tennis ball.
3. Lead a short group discussion about the differences between the tennis ball and the egg, and why the tennis ball is a symbol of resilience.

Hook (Low Tech)

1. Refer students to the Participant Guide page 2.
2. Ask students to use the Egg/Tennis Ball Demo to help them complete this activity.
3. Have students write three words that describe resilience. Have students discuss words as a group. Record the words discussed on a large flip chart.

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

Trainer Instructions:

1. Resilience is not about suppressing emotions; it's about regulating/expressing them appropriately.

2. Resilience is not about handling everything on your own; asking for help is a resilient strategy.

3. Resilience is not about always being composed and graceful; sometimes it's just muddling through.

4. Resilience is not pre-determined at birth; it can be developed.

Activity (Low Tech)

Discussion: Discuss with students why asking for help is a resilient strategy. Ask students to think of people they can turn to for help (e.g., peers, family, teachers, coaches). Emphasize that seeking help is a resilient strategy.

Key Points:

1. Resilience is obtainable by all.

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

Record your own notes here:
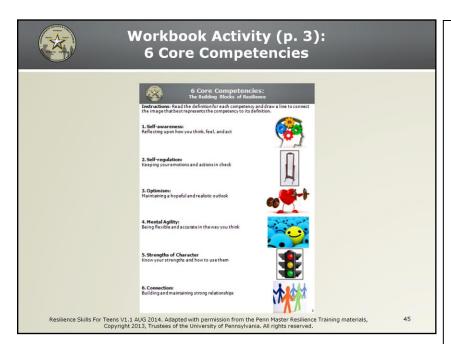
Trainer Instructions:

1. Review the key points of the competencies.
2. Instruct students to record the key words for each competency.

Key Points:

1. It is important to be aware of your thoughts, emotions, and behavior.
2. Resilience requires us to control our impulses, emotions, and behaviors.
3. Optimism is the engine of resilience, without optimism, resilience is not possible.
4. Flexible, accurate, thorough (F.A.T.) thinking helps us to see things from a different perspective.
5. It is important to know who you are at your best.
6. Building strong relationships is critical for 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

Trainer Instructions:

Activity (Low Tech)

Students draw a line matching the competency to the picture that most accurately represents that competency.

Record your own notes here:

Add page number from final version of workbook to the top of the slide

45

Workbook Activity (p. 4): Core Competency Awareness

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:
_____
_____
_____
_____
_____

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

Competency: _____

Why I need improvement in this competency:
_____
_____
_____
_____
_____

Trainer Instructions:

[This activity is optional]

Activity (Low Tech)

1. Have students complete the workbook activity.
2. Ask a couple polling/show of hands questions (i.e. "How many of you are strong in optimism?").
3. Elicit some specific examples from students.

Resilience Training for Teens, Unit 2: Hunt the Good Stuff

Rationale: Dr. Seligman and colleagues developed an activity to help people notice positive experiences to enhance their gratitude and positivity. Thinking about why events go well, what the positive events mean, and how to create circumstances that enable more good things to occur encourages a consciousness of blessings and molds a style of thinking that promotes optimism about the future.

Objective: Counteract the Negativity Bias, create positive emotion, and notice and analyze what is good.

Note: This unit should be taught in conjunction with Unit 1, Resilience Overview.

Note: There is a HTGS page in the Participant Guide at the beginning of each lesson so that this activity becomes regular practice during resilience training.

Unit Overview and Recommended Timing:

Skill: Describe how Hunt the Good Stuff counteracts the Negativity Bias	5 mins
Hook: (Unit 1 includes the hook for this lesson)	
Activity: Students write down 1-3 Good Stuff in the Participant Guide and share at the group level*(LT)	10 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their lives*	5 mins
TOTAL	**20 mins**

Hunt the Good Stuff
Key Terms

Hunt the Good Stuff   A resilience skill used to counter the Negativity Bias, to create positive emotion, and to notice and analyze what is good

Negativity Bias   The tendency to notice and remember the negative aspects of a situation more than the positive aspects; we remember failures more readily than successes and analyze bad events more thoroughly than good events

Hunt the Good Stuff

Optimism

#HTGS

49

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. HTGS builds Optimism.

49

Benefits of Optimism

#HTGS

Happier

Healthier

Stronger relationships

Perform better

More successful

50

Trainer Instructions:

Skill

1. Define optimism.
2. Describe to students that the negativity bias is the tendency to pay more attention to the bad than the good, and that HTGS helps to combat this bias.
3. Provide an example of the negativity bias.
    *   i.e., at the end of the day when you talk to your best friend, you are more likely to talk about the bad grade you got, the fight you got into with another friend, how bad lunch was versus the good stuff that happened.
4. Go over the benefits of optimism (listed in Participant Guide).

Key Points:
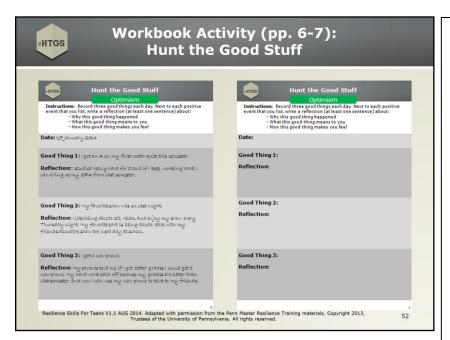
1. You can fight the negativity bias through this simple exercise.
2. Optimistic thoughts drive behaviors that lead to more positive outcomes.
3. The benefits of optimism listed on the slide result from Hunting the Good Stuff on a regular basis.

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

51

Trainer Instructions:

1. Review the points on the slide.

Key Points:

1. HTGS is a daily skill.
2. It is important to include a reflection about each good thing because it causes the person to think more about and savor the experience.

51

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

#HTGS

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:

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Go over the HTGS example.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to share the good thing **and** the reflection they wrote about it.
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Recommendation:
It is important to have the students Hunt the Good Stuff on a regular basis. It is recommended that Hunt the Good Stuff be conducted and shared prior to the start of every lesson, time permitting.

Workbook Activity (p. 8):
Make it Personal

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?

53

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Record your own notes here:

Resilience Training for Teens,
Unit 3: Goal Setting

Rationale: Goal Setting, when done correctly, can result in more optimal performance, sustained motivation, and increased effort and persistence. This model of goal setting is effective because it enhances mental toughness by accounting for thoughts and beliefs that can hinder goal achievement.

Objective: Introduce students to critical components of the Goal Setting process and practice the skill so it can be used independently to plan for achieving personal and educational goals.

Unit Overview and Recommended Timing:
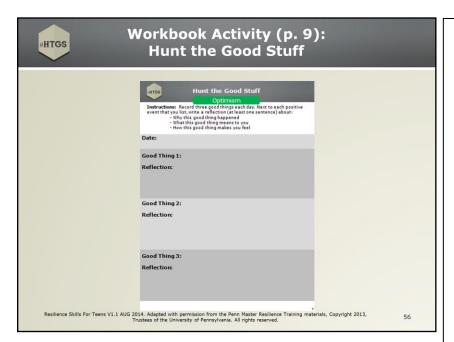
Skill: Introduce Goal Setting	5 mins
Hook: Students make a Goal List*(LT)	5 mins
Activity: (1) Students choose a goal to work with: What's my goal?*(LT) (2) Students visualize success*(LT) (3) Students write down steps to make it happen*(LT) (4) Students create an obstacle game plan*(LT) (5) Students pick their first step they are going to take*(LT) (6) Students make their goal real *(LT)	30 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

Goal Setting
Key Terms

Goal Setting

A process to deliberately energize, direct, and sustain behavior to ensure progress toward a goal

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

#HTGS

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:

56

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Goal Setting

Self-regulation

57

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. This skill is about planning and staying committed to goals.
2. Goal Setting builds Self -regulation.

What Are Your Goals?

- What do you want to achieve in your life?

- What do you want to be really good at?

Trainer Instructions:
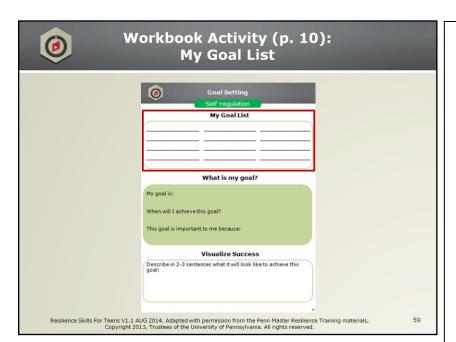
Skill

1. Goal Setting facilitates resilience by giving us a process for planning to achieve our goals, which allows us to grow and thrive.
2. When thinking about goals, these questions on the slide are important to consider.

Key Points:
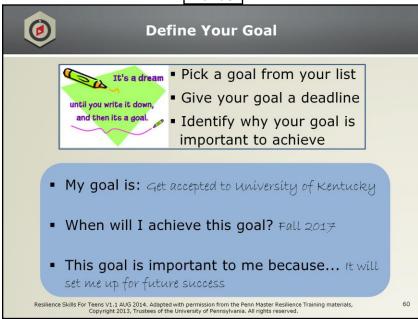
1. Goal Setting is difficult but essential. You will set several goals throughout your lifetime.
2. It is important to know what your goals are and think about them on a daily basis.

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:

59

Trainer Instructions:

Hook (Low Tech)

1. Have participants individually brainstorm and write down the goals they would like to achieve. Provide sample categories such as family, vacation, career, etc., if necessary.
2. Prompt students to consider the questions on the previous slide.

Define Your Goal

It's a dream until you write it down, and then its a 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*

Record your own notes here:
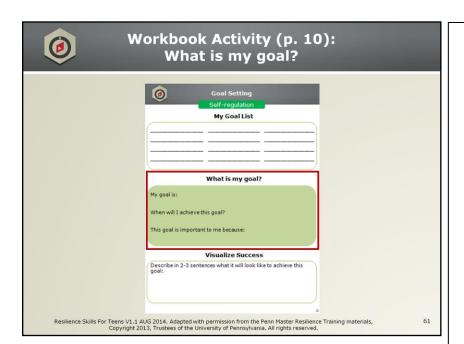
Trainer Instructions:

1. You have to know your goal before you can make a plan for it.
2. Review example on the slide.

Key Points:

1. Writing a date you want to achieve your goal by gives you less time and room to procrastinate, even though the date may change later.
2. Identifying why a goal is important to you helps to energize you and keeps you motivated throughout the goal setting process.

**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:

Trainer Instructions:

Activity (Low Tech)
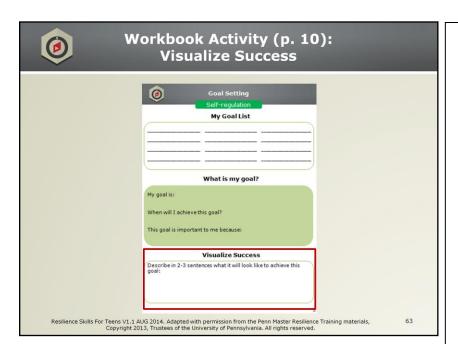
1. Have students pick a goal from their Goal List, a date they will achieve it by, and explain why it is important to them.
2. Have students turn to someone near them and share their goal OR have a couple students share at the large group level.

Visualize Your Success

- What does it look like to achieve your goal?

Trainer Instructions:

1. Once you have your end state in mind, think about what it will be like to achieve your goal. What are the benefits of getting to your final destination?
2. Review example (images) on the slide.

Key Points:

1. Visualizing success gives us energy and motivates us.
2. You should visualize success regularly.

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Give students 1-2 minutes to visualize what it will look like and what the benefits will be when they achieve their goal.
2. Next, instruct students to write 2-3 sentences of what it would look like to achieve their goal.
3. Have a couple students share how they visualize their success.

63

Record your own notes here:

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

64
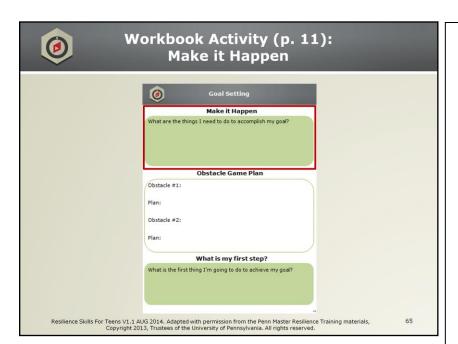
Trainer Instructions:

1. When setting goals it is important to have a plan. Consider this a "to-do" list to reach your goal.
2. Completing these accomplishments will move you closer to reaching your goal.
3. Review example on the slide.
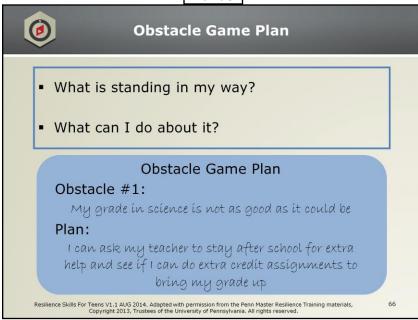
Key Points:

1. Indicate what work you need to start doing to achieve your goal.
2. Successful goal setting takes a deliberate plan.

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?

Trainer Instructions:

Activity (Low Tech)
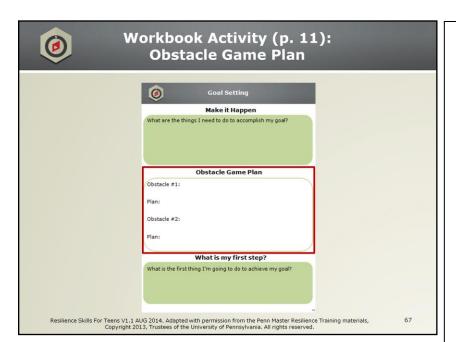
1. Have students write down at least five things they need to do to reach their goal.
2. Have a couple students share what they need to accomplish in order to reach their goal.

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

66

Record your own notes here:

Trainer Instructions:

1. Explain the importance of identifying obstacles you may face with your goal and having a plan to deal with those obstacles.
2. Review example on the slide.

Key Points:

1. Knowing potential obstacles helps you come up with your Goal Setting plan.
2. Because obstacles are an inevitable part of pursuing goals, maintaining motivation requires planning for obstacles that we can expect to face.

66

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?

Trainer Instructions:

Activity (Low Tech)

1. Have students identify two obstacles they may face as they pursue their goal and develop a plan for overcoming those obstacles.
2. Have a couple students share an obstacle and their plan for overcoming it.

Record your own notes here:

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.

SUCCESS

68

Trainer Instructions:
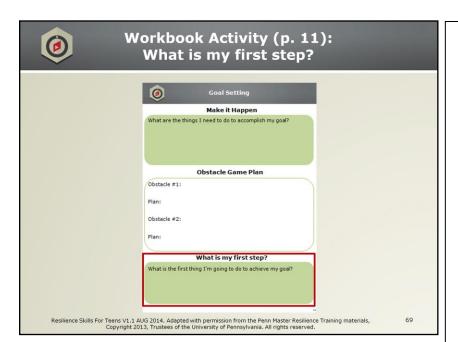
1. Explain the importance of putting a goal into action and taking the first step.
2. Review example on the slide.

Key Points:

1. If you really want to achieve the goal you set for yourself, you should do something each day to move you closer to your goal, even if it's a small step. Your first step gets this process going.

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?

69

Trainer Instructions:

Activity (Low Tech)
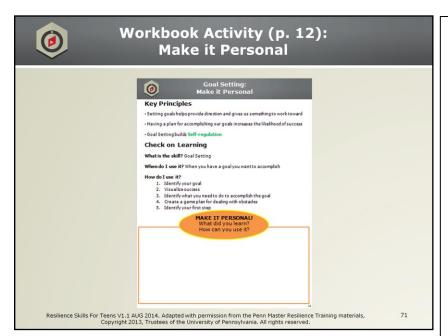
1. Have students identify the first thing they are going to do to reach their goal. Instruct students to try to be specific (e.g., look up 5 colleges this weekend, practice free throws for one hour this weekend, set up an appointment with my guidance counselor next week, etc.).
2. Have a couple students share their first step.

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?

EARLY DECISION CLASS OF 2017

ACCEPTED

70

Trainer Instructions:

Activity (Low Tech)

1. Give students time to make their goal come to life. The goal of this activity is for students to find/create images that relate to their goal. Some options include:
   - Bring in magazines or have students bring in magazines to clip out pictures that relate to their goal
   - Have students draw a picture related to their goal
   - If the students have laptops, allow them to search for images related to their goal
2. Discuss with students ways they can remind themselves of their goal every day (e.g., change their computer/phone background, set reminders on phone, write goal on bathroom mirror, etc.).
3. Discuss with students where they can post their goal (e.g., locker, bedroom mirror, athletic equipment, etc.).

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?

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 4: ATC

Rationale: The ATC Model, originally developed by Dr. Albert Ellis, highlights the link between Thoughts and Emotions/Reactions. You use the ATC model to identify the Activating Event, your Heat-of-the-Moment Thoughts, and the Consequences your Thoughts generate.

Objective: Identify your Thoughts about an Activating Event and the Consequences of those Thoughts so you can have greater control over your Emotions and Reactions.

Unit Overview and Recommended Timing:

Skill: Introduce the ATC model: Activating Events – Thoughts – Consequences	5 mins
Hook: (1) Students complete math test ATC example*(LT)	5 mins
Activity: (1) Generate a list of Activating Events in the Participant Guide*(LT) (2) Generate a personal basic ATC in the Participant Guide*(LT) (3) ATC Relay Game (HT) (15 min) (5) Complex ATC Practice Participant Guide Activity & Reflection (LT)	25 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

ATC
Key Terms

Activating Event The "A" in the ATC model; the who, what, when, where; a situation (challenge, adversity, or positive event) that triggers Thoughts, Emotions, and Reactions
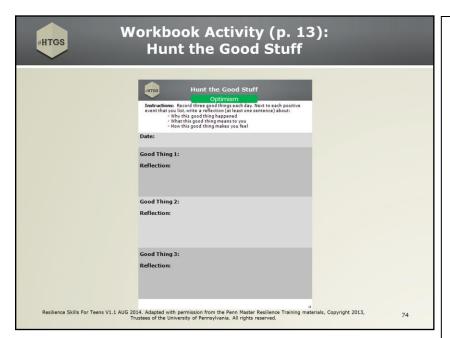
Thoughts The "T" in the ATC model; what you say to yourself in the heat of the moment during an Activating Event

Consequences The "C" in the ATC model; Emotions and Reactions that are driven by Thoughts about an Activating Event
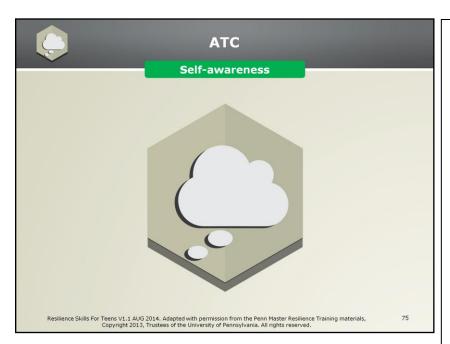
Workbook Activity (p. 13): Hunt the Good Stuff

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:

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

ATC

Self-awareness

75

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. ATC is all about how our thoughts impact us.
2. ATC builds Self-awareness.

Record your own notes here:

Trainer Instructions:
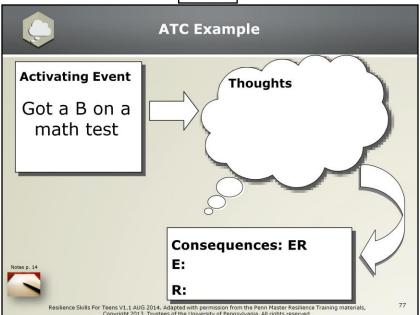
Skill

1. Review the ATC model (note that the slide builds). Provide examples of each part of the ATC model.

   • **Activating Event:** Describe how an Activating Event is the who, what, when, and where, just the facts. Underscore that AEs can be a large adversity (death of someone you care about) or a minor issue (being grounded). Indicate that Activating Events can also be positive (graduation; winning a game). Ask students to write SOMETHING THAT HAPPENED TO YOU in their Participant Guide.

   • **Thoughts:** Underscore that these are our Heat-of-the-Moment Thoughts, or what we say to ourselves immediately following an Activating Event. Emphasize that Thoughts drive immediate Consequences and can be helpful or unhelpful. Ask students to underline HEAT OF THE MOMENT and write UNCENSORED in their Participant Guide.

   • **Consequences:** Cs are Emotions and Reactions: what we **feel** and **do** in reaction to our Thoughts about an Activating Event. Underscore that Emotions are feelings and Reactions are behaviors. Emphasize that Reactions can be what you do **and** what you don't do (e.g., avoiding a person or situation). Ask students to write WHAT YOU FEEL and WHAT YOU DO in their Participant Guide.

   • Emphasize that thoughts (not the AE) drive consequences. Have students write THOUGHTS DRIVE CONSEQUENCES in their Participant Guide.

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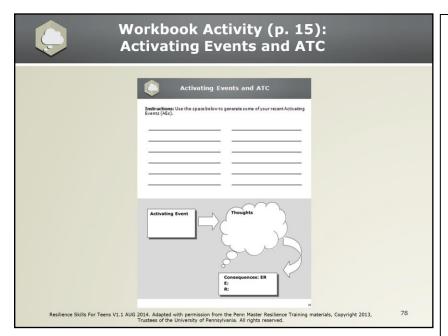
Trainer Instructions:

Hook (Low Tech)

1. Use the slide to guide students through an ATC example. Have them complete the basic ATC model in their Participant Guide.
2. Ask students to generate a Thought they would have about this Activating Event.
3. Ask students to generate the Emotions and Reactions that will follow from the Thought.
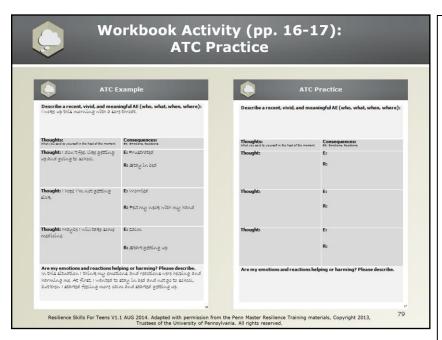
Key Points:

1. Although it often feels like our Emotions and Reactions (Consequences) are driven by the situation itself (the Activating Event), in fact, our Consequences are driven by what we say to ourselves (our Thoughts) about the Activating Event.
   • One student could think, "Woohoo, I did awesome!" while another student could think, "I did awful, I should have gotten an A." These Thoughts lead to completely different Consequences depending on the individual.

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:

Trainer Instructions:

Activity (Low Tech)
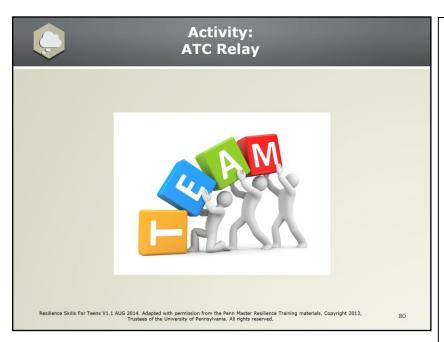
1. Refer students to their Participant Guide.
2. Have students write down a variety of recent Activating Events.
3. Remind students that Activating Events can be positive, negative, big, or small.
4. Get a sample of Activating Events from students.
5. Have students chose an Activating Event from their list to work through the basic ATC model at the bottom of the page.
6. Have a couple students share their ATC.

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	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.

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Record your own notes here:

Trainer Instructions:

[This activity is optional depending on time.]

Activity (Low Tech)

1. Refer students to their Participant Guide.
2. Inform students that we often have more than one Heat-of-the-Moment Thought about the AE.
3. Use the completed example in the Participant Guide to set up this activity.
4. Students will start by describing the AE in a sentence that includes just the facts. Students should chose an AE from the list they created.
5. Then, students complete each T-C couplet, including their Heat-of-the-Moment Thoughts and the Emotions and Reactions driven by those Thoughts. It is okay to capture the Emotions and Reactions before the Thoughts if they are more obvious or memorable to the participant.
6. After completing the ATC sections, students will think about whether their Emotions and Reactions were helpful or harmful and write a few sentences about what they discovered.
7. Following the activity, ask a couple students to share their example.
8. Discuss with students the importance of describing if Emotions and Reactions are helping or harming.

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Trainer Instructions:

Activity (High Tech)
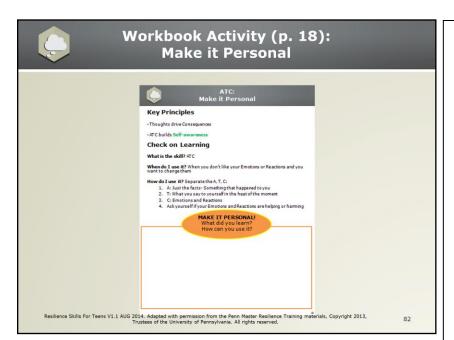
Note: This activity takes approximately one hour to prepare. More specific directions can be found in the Activity Appendix.

1. Conduct the ATC Relay Game. Allow 15 minutes for this exercise (relay and debrief)
2. Split class into **teams of four or five students**, depending on class size.
3. Each team will be assigned a **color-coded ATC game board** located at the front of the room as well as a mixed stack of **28 Activating Events, Thoughts and Consequences** (Emotions and Reactions) index cards. The A-T-C cards will match the color of the team's game board.
4. Student will compete against their teammates in a **five minute team relay** to demonstrate the skill of A-T-C.
5. Each team will have to **accurately place** as many **A-T-C cards** on their board as possible in **FIVE** minutes.
6. Teams will send **one team member at a time** to the front of the room to **draw one A-T-C card** and place it in the appropriate category (A, T, or C) on the magnetic board. Team members **may not ask for help** from their teammates.
7. Once a team member places a single A-T-C card on the board, they should **return to their seat**. Only then can the next team member proceed to the front of the room to draw the next card.

Trainer Instructions:

8. Once the student places the A-T-C card on the board under A, T, or C, it **may not be moved by any subsequent player** to approach the board.
9. At the end of five minutes, tally the score for each team (e.g., 2 points for each correct card, -1 point for each incorrect card).
10. Debrief the activity.

Key Points:

1. When using the skill of ATC, it is important to separate the A, T, and C.

Record your own notes here:

Workbook Activity (p. 18): Make it Personal

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Record your own notes here:

Resilience Training for Teens, Unit 5: Energy Management

Rationale: Energy levels impact our ability to perform in our personal and professional lives. Effectively managing our energy is possible but requires deliberate and diligent effort. Deliberate Breathing is a tool that, when used regularly, allows you to manage energy levels and facilitate optimal performance.

Objective: Modulate energy to a level that is appropriate for the task-at-hand and that allows for optimal performance.

Unit Overview and Recommended Timing:
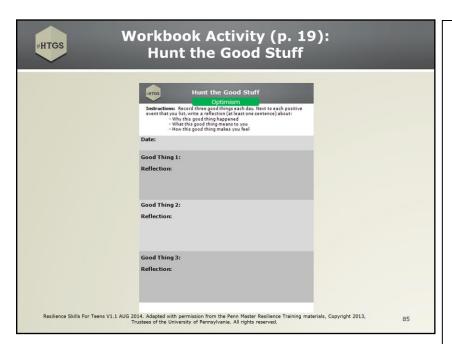
Skill: Introduce Energy Management	5 mins
Hook: N/A	0 mins
Activity: (1) Control the Controllables *(LT) (2) What About My Nerves * (LT) (3) Deliberate Breathing Practice (Body, Mind, Emotions) *(LT) (4) Times students can use Deliberate Breathing *(LT)	35 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**45 mins**

Energy Management
Key Terms

Deliberate Breathing   A skill used to regulate energy levels with the intent to be efficient and effective under any circumstance; requires deliberate control of rhythmic breathing, thoughts, and consequences
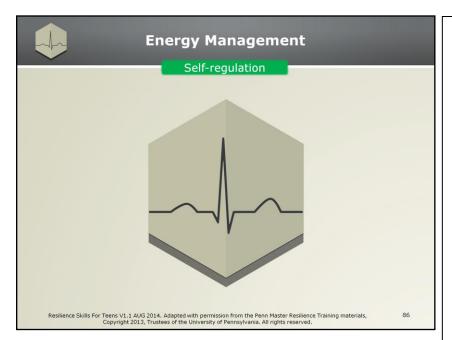
Record your own notes here:

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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Energy Management

Self-regulation

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

Skill

1. Energy Management is about regulating energy levels deliberately in order to perform better, more consistently, as well as deal effectively with stress.
2. Energy Management builds Self-regulation.

Record your own notes here:

Trainer Instructions:

1. Stress impacts our energy level.
2. Resilient individuals focus their energy on what they can control and influence and accept the things they cannot control.
3. Ask students how controlling our thoughts can manage our energy.
4. Tie controlling thoughts to the skill of ATC (i.e., because Thoughts drive Consequences, by controlling our thoughts we can influence how our body reacts).

Key Points:

1. By identifying what we can change, and what we can't, we can develop a strategy to deal with those things we can change, and learn to live with those things we can't change.
2. By developing a strategy for dealing with what we can control, we empower ourselves to manage those things we can change in an effective way.
3. We can manage our energy by controlling our thoughts.

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Workbook Activity (pp. 20-21): Control the Controllables

Control the Controllables Example
Self-regulation
What is stressing you out?

	B L		B L
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 / **Uncontrollable**

Big Deal:
Taking driving test / No homecoming date
Fighting with Jill / Parents fighting
/ Dad deploying soon
Take action to fix the problem / Work to change how you think about it

Little Deal:
Math homework / School starts too early
Basketball practice /
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:
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?

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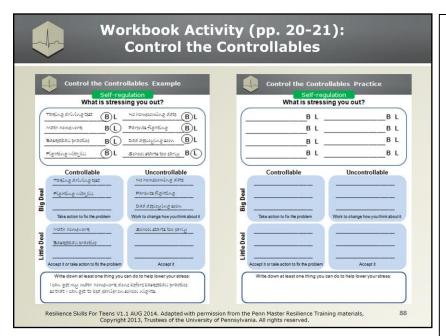
Trainer Instructions:

Activity (Low Tech)

1. Refer students to the Participant Guide. This activity will bring the concept into the students' personal worlds, and allow them to develop strategies to deal with stress.
2. Use the complete example in the Participant Guide to instruct students on how to complete the activity.
3. Have students make a list of the things that are stressing them out. Give students some examples to consider and prompt students to include both positive and negative things (e.g., math homework, curfew, basketball practice, fighting with friends, finding a homecoming date).
4. Students then circle the "B" if they consider the stressor a "BIG DEAL" and the "L" if they consider the stressor a "LITTLE DEAL."
5. Students then decide if their stressors are "CONTROLLABLE" or "UNCONTROLLABLE" and place them into quadrants.
6. Review the strategies for dealing with each quadrant (i.e. take action to fix the problem, work to change how you think about it, accept it).
7. Have each student write down at least one thing they can do to lower their stress.
8. Ask a couple students to share their strategy to lower stress with the class.

Key Points:

1. Taking control of your stress through actions and thoughts will help manage your energy.

Record your own notes here:

What About My Nerves?

Does Frank look ready to perform?

Frank's "symptoms" are actually getting him ready to go!

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

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

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

Record your own notes here:

Trainer Instructions:

1. Ask students if Frank looks ready to perform.
2. Ask for some of Frank's symptoms of nervousness. Potential answers include sweating, shaking, tension, butterflies, etc.
3. Explain the three symptoms of nervousness on the slide (slide builds). If students brought up other symptoms of nervousness, address those as well:
   • Dry Mouth: We get dry mouth because our saliva turns off so that energy used for digestion can be used to help us perform.
   • Rapid Breathing: We breathe more quickly to get more oxygen to our brain and body.
   • Increased Heart Rate: Our heart rate increases to get oxygen to our brain and muscles faster.
   • Digestive System: We feel nauseous or sick because our digestive system shuts down so we can use that energy to perform.

Key Points:

1. When we want to perform well our bodies start changing to set us up for success; nerves help us.
2. We often convince ourselves that nerves are bad and those Thoughts hurt our performance; remember Thoughts drive Consequences.

Workbook Activity (p. 22): What About My Nerves?

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?

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Students identify two situations that make them nervous, followed by what they feel like when they get nervous. Prompt students to think about the physical reactions (like Frank) that happen to them.
2. Next, students identify Thoughts they can tell themselves when they get nervous to help them remain confident and perform (i.e., how they will reinterpret their nerves).
3. Get a few students to share how they will reinterpret their nerves.

Key Points:

1. Experiencing nerves is our bodies' way of telling us we are ready to perform.
2. Taking control of our Thoughts will help us to perform and not let nervous symptoms, and our Thoughts about them, take control.

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Record your own notes here:

Trainer Instructions:

Note: Teach each fundamental one by one. This slide includes 3 activities (one for each fundamental).

1. Segue into Deliberate Breathing as a technique to help you perform, deal with stress, and manage energy.
2. The difference between breathing and Deliberate Breathing is the use of 3 fundamentals.
3. Instruct students to place one hand on their stomach and one on their chest. Have students take 3 deep breaths while paying attention to which hand is moving the most. Show of hands:
   • Whose hand on their chest moved the most?
   • Whose hand on their stomach moved the most?
   • Who had both hands move?
4. Inform students that we want the hand on our stomach moving more because it means we are breathing more deeply and getting more oxygen. This brings us to our first fundamental.
5. Build slide to reveal first fundamental: CONTROL YOUR BODY.
   • Breathe low, into your diaphragm, to get a more complete breath. You should feel your stomach expand when you inhale and deflate when you exhale.
   • It is recommended to breathe with a 5-5 cadence (5 sec. inhale, 5 sec. exhale). If that's difficult try 4-4. The goal is to breathe with a rhythm (length of inhale matches exhale).

Trainer Instructions:
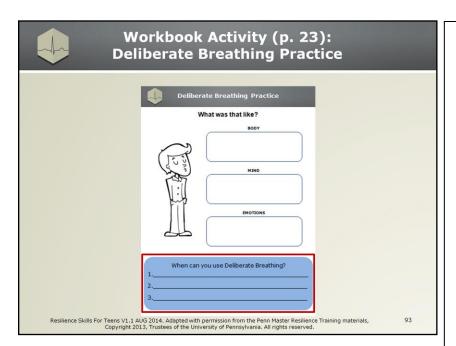
6. <u>Activity #1 (Low Tech)</u>
- To breathe most efficiently, sit up straight and uncross your legs and arms (to facilitate circulation).
- Instruct students to breathe with a 5-5 cadence. Count the first few cadences for the students. Then allow students to continue for 1 minute.
- Following the activity, have students record their experience in the BODY box in their Participant Guides. Prompt students to include what their body felt like, what their mind felt like, and what emotions they experienced.

7. Build slide to reveal second fundamental: CONTROL YOUR MIND.
   - It is important to focus your mind by narrowing your attention. We do this by picking a target to stare at and repeating a cue word of choice over and over (i.e., relax, calm, focus).

8. <u>Activity #2 (Low Tech)</u>
- Instruct each student to pick a target to stare at and a cue word they can repeat as they breathe. Allow students 1 minute to practice this technique.
- Following the activity, have students record their experience in the MIND box in their Participant Guides. Prompt students to include what their body felt like, what their mind felt like, and what emotions they experienced.

9. Build slide to reveal third fundamental: CONTROL YOUR EMOTIONS.
   - Depending on the intent of the breathing, performance or relaxation, prime an emotion that is going to help you (i.e., gratitude may help you relax, excitement may help you sprint).
   - Prime emotions with thoughts because Thoughts drive Consequences (i.e., choose a thought that will help you feel a certain emotion). You can also recall a memory and use imagery (visualization) to help create/recreate an emotion.

10. <u>Activity #3 (Low Tech)</u>
- Instruct students to pick an emotion they want to experience and use their thoughts and images to prime the emotion. Allow students to continue for 1 minute.
- Following the activity, have students record their experience in the EMOTION box in their Participant Guides. Prompt students to include what their body felt like, what their mind felt like, and what emotions they experienced.

11. Following the 3 activities, get a couple students to share their experience at the group level.

Record your own notes here:

Workbook Activity (p. 23):
Deliberate Breathing Practice

Deliberate Breathing Practice

What was that like?

BODY

MIND

EMOTIONS

When can you use Deliberate Breathing?
1._____
2._____
3._____

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Trainer Instructions:

Activity (Low Tech)
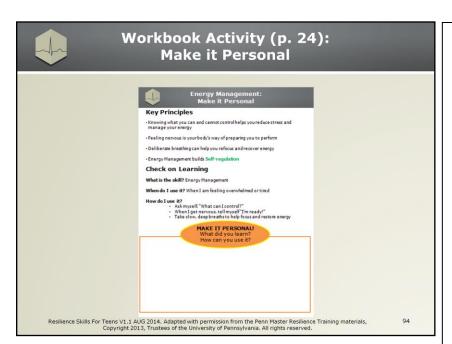
1. Students record times they can use deliberate breathing (e.g., during a test, before shooting a free throw, when their parents are lecturing them, etc.).
2. Get a few students to share when they will use Deliberate Breathing.

Key Points:

1. Deliberate Breathing is a self-regulation technique that includes physical, mental, and emotional components which, together, produce an immediate physical benefit.
3. The goal of this technique is to work towards gaining control over our Thoughts, Emotions, and physical Reactions all at once.
4. Deliberate Breathing is a skill that should be used daily to manage energy.

Record your own notes here:

Record your own notes here:

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?

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 6: Avoid Thinking Traps

Rationale: Drs. Aaron Beck and Martin Seligman identified common patterns in thinking that are problematic, particularly when under stress. These Thinking Traps undermine mental toughness and performance and lead to an inaccurate understanding of the situation. You can use the Mental Cues and Critical Questions to avoid the Traps and to see the situation more accurately.

Objective: Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

Unit Overview and Recommended Timing:

Skill: Describe the common Thinking Traps and the Mental Cues and Critical Questions students can use to avoid them	10 mins
Hook: (1) Paul Potts Video (HT) (2) "Them, Them, Them" demonstration*(LT)	10 mins
Activity: (1) Name That Trap in Participant Guide*(LT) (2) Avoid Thinking Traps exercise in Participant Guide (LT)	20 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their lives*	5 mins
TOTAL	**45 mins**

Avoid Thinking Traps
Key Terms

Thinking Traps

Overly rigid patterns in thinking that can cause people to miss critical information about a situation or an individual
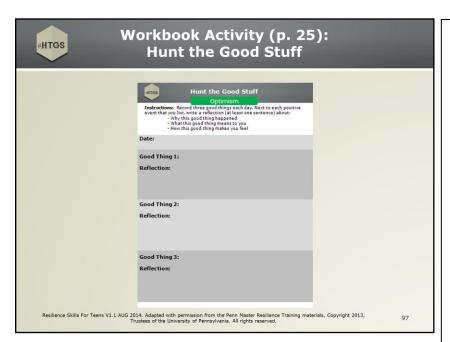
Mental Cues

Words or phrases that remind you what you need to do to get out of a Thinking Trap.

Critical Questions

Specific questions that help avoid Thinking Traps and broaden awareness of important information
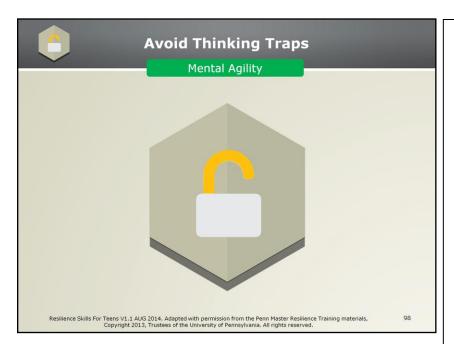
Workbook Activity (p. 25): Hunt the Good Stuff

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:

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Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Avoid Thinking Traps

Mental Agility

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:
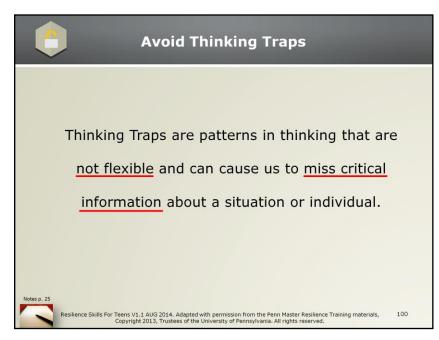
1. Sometimes we fall into traps with our thinking.
2. Avoid Thinking Traps builds Mental Agility.

ATC Model and Thinking Traps

Activating Event
The trigger: positive, negative, big or small

Thoughts
Your interpretations of the Activating Event; what you say to yourself
❑ **Jumping to Conclusions**
❑ **Mind Reading**
❑ **Me, Me, Me**
❑ **Them, Them, Them**
❑ **Always, Always, Always**
❑ **Everything, Everything, Everything**

Consequences: ER
E: Emotions
R: Reactions

Trainer Instructions:

1. Explain that Thinking Traps occur in the heat of the moment and are a part of our Thoughts in the ATC model.
2. Point out that because Thinking Traps are Thoughts, they drive our Consequences.

Key Points:

1. Thinking Traps are Thoughts in the ATC model.
2. Thinking Traps affect our Cs (Emotions, Reactions).
3. Thinking Traps can be difficult to change if you do not work at it.

Record your own notes here:

Avoid Thinking Traps

Thinking Traps are patterns in thinking that are

not flexible and can cause us to miss critical

information about a situation or individual.

Notes p. 25

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Trainer Instructions:
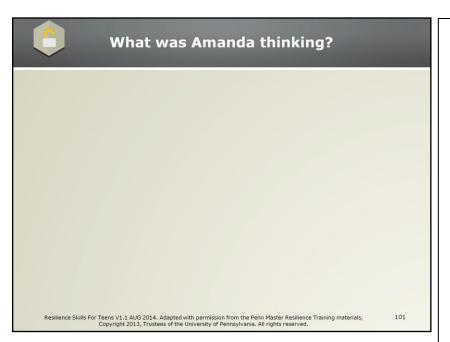
Skill

1. Review the definition of Thinking Traps.
2. Instruct students to underline key words NOT FLEXIBLE and MISS CRITICAL INFORMATION in their Participant Guide.
3. Ask students what can happen when our thinking is not flexible and we are missing critical information.

Key Points:

1. Thinking Traps are common, we all fall into them.
2. Thinking Traps happen when our thinking is not F.A.T. (flexible, accurate, thorough).

Trainer Instructions:

[This hook is optional]

Hook (High Tech)

1. (Video--"Paul Potts").
   • Prebrief: Ask students to think about the following questions as they watch the video:
      • What was Amanda's (the female judge) initial thought about Paul Potts, and did it change by the end of the clip?
      • What was Amanda's more general belief, and did it change by the end of the clip?

Trainer Instructions:

2. Debrief :
   - Ask students: What were the judges' initial beliefs about Paul Potts? Did their beliefs change?
   - Note that most students will agree that Amanda's specific initial thought about Paul Potts changed by the end of the video. She would agree that he can sing opera. However, Amanda's general belief "people who look like that cannot sing opera" did not change.
   - Explain that the evidence that Amanda's general belief did not change is that she made 2 comments about the singer: that he is a "lump of coal turning into a diamond" and a "frog that will turn into a prince." Finding an "exception to the rule" does not mean that the underlying belief has changed.
   - Point out that Amanda's experience of not changing her basic belief is common for most of us. It is hard to change our beliefs, and the stronger the belief, the harder it is to change.
   - Tell students that we will now look at Thinking Traps and these are difficult to change because, like Amanda's belief, they are strong patterns in how we think.

Key Points:

1. Thinking Traps are rigid patterns in thinking that are hard to change.
2. "Exception to the rule" makes it difficult to change beliefs.

Record your own notes here:

Common Thinking Traps

Your friend tells you that he saw your girlfriend talking to someone else at a party. You think to yourself, "She is cheating on me."

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

Mental Cue: Slow down

Critical Question: What is the evidence for and against my thoughts?

Notes p. 26

Record your own notes here:

Instructor Notes:

1. Read the scenario. (Note that the slide builds). Review the Thinking Trap and read the definition.
2. Instruct students to underline key words CERTAIN and LITTLE OR NO EVIDENCE in their Participant Guide.
3. Point out that people who jump to conclusions are often impulsive in their emotions and reactions.
4. Ask for a show of hands: How many of you have fallen into the Jumping to Conclusions Thinking Trap?
5. Review the Mental Cue and Critical Question and explain their use to get out of a Thinking Trap.
6. Instruct students to underline EVIDENCE FOR AND AGAINST.

Key Points:

1. Jumping to Conclusions is the *mother of all Thinking Traps*, which means that all Thinking Traps are some form of Jumping to Conclusions.

Common Thinking Traps

You text your best friend but he is not texting back. You think to yourself, "He's mad at me for not calling him last night."

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?

Notes p. 26

Record your own notes here:

Instructor Notes:

1. Read the scenario. (Note that the slide builds). Review the Thinking Trap and read the definition.
2. Instruct students to underline key words ASSUMING and EXPECTING in their Participant Guide.
3. Point out that Mind Reading blocks communication.
4. Ask for a show of hands: How many of you have fallen into the Mind Reading Thinking Trap?
5. Review the Mental Cue and Critical Question and explain their use to get out of a Thinking Trap.
6. Instruct students to underline EXPRESS and ASK.

Key Points:

1. The Thinking Trap of Mind Reading is common in close relationships.

Record your own notes here:

Common Thinking Traps

There are two seconds left in regulation. Your team is down by two and you're on the foul line. You make one of two free throws, and your team loses the game. You think to yourself, "It's all my fault. This was a big game and I lost it for us."

Me, Me, Me: **Blaming Yourself**
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?

Notes p. 26

Instructor Notes:

1. Read the scenario. (Note that the slide builds). Review the Thinking Trap and read the definition.
2. Instruct students to underline key words YOU, SOLE CAUSE and EVERY PROBLEM in their Participant Guide.
3. Point out that Me, Me, Me causes us to blame ourselves for everything. Instruct students to write BLAMING YOURSELF next to the Me, Me, Me definition in their Participant Guide.
4. Ask for a show of hands: How many of you have fallen into the Me, Me, Me Thinking Trap?
5. Review the Mental Cue and Critical Question and explain their use to get out of a Thinking Trap.
6. Instruct students to underline OTHERS AND/OR CIRCUMSTANCES.

Key Points:

1. It is important to look at all the possible contributing factors to a problem.

Record your own notes here:

Common Thinking Traps

You did poorly on a biology test. You think to yourself, "My teacher did not prepare me for that test one bit."

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

Mental Cue: Look inward

Critical Question: How did I contribute?

Notes p. 26
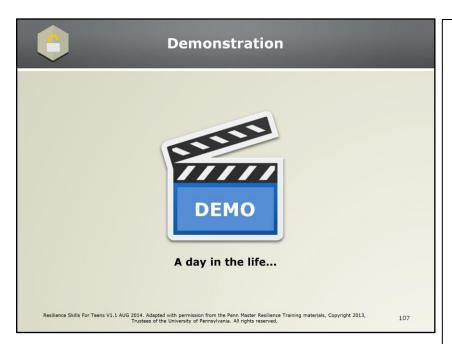
Instructor Notes:

1. Read the scenario. (Note that the slide builds). Review the Thinking Trap and read the definition.
2. Instruct students to underline key words OTHER PEOPLE OR CIRCUMSTANCES, SOLE CAUSE, EVERY PROBLEM in their Participant Guide.
3. Point out that Them, Them, Them causes us to point fingers. Instruct students to write BLAMING OTHERS next to the Them, Them, Them definition in their Participant Guide.
4. Ask for a show of hands: How many of you have fallen into the Them, Them, Them Thinking Trap?
5. Review the Mental Cue and Critical Question and explain their use to get out of a Thinking Trap.
6. Instruct students to underline I.

Key Points:
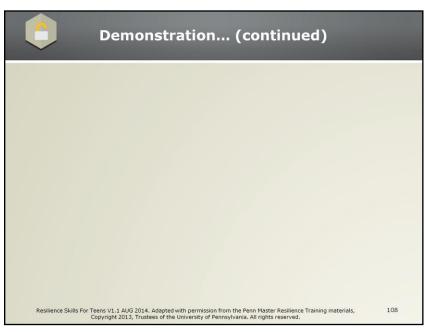
1. It is important to stop placing blame and take responsibility for how you may have contributed to the problem.

A day in the life...

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Trainer Instructions:

Hook (Low Tech)

1. You will demonstrate how Thinking Traps can influence us.

2. Prepare sticky notes with **situations and thoughts listed on the following page** ahead of time. Use two different colors—one for the more positive interpretation (i.e., Thought A) and one for the "Them, Them, Them" interpretation (i.e., Thought B).

3. In advance, each pair of sticky notes should be placed next to each other across the front row of tables in the training room with some space between each pair of notes.

4. Explain that you will demonstrate a day in the life of a Them, Them, Them thinker.

5. First read the situation, e.g., "I get up in the morning and I can't find my science book." Then, hold up the corresponding Thought A sticky note and say, "I could think to myself..." followed by the Thought A text for that situation. Then hold up the Thought B sticky note and say, "or I could think to myself…". After reading both Thoughts, hold up both sticky notes, asking students, "If I am a Them, Them, Them thinker, which color sticks to me (naming colors)?"

6. Place the Thought B sticky note somewhere on your shirt and follow the same pattern throughout the rest of the story. You should have six sticky notes attached to you by the end (all Thought Bs and all the same color sticky notes).

7. Continuing the story, when you arrive home and someone asks you how your day was, you explain all of the Thought B interpretations. Sticky notes should be taken off and read one by one as you retell the story of your day.

Record your own notes here:

Trainer Instructions:

1. The chart below lists the situations and thoughts to be put on sticky notes and used in the "Them, Them, Them" demonstration, as described on the previous page.

Situation	Thought A	Thought B
I get up in the morning and I can't find my science book.	I need to be more organized.	People are always moving my stuff.
Late to school. I walk in and 1st period teacher says, "thanks for joining us today."	I shouldn't be late, no excuse.	Get off my case, geeze!
In 2nd period, I get an English paper back and I got a C.	I need to work harder and not procrastinate.	Stupid teacher grades so hard. She's on a power trip.
In 4th period I get in trouble for talking to a friend.	I should be paying attention in class.	Can't my friend stay quiet for once? He is always getting me in trouble.
Later that night, we lose our basketball game.	I've gotta contribute more, I have been slacking at practice.	I'm stuck with a lousy team. They are always giving up.
At home, I get into an argument with my boyfriend/girlfriend on the phone.	I wasn't listening. There are two sides to every story.	Dramatic much? He/she is bringing me down.

Key Points:

1. Emphasize how, at the end of the day, this person is more of a Them, Them, Them thinker. Think about how many sticky notes they would have in a week, a year, ten years…

2. Point out that these thoughts started out as choices but ended up as facts – reinforcing the pattern in his/her thoughts.

3. We often fall into a pattern with these Thinking Traps.

Record your own notes here:

Trainer Instructions:

1. Point out that all Thinking Traps are bad, but the next two we will discuss are the most toxic. Instruct students to write TOXIC DUO above the Always, Always, Always and Everything, Everything, Everything box in their Participant Guide.

2. Read the scenario. (Note that the slide builds). Review the Thinking Trap and read the definition.

3. Instruct students to underline key words UNCHANGEABLE and LITTLE OR NO CONTROL in their Participant Guide.

4. Point out that this Thinking Trap refers to time, meaning that the bad thing is here to stay, it will never get better. Have students write TIME next to Always, Always, Always in their Participant Guide.

5. Ask for a show of hands: How many of you have fallen into the Always, Always, Always Thinking Trap?

6. Emphasize that this is one of the most toxic Thinking Traps because it leads to helplessness and hopelessness – causes someone to give up.

7. Review the Mental Cue and Critical Question and explain their use to get out of a Thinking Trap.

8. Instruct students to underline CHANGEABLE and CONTROL.

Key Points:

1. Identifying where you have control is critical to resilience.

Common Thinking Traps

You did poorly on your ACT. You think to yourself, "I'm so stupid. If I can't even do well on this lousy test, how will I ever make it in the real world!"

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

or   **Domino Effect**

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?
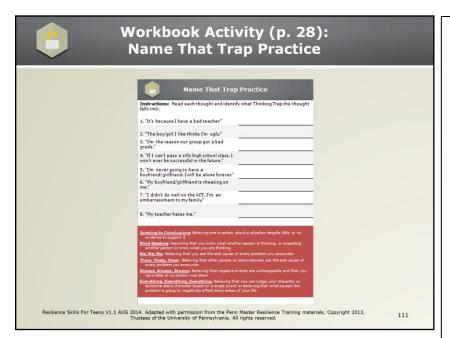
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Record your own notes here:

Trainer Instructions:

1. Read the scenario. (Note that the slide builds). Review the Thinking Trap and read the definition.
2. Point out that there are two parts to this Thinking Trap.
3. Instruct students to underline key words JUDGE YOUR CHARACTER OR SOMEONE ELSE'S CHARACTER, SINGLE EVENT, NEGATIVELY AFFECT MANY AREAS in their Participant Guide.
4. Point out that this Thinking Trap impacts all aspects of one's life. Instruct student to write DOMINO EFFECT next to Everything, Everything, Everything in their Participant Guide.
5. Ask for a show of hands: How many of you have fallen into the Everything, Everything, Everything Thinking Trap?
6. Emphasize that this is one of the most toxic Thinking Traps, along with Always, Always, Always, because it leads to helplessness and hopelessness – causes someone to give up.
7. Review the Mental Cue and Critical Question and explain their use to get out of a Thinking Trap.
8. Instruct students to underline SPECIFIC BEHAVIOR and SPECIFIC AREA OF MY LIFE.

Key Points:

1. This Thinking Traps makes it hard for us to make changes and sort out problems.

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Introduce the "Name that Trap" activity in the Participant Guide.
2. Students will work in pairs, reading each Thought and recording which Thinking Trap each Thought falls into.
3. Review answers as a group.
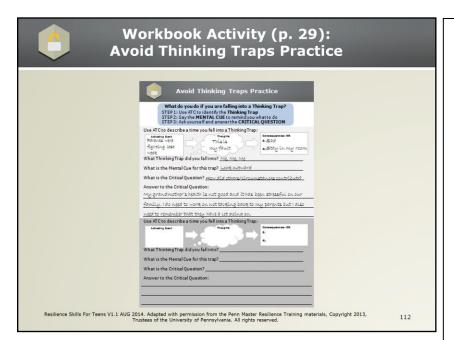
Key Points:

1. One Thought can fall into multiple Thinking Traps.
2. Not every Thought falls into a Thinking Trap.

Answer Key:

Note: Each thought may fit multiple Thinking Traps. If a student provides an alternative, have them make a case for what they chose.

1. Them, Them, Them
2. Mind Reading
3. Me, Me, Me
4. Everything, Everything, Everything
5. Always, Always, Always
6. Jumping to Conclusions
7. Everything, Everything, Everything
8. Mind Reading
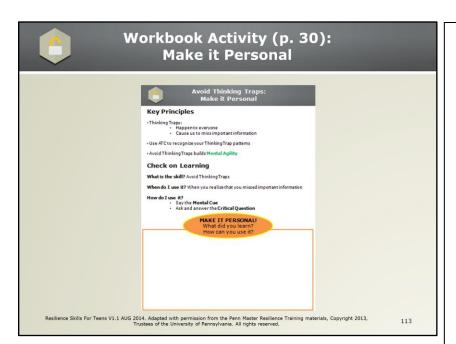
Workbook Activity (p. 29):
Avoid Thinking Traps Practice

Instructor Notes:

[This activity is optional]

Activity (Low Tech)

1. Use the example in the Participant Guide to instruct students on what they will be doing.
2. Students complete the ATC model to describe a time they fell into a Thinking Trap.
3. Students identify what Thinking Trap they fell into and record the Mental Cue and Critical Question for that particular Thinking Trap.
4. Students answer the Critical Question.
5. If time permits, have students share their personal example with a partner or get a couple examples from students at the group level.

Record your own notes here:

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Workbook Activity (p. 30):
Make it Personal

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?

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Record your own notes here:

Resilience Training for Teens, Unit 7: Detect Icebergs

Rationale: The skill of Detect Icebergs allows you to identify core beliefs or values and determine their usefulness. Core beliefs or values may be operating when an emotion or reaction seems out of proportion to what you're thinking in the heat of the moment.

Objective: Identify core beliefs and core values that fuel out-of-proportion emotions and reactions, and evaluate the accuracy and usefulness of these beliefs.

Note: This lesson is recommended for older age groups due to the complexity of the content; it can be considered optional when working with younger age groups. Additionally, time management for this lesson may be an issue due to the high volume of content.

Unit Overview and Recommended Timing:
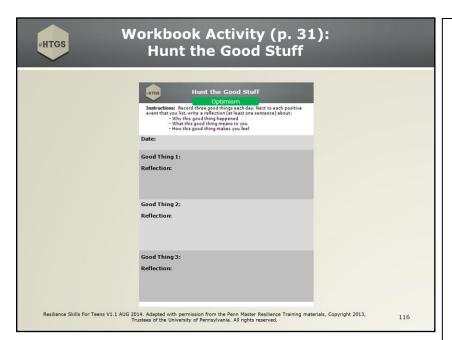
Skill: Describe the iceberg metaphor	5 mins
Hook: (1) Students capture their own Icebergs in the Participant Guide*(LT) (2) "Bad friend" and "Good friend" demonstrations* (LT)	5 mins
Activity: (1) Detect Icebergs class discussion using the Participant Guide*(LT) (2) Detect Icebergs example in Participant Guide*(LT) (3) Detect Icebergs practice in Participant Guide (LT)	30 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

Detect Icebergs
Key Terms

Icebergs   Core beliefs and core values that are usually connected to how we think the world "should" operate; assumptions we have about ourselves and others

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Detect Icebergs

Self-awareness

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. This is a skill that is used when your emotions and reactions don't make sense; they confuse you.
2. Detect Icebergs builds Self-awareness.

Detect Icebergs

Icebergs
- Core values = How things should be
- Core beliefs = How things are

Heat of the moment thoughts
Aware

Icebergs
Unaware

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Record your own notes here:

Trainer Instructions:

Skill

1. Explain that Icebergs include both core values and core beliefs. Core values are what one aspires to, or what one believes they, the world, and others "should" be. Instruct students to write HOW THINGS SHOULD BE next to core values in their participant guide.
2. Core beliefs are what one believes to be true about oneself, others, and the world, or the way it "is." Instruct students to write HOW THINGS ARE next to core beliefs in their Participant Guide.
3. Describe the metaphor of the iceberg picture as it applies to the skill of Detect Icebergs. Students should record the red text AWARE and UNAWARE in the Participant Guide.
4. The metaphor represents awareness; Heat-of-the-Moment Thoughts are in our awareness whereas Iceberg beliefs and values are often outside our awareness.
5. Tell students that Heat-of-the-Moment Thoughts are what we typically identify with the ATC model.
6. Tell students they are still forming their core values and core beliefs.
7. Make clear that Icebergs are not always bad, wrong, or in need of being changed.

Key Points:

1. Icebergs are not fully in our awareness, but we can learn to identify them.

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.
- ??

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Trainer Instructions:

1. Review the list with students and ask students to identify two or three other Icebergs.

Key Points:
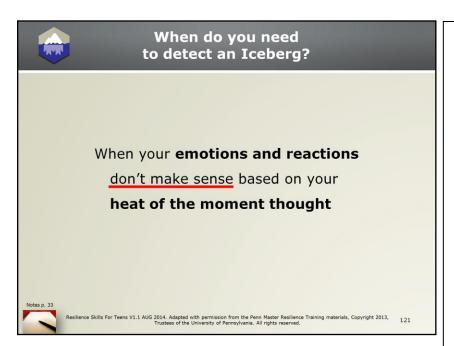
1. Icebergs are often broad rules for how the world SHOULD operate or how the world IS.
2. People have many different Icebergs, and it is important not to judge someone else's Icebergs.

Record your own notes here:

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Workbook Activity (p. 32): What are your Icebergs?

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?

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Trainer Instructions:

Hook (Low Tech)

1. Refer students to the Participant Guide.
2. Remind students that not all Icebergs are bad.
3. Encourage students to think about the values their family teaches them and movies or books they enjoy to help them come up with Icebergs.
4. Students write as many of their own Icebergs as they can.

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**

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Trainer Notes:

1. Tell students when they would need to detect an Iceberg.
2. Instruct students to underline DON'T MAKE SENSE in their Participant Guide.

Key Points:

1. Icebergs often need to be detected if your emotions and reactions don't make sense; they confuse you based on your Heat-of-the-Moment Thought.

Record your own notes here:

Does Sam need to detect an Iceberg?

AE (who, what, when, where): Sam's grade in science dropped to a C.	
Thoughts:	**Consequences:**
Sam thinks, "I need to do better."	E: Disappointed R: Asks teacher for extra credit opportunities

Trainer Notes:

1. Read the scenario on the slide.
2. Ask students if Sam needs to detect an Iceberg and if so, have them explain why.
3. In this example, explain that Detect Icebergs is NOT needed because Sam's emotions and reactions make sense based on her Heat-of-the-Moment Thought.

Key Points:

1. Not all strong emotions and reactions are driven by Icebergs. Sometimes our Heat-of-the-Moment Thoughts explain our strong emotions and reactions.

AE (who, what, when, where): Joe's parents told him he could not go to the basketball game with his friends.	
Thoughts:	**Consequences:**
Joe thinks, "I really wanted to go."	E: Intense anger R: Throws phone against the wall and breaks it

Record your own notes here:

Trainer Notes:
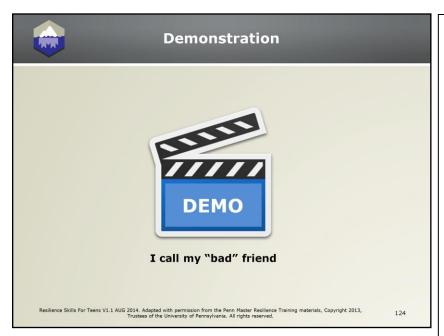
1. Read the scenario on the slide.
2. Ask students if Joe needs to detect an Iceberg and if so, have them explain why.
3. In this example, explain that Detect Icebergs <u>IS</u> needed because Joe's emotions and reactions don't make sense based on his Heat-of-the-Moment Thought.

Key Points:

1. The skill of Detect Icebergs may be helpful here so that Joe can understand why he reacted so strongly, and to evaluate his Iceberg.

Record your own notes here:

Trainer Instructions:

1. Complete this demonstration with someone playing the role of "bad friend."

2. Instructor describes the scenario:
   - "I have had a "D" average in science all year and really needed to bring it up. I studied for 5 hours and earned an "A" on the final exam. I was then called to the office for a meeting with the principal and my teacher and was accused of cheating."

3. Instructor walks through ATC:
   - **AE:** I was called to the principal's office and accused of cheating on my science final exam.
   - **T:** "I can't believe they think I cheated."
   - **E:** Enraged
   - **R:** Heart starts racing, teeth clenched, and begin to scream and yell at the teacher and principal.

4. Instructor asks students if the skill of Detect Icebergs is needed.

5. Call "bad friend" to the front of the room.

6. Follow "bad friend" script **on the following page**.

7. After the demonstration, ask students if this was an effective way to figure out the Iceberg. If not, have them explain why.

8. Point out "why" questions.

Trainer Instructions:

<u>"Bad friend" script:</u>

1. Instructor: So I'm in the office and all I keep thinking is, "I can't believe they think I cheated!"

2. Bad Friend: Why do they think you cheated?"

3. Instructor: Because they are stupid teachers who would never believe a student could do anything good.

4. Bad Friend: Yeah, they are so stupid, why do you think they never want anyone to just be good?

5. Instructor: Who even knows, I mean, they don't ever let anyone do ANYTHING, I mean, look at the dress code in this school, it's so strict, it's like they think we're little kids.

6. Bad Friend: Oh yeah, so true, why the heck is our dress code so strict?

7. Instructor: I don't even know, it's so stupid, it's like we can't even dress ourselves. They have so many stupid rules, it's so frustrating!

8. Bad Friend: Yeah really, why do they have so many stupid rules?

9. Instructor: Because they think we are BABIES! Man, I can't wait to graduate, this is so dumb. Thanks for the vent session, talk to you later.

Key Points:

1. Why questions lead to defensiveness and stay on the surface of the problem.

Record your own notes here:

How do you detect an Iceberg?

Use "What" questions to understand why you acted the way you did.

- <u>What's</u> so bad about that?

- <u>What's</u> the worst part of that?

- <u>What</u> bothers me the most about that?

- <u>What's</u> that mean to me?

Trainer Instructions:

1. Review the four "What" questions.
2. Underscore that "What" questions lead to curiosity, reflection, and openness, and "Why" questions lead to defensiveness and rationalization.
3. Highlight that the "What" questions on the slide are only sample questions. Any "What" questions are fine if they help guide the person deeper toward his or her Iceberg and do not keep the person focused on Heat-of-the-Moment Thoughts.
4. Explain that students should anchor each question with the last response. Repeat back exactly what the person said. Parrot, just like a parrot repeats back what you say.
5. To determine when to stop asking the "What" questions, remind students to ask themselves if the Iceberg explains the emotions and reactions.
6. Remind students that the person whose situation it is decides when to stop asking the "What" questions.

<u>Demonstration (Low Tech)</u>

1. Complete the demonstration with students playing the role of "good friend."
2. This demo is a slow version that gets the students practicing/learning the use of "what" questions. There will be do-overs.
3. Use the scenario from the previous demo (i.e., accused of cheating.)
4. Leave the slide with "what" questions up to help the students.
5. Instructor models the first what question.
6. Work with the students to parrot and use the "what" questions.
7. Point out how the what questions are going deeper towards the Iceberg.
8. For assistance, there is an **example script on the following page.**

Record your own notes here:

Trainer Instructions:

<u>"Good Friend" Script:</u>

1. Instructor: So I'm in the office and all I keep thinking is, "I can't believe they think I cheated!"

2. Instructor: So what's so bad about them thinking you cheated?

3. Instructor: Well, that means they don't think I worked really hard for that grade, which I did.

4. Students: What's it mean to you they don't think you worked really hard for that grade?

5. Instructor: It means that I'm being punished instead of rewarded for my hard work.

6. Students: What bothers you the most about them punishing you instead of rewarding you for your hard work?

7. Instructor: Well, it's really unfair. It just shows that they don't trust me.

8. Students: What's that mean to you that they don't trust you?

9. Instructor: Well good teachers should trust that their students work hard for their grades.

10. *Instructor models the "aha" moment and repeats the Iceberg:* **Good teachers should trust that their students work hard for their grades.**

Key Points:

1. What questions lead to depth.
2. Based on this Iceberg, it now makes sense why the student reacted the way he/she did.

Record your own notes here:

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.
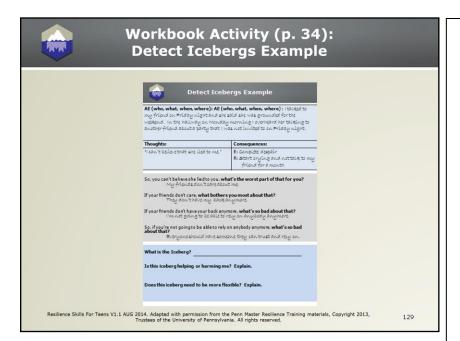
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Trainer Instructions:

1. Tell students that once an Iceberg is detected, the work does not stop there. It is important to ask yourself questions to determine if the Iceberg needs to be changed at all.
2. Review the questions on the slide.
3. Ask students for an example of an Iceberg that could help resilience (e.g., I should ask for help when I need it) and one that could hurt resilience (e.g., I can handle everything on my own).
4. Provide an example of an Iceberg that may need to be more flexible (i.e. Good students never make mistakes).

Key Points:

1. Students may find that an Iceberg is harming them in certain situations and it is hurting their resilience.
2. Students may find that their Iceberg is helping them to be resilient.
3. Students may find that they could be more flexible with their Iceberg.

Workbook Activity (p. 34): Detect Icebergs Example

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.

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Trainer Instructions:

Activity (Low Tech)

1. Refer students to the Participant Guide.
2. Review the practice example.
3. Students work to complete the questions on the bottom of the page.
4. Ask one to two students to share what they put for each question.

Key Points:
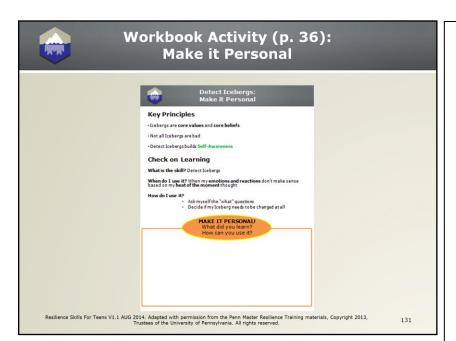
1. In this particular example, the Iceberg may need to be more flexible. Just because she was not invited to the party, does not necessarily mean she cannot trust and rely on her friend.

Workbook Activity (p. 35): Detect Icebergs Practice

Detect Icebergs Practice

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

Thoughts:	Consequences:
Lisa thinks, "I really wanted to go"	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:	Consequences:
Justin thinks, "That's not cool"	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 _____

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Trainer Instructions:

[This activity is optional]

Activity (Low Tech)

1. Refer students to the Participant Guide.
2. Instruct students to first complete the two practice examples at the top of the page. Based on the scenario, students will need to chose if an Iceberg needs to be detected. If they choose yes, they will need to identify a potential Iceberg.
3. Students will then complete a personal example.
4. If students have trouble coming up with a good learning example, encourage students to think about situations when:
   • They are confused by their reaction.
   • They are stuck when making a seemingly obvious decision.
   • They can't get over something.
   • Their positive reaction is out of proportion to the Thought (e.g., they are unusually moved by something).
   • They have a pet peeve.
5. Once students complete the ATC portion, encourage them to either ask themselves the what questions or pair up with a partner to detect their Iceberg.
6. Once an Iceberg is identified, the student writes it down in the space allotted. Students should check whether the Iceberg they identified helps to make sense of their initial emotions and reactions.
7. Students can then discuss with a partner if the Iceberg is helping or harming them and if it's not flexible enough.

Workbook Activity (p. 36): Make it Personal

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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Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 8: Confirmation Bias

Rationale: The Confirmation Bias (or Velcro/Teflon Effect) interferes with problem solving because it causes people to notice the evidence that fits their thoughts and to miss the evidence that contradicts their thoughts.

Objective: Be able to define the Confirmation Bias prior to the unit on Problem Solving.

Note: This concept needs to be a separate lesson from Problem Solving due to its complexity and for timing purposes. It may be too difficult for younger age groups and, like Problem Solving, may therefore be considered as optional. However, if Problem Solving is going to be taught, this lesson must occur first to facilitate understanding.

Unit Overview and Recommended Timing:
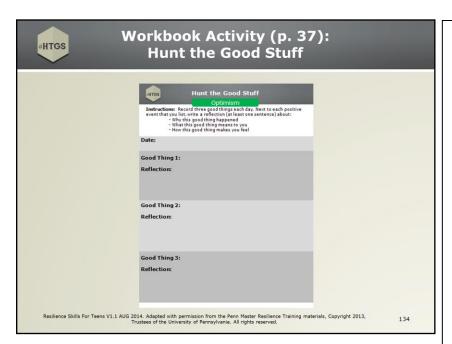
Skill: Describe Confirmation Bias	5 mins
Hook: (1) "Awareness Test" video clip (HT) (2) Confirmation Bias Demonstration* (LT)	10 mins
Activity: (1) Tell story of student to illustrate how the Confirmation Bias works *(LT) (2) "Nobody likes me" example in Participant Guide* (LT) (3) Confirmation Bias Example in Participant Guide (LT)	25 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

Confirmation Bias
Key Terms

Confirmation Bias or Velcro/Teflon Effect   The tendency to notice the evidence that fits our thoughts and beliefs and to miss the evidence that contradicts our thoughts and beliefs.
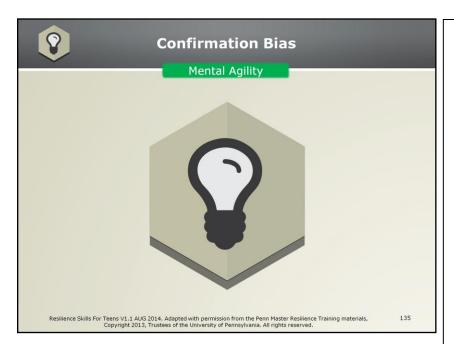
Workbook Activity (p. 37): Hunt the Good Stuff

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:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Confirmation Bias

Mental Agility

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. We see what we want to see.
2. Fighting the Confirmation Bias builds Mental Agility.

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Video:
Awareness Test

Trainer Instructions:

[This clip is optional]

Hook (High Tech)

1. Show the "Awareness Test" clip:
    •   Prebrief: Show the clip without an introduction so that you don't ruin the effect.
    •   Debrief:
        •   Ask how many students saw the hidden message on the cards.
        •   Emphasize that we tend to see what we are looking for, making it hard to see the whole picture. "**We see information that supports our beliefs.**"

Key Points:
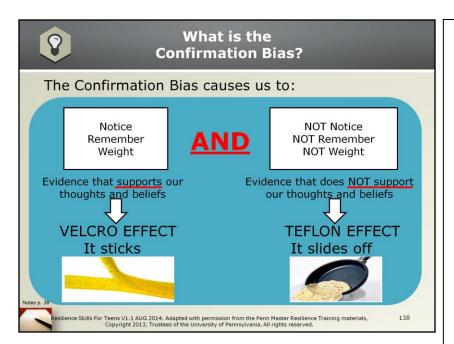
1. Our tendency to see what we are looking for makes it hard for us to see the whole picture.

Record your own notes here:

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Confirmation Bias

- We see what we are looking for
- It is hard to change our minds

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Trainer Instructions:

1. Explain that the Confirmation Bias is the automatic process that makes us more likely to confirm that which we already believe.
2. Point out that the Confirmation Bias makes it hard to change our minds.

Key Points:

1. Confirmation Bias affects us all; our brains automatically do this.
2. Most of us do not learn about the Confirmation Bias. Learning about the Confirmation Bias helps us to see the whole picture and solve problems.

Record your own notes here:

What is the Confirmation Bias?

The Confirmation Bias causes us to:

| Notice Remember Weight | **AND** | NOT Notice NOT Remember NOT Weight |

Evidence that <u>supports</u> our thoughts and beliefs

Evidence that does <u>NOT support</u> our thoughts and beliefs

VELCRO EFFECT
It sticks

TEFLON EFFECT
It slides off

Notes p. 38
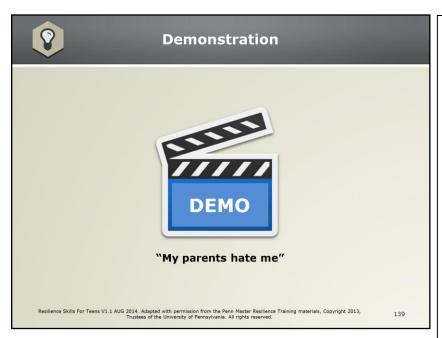
Instructor Notes:

1. Explain the Confirmation Bias in terms of a metaphor – the Velcro/Teflon Effect.
2. Emphasize that evidence that fits our beliefs is like Velcro – it sticks to us.
3. Instruct students to underline SUPPORTS in their Participant Guide.
4. **At the same time** our brain notices, remembers, and weights the evidence that fits our beliefs, the evidence that does NOT fit our beliefs slides off – like an egg sliding off of a Teflon pan. (Since teens may not know what Teflon is, draw their attention to the image on the slide).
5. Instruct students to write AND and underline NOT SUPPORT in their Participant Guide.
6. State that the Confirmation Bias or Velcro/Teflon Effect is common and influences all of us.
7. Emphasize that Mental Agility is needed to get around the Confirmation Bias.

Key Points:

1. The Confirmation Bias causes us to notice evidence that fits our thoughts and beliefs and miss evidence that does not fit our thoughts and beliefs.

Record your own notes here:

Demonstration

DEMO

"My parents hate me"

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Trainer Instructions:

Hook (Low Tech)

1. Instructor prepares a flipchart that is made to look like a television.

2. All 8 pieces of evidence from the belief, "My parents hate me" are written on sticky notes and posted on the flipchart (TV screen). Evidence that supports the belief is in one color and evidence that does not support the belief is in another color. **Look at the following page** for the list of evidence to prepare sticky notes.

3. The instructor looks at the "TV" and sticks all of the evidence that supports his/her belief onto themselves.

4. Instructor says, "I know the Confirmation Bias is affecting my ability to see the whole picture. I have a lot of evidence to make my belief even stronger, but I need to see if there's evidence on another side. Let me call a friend to help me out."

5. Call up a student to help be your friend (to make this demo faster, use another instructor)

6. Instructor reads a piece of evidence that supports their belief "My parents hate me" (e.g., They took my phone away).

7. The friend must then find and read evidence on the "TV" that does not support the belief (e.g., They threw me a surprise birthday party). The instructor then sticks that evidence onto them.

8. Continue until all sticky notes are stuck onto the instructor.

9. Instructor thanks his/her friend and starts to reflect on the new evidence.

10. Debrief the demonstration using the questions **on the following page**.

Record your own notes here:

Trainer Instructions:

VELCRO (Read by instructor)	TEFLON (Read by friend)
They took my phone away	They threw me a surprise birthday party
They always side with my little sister	They gave me money to go shopping last week
They won't let me go anywhere with my friends	My mom told me she loved me last night
I'm always grounded	We go on family vacations every year

Debrief Questions:

1. Why was all the evidence seen on the "TV" but not when the instructor gathered evidence?
2. How did the friend help the instructor to fight the Confirmation Bias?
3. Is it easy to see both sides of the story?

Record your own notes here:

Record your own notes here:

It is important to remember

- The Confirmation Bias is
  - not intentional
  - not in our awareness

- The stronger the belief, the stronger the Confirmation Bias

- The Confirmation Bias operates on **both positive and negative** thoughts
  - "I am smart."
  - "I am not smart."
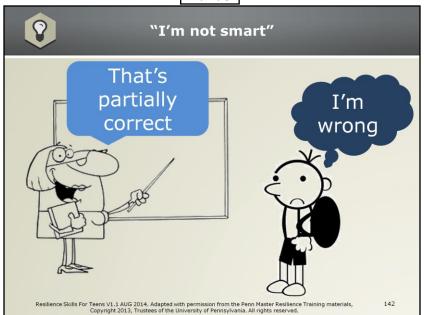
Trainer Instructions:

1. We are unaware that the Confirmation Bias is operating; we don't do this on purpose.
2. The Confirmation Bias tends to be stronger for core beliefs (Icebergs) like, "x group of people are lazy" or "I'm a great athlete," than it is for Heat-of-the-Moment thoughts like "it's hot outside today" or "I need a haircut."
2. Confirmation Bias can operate on both positive thoughts and negative thoughts. Either way, it can undermine resilience because it causes you to miss information and makes it hard to see situations accurately.
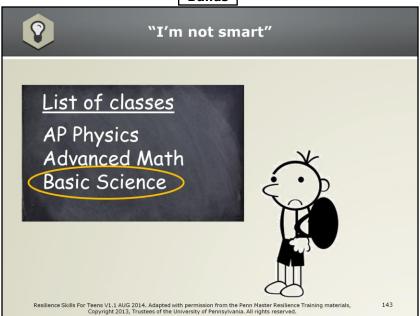
Key Points:

1. The Confirmation Bias is not in our awareness. That is why it's an important concept to learn.

Trainer Instructions:
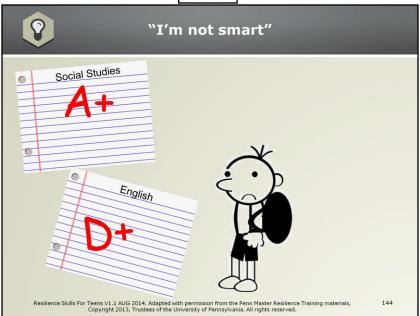
1. Use an example to review each of the ways the Confirmation Bias works.
2. Because of the Confirmation Bias, we are likely to interpret unclear information as supportive of our thoughts and beliefs.
3. Example: Student who believes "I am not smart"
   - Ask the students: When the teacher says the student's answer is partially correct (build slide), what does the student hear?
   - The student only hears "I'm wrong" (build slide).
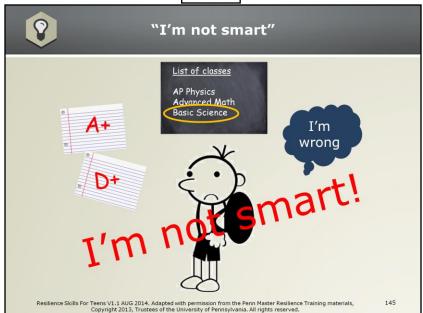
Record your own notes here:

"I'm not smart"

List of classes

AP Physics
Advanced Math
Basic Science

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Record your own notes here:

Trainer Instructions:

1. Use an example to review each of the ways the Confirmation Bias works.
2. Because of the Confirmation Bias, we don't actively seek evidence that counters our thoughts and beliefs.
3. Example: Student who believes "I am not smart"
   - Ask the students: Which course are they likely to take?
   - Basic Science (build slide)
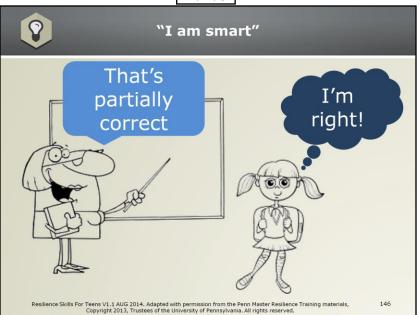
"I'm not smart"

Social Studies

A+

English

D+

Trainer Instructions:

1. Use an example to review each of the ways the Confirmation Bias works.
2. Because of the Confirmation Bias, we weight evidence for and against our thoughts differently.
3. Example: Student who believes "I am not smart"
   - The student gets an A+ on a Social Studies assignment and a D+ on an English paper. He weights the English teacher's grade more heavily, telling himself, "that teacher knows me better and my Social Studies teacher gives good grades to everybody" (build slide).

Record your own notes here:

Record your own notes here:

Trainer Instructions:

1. Use an example to review each of the ways the Confirmation Bias works.
2. Because of the Confirmation Bias, once we find evidence that supports our thoughts or beliefs, we tend to stop gathering evidence.
3. Example: Student who believes "I am not smart"
   - At the end of the day, the student has all the evidence they need to confirm the fact that they are not smart; there is no need to think about the good things that happened that day (build slide).

Key Points:
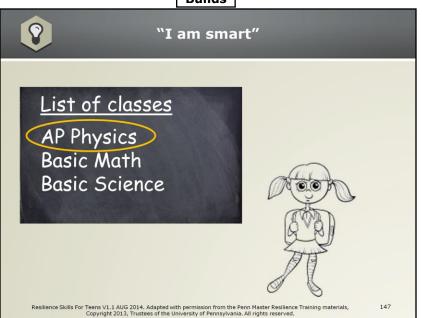
1. The Confirmation Bias or Velcro/Teflon Effect causes us to notice evidence that fits our thoughts and beliefs and miss evidence that contradicts our thoughts and beliefs.
2. All of these processes lead us to miss critical information and make it hard to see situations accurately.
3. The Confirmation Bias gets in the way of processing information accurately.

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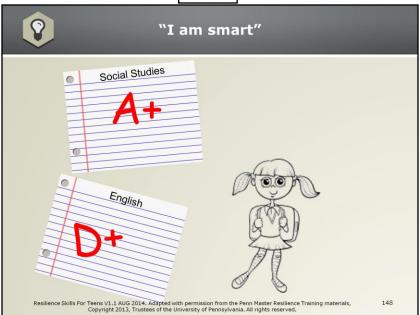
Instructor Notes:

1. Remind students that the Confirmation Bias operates off of both positive and negative thoughts and beliefs.
2. Quickly walk students through the example.
3. When the teacher says, "That's partially correct" (build slide), the student with the belief of "I am smart," is going to hear, "I'm right" (build slide).
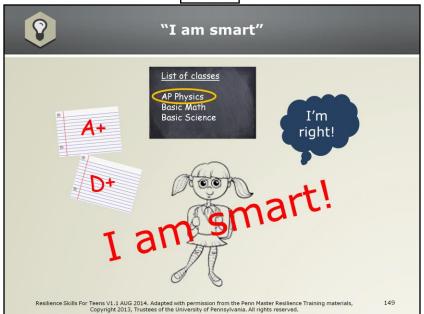
Record your own notes here:

Instructor Notes:

1. Quickly walk students through the example.
2. A student with the belief "I am smart," is going to take the most difficult classes (build slide).

"I am smart"

Social Studies

A+

English

D+

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Instructor Notes:

1. Quickly walk students through the example.
2. A student with the belief "I am smart," weights the Social Studies teacher's comments more heavily, telling herself, "that teacher knows me better and is a good teacher, my English teacher is lazy and gives everyone bad grades" (build slide).

Record your own notes here:
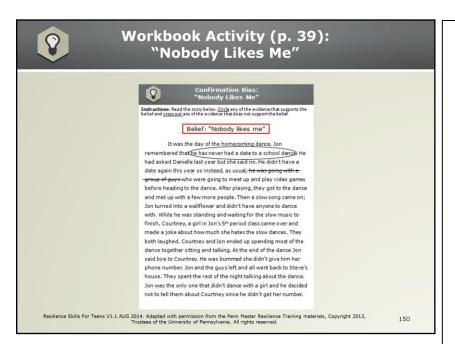
Trainer Instructions:

1. Quickly walk students through the example
2. At the end of the day, a student with the belief "I am smart," has all the evidence to confirm the belief.
3. Ask students why it is a bad thing when the Confirmation Bias operates off of positive beliefs.
4. Point out that this student may be missing the things she is not doing well. The intent is not to change her belief, it is to make sure she is seeing an accurate picture.

Key Points:

1. The Confirmation Bias operates off of both positive and negative beliefs.

Workbook Activity (p. 39):
"Nobody Likes Me"

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 5th 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.

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Record your own notes here:

Instructor Notes:

Activity (Low Tech)

1. Have students complete the Confirmation Bias exercise in the Participant Guide. Instruct them to read the story. Students should circle any evidence that supports the belief, "Nobody likes me," and cross out any evidence that does not support the belief.
2. Debrief the activity by having a participant read the story without saying any of the information that was crossed out. Show how the Confirmation Bias caused Jon to miss critical information and remember the events of the day completely differently.

Key Points:

1. The Confirmation Bias is not in our awareness. That is why it's an important concept to learn.

Fight the
Confirmation Bias
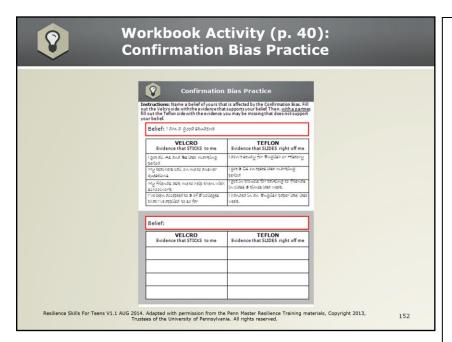
1. Write down your thought or belief

2. Ask yourself questions to see both sides

3. Ask others to help you see what you are missing

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Trainer Instructions:

1. Review the strategies for fighting the Confirmation Bias or Velcro/Teflon Effect.
2. Underscore the difficulty of asking fair questions. The tendency is to ask leading questions such as: "How many times did you get a bad grade?" or "How often did you get a question wrong in class?"
3. Examples of fair questions are: "How did you do on the tests over the last year?" or "What percentage of questions do you answer correctly?"
4. Emphasize that asking others to help you evaluate the accuracy of a thought is helpful because they can help you gather evidence you are missing. Let students know that who they pick to help them is important. You don't want to pick someone who shares your belief.

Workbook Activity (p. 40): Confirmation Bias Practice

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

VELCRO Evidence that STICKS to me	TEFLON Evidence that SLIDES right off me
I got all As and Bs last marking period	I don't study for English or History period
My teachers call on me to answer questions	I got a D6 on tests last marking period
My friends ask me to help them with schoolwork	I got in trouble for talking to friends in class 3 times last week.
I've been accepted to 3 of 5 colleges that I've applied to so far	I handed in an English paper late last week.

Belief:

VELCRO Evidence that STICKS to me	TEFLON Evidence that SLIDES right off me

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Instructor Notes:

[This activity is optional]

Activity (Low Tech)

1. Use the example in the Participant Guide to instruct students on what they will be doing.
2. Students will choose a belief of their own that the Confirmation Bias is operating on.
3. Students will then list all of the evidence that supports their belief.
4. Students will partner up and ask fair questions to each other to find evidence that does not support their belief.
5. Debrief the practical exercise by asking students what they understand better about the Confirmation Bias after applying it to a personal belief. Ask students what they learned.

Key Points:

1. There are strategies you can use to fight the Confirmation Bias or Velcro/Teflon Effect.
2. These strategies help you to see the situation accurately.

Workbook Activity (p. 41): Make it Personal

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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Record your own notes here:

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 9: Problem Solving

Rationale: People often waste time and energy on problems because they have not accurately identified the causes of problems. The Confirmation Bias or Velcro/Teflon Effect interferes with problem solving because it causes people to notice the evidence that fits their thoughts and to miss the evidence that contradicts their thoughts.

Objective: Accurately identify what caused the problem and identify solution strategies.

Note: This is an **optional lesson**. Only teach this lesson if your students have a firm understanding of the Confirmation Bias and you believe your group will understand the complexity of the worksheet.

Unit Overview and Recommended Timing:
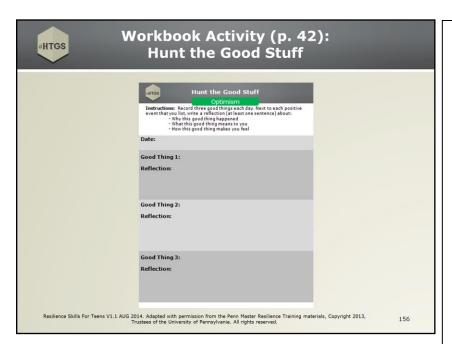
Skill: Describe Problem Solving, connecting what was learned about Confirmation Bias to this skill	5 mins
Hook: Confirmation Bias review (LT)	5 mins
Activity: (1) Students write down key words in the Participant Guide per step *(LT) (2) Problem Solving practice using a personal example *(LT)	30 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

Problem Solving
Key Terms

Problem Solving   A skill used to accurately identify what caused the problem and identify solution strategies
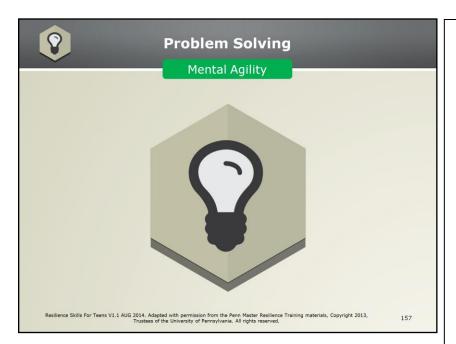
Workbook Activity (p. 42):
Hunt the Good Stuff

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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Record your own notes here:

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Problem Solving

Mental Agility

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. In order to solve a problem we need to understand it first and fight the Confirmation Bias.
2. Problem Solving builds Mental Agility.

Review:
What is the Confirmation Bias?

The Confirmation Bias causes us to:

Notice		NOT Notice
Remember	AND	NOT Remember
Weight		NOT Weight

Evidence that supports our thoughts and beliefs

Evidence that does NOT support our thoughts and beliefs

VELCRO EFFECT
It sticks

TEFLON EFFECT
It slides off

Notes p. 43

Record your own notes here:

Trainer Instructions:

1. Use the slide to review the key points of the Confirmation Bias.
2. Instruct students to write NOTICE, REMEMBER, WEIGHT on both the Velcro and Teflon sides in their Participant Guide.
3. Instruct students to write STICKS and SLIDES OFF on both the Velcro and Teflon sides in their Participant Guide.
4. Have students write in their Participant Guide how they believe the Confirmation Bias affects their ability to solve a problem. Get a couple students to share their answer.

Key Points:

1. The Confirmation Bias causes us to notice evidence that fits our thoughts and beliefs and miss evidence that does not fit our thoughts and beliefs.
2. The Confirmation Bias makes it hard for us to see problems accurately and solve them. We may only be seeing our side of the story.

Record your own notes here:

Problem Solving

PROBLEM SOLVING = PROBLEM UNDERSTANDING

I'm not getting along with one of my friends

I'm getting grounded a lot

My parents won't trust me to stay out with friends

I haven't made the starting team

My grade is bad in math class
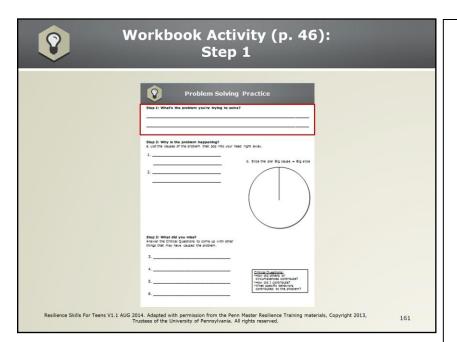
159

Trainer Instructions:

1. In order to solve a problem we need to understand it first.
2. Read the examples of problems, and prompt students to begin thinking of some of the problems they currently have.

Record your own notes here:

Trainer Instructions:
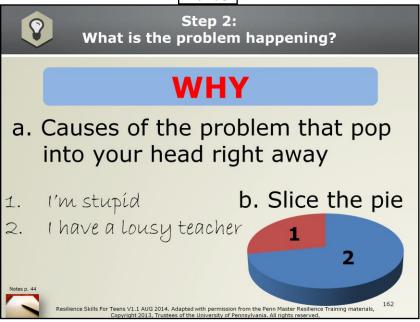
1. Read the title of the step.
2. Ask students to write down the key word OBJECTIVE next to Step 1 in their Participant Guide.
3. Explain why the key word is important to the Problem Solving Model:
   - One needs to be able to accurately and objectively describe the problem before they can start to solve it.
4. Read the example on the slide.

Key Points:

1. Emphasize that they already have practice describing problems objectively from the "A" of the ATC model.

Record your own notes here:

Problem Solving Practice

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

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?

Trainer Instructions:

1. Have students write down a personal example of a problem they would like to use to work through the Problem Solving model.
2. Make sure that students use appropriate kinds of problems for the skill of Problem Solving. The following are criteria for good examples:
   - Good examples often involve other people.
   - Students have some control over the problem.
   - Students have time to think about the problem (i.e., it doesn't require an immediate fix).
   - Good examples are complex enough to have multiple causes.
   - The scenario might be an example of a recurring problem.
   - The scenario is a problem the participant is dealing with him or herself (i.e., it's not someone else's problem).
   - Students might also think about a goal they are having trouble achieving. They can use that as a problem to solve (e.g., Why am I not improving my free throw percentage?).

Step 2:
What is the problem happening?

WHY

a. 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

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Record your own notes here:

Trainer Instructions:

1. Read the title of the step.
2. Ask students to write down the key word WHY next to Step 2 in their Participant Guide.
3. Explain why the key word is important to the Problem Solving Model:
   • In order to solve the problem, one needs to identify the initial thoughts about why the problem occurred.
4. Describe the process of identifying Heat-of-the-Moment Thoughts.
5. Tell the students that when problems arise, most of us have immediate thoughts that pop into our heads about what caused the problem. These thoughts can be inaccurate and incomplete, and when they are, it's difficult to solve a problem effectively.
6. Read the example on the slide.
7. Explain to students that the pie is sliced based on how much each factor is contributing to the problem. In this example "I have a lousy teacher" is a larger contributing factor.

Key Points:

1. When a problem happens we have immediate thoughts about what caused the problem and those thoughts are sometimes inaccurate or incomplete.
2. We need to be accurate in our understanding of the causes of problems in order to effectively solve problems.

Workbook Activity (p. 46): Step 2

Problem Solving Practice

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

_____

_____

_____

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?

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Instructor Notes:

1. Have students write down their 1-2 Heat-of-the-Moment Thoughts about what caused their problem and slice their pie based on how much they think each factor is contributing to the problem.

Step 3:
What did you miss?

FLEXIBILITY

▪ Answer the Critical Questions to come up with other things that may be causing 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
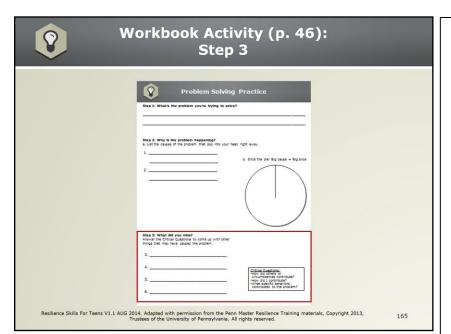
Notes p. 44

Record your own notes here:

Trainer Instructions:

1. Read the title of the step.
2. Ask students to write down the key word FLEXIBILITY next to Step 3 in their Participant Guide.
3. Explain why the key word is important to the Problem Solving Model:
   • In order to solve the problem, one needs to use the Critical Questions to identify the additional factors that might have caused the problem that were missed initially.
4. Remind students that the Critical Questions come from the skill of Avoid Thinking Traps.
5. Review the three Critical Questions that are particularly helpful in identifying the causes of problems.
6. Read the example on the slide.
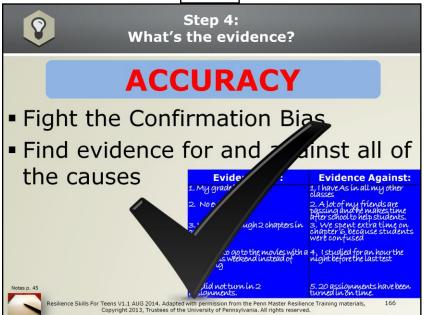
Key Points:

1. The Critical Questions will help you notice information about what caused the problem that you didn't notice initially.

Problem Solving Practice

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

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?

Instructor Notes:

1. Have students use the Critical Questions to identify other potential contributing factors to the problem.
2. Depending on your group, students can either pair up or work independently.

Record your own notes here:

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Record your own notes here:

Step 4:
What's the evidence?

ACCURACY

- Fight the Confirmation Bias
- Find evidence for and against all of the causes

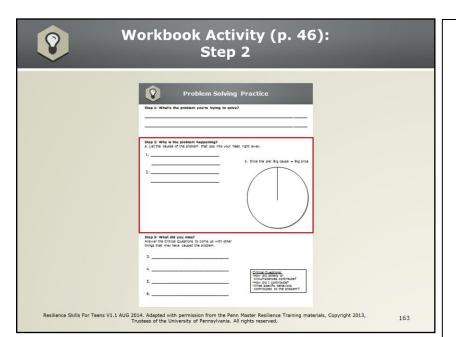| Evidence For:	Evidence Against:
1. My grade...	1. I have As in all my other classes
2. No e...	2. A lot of my friends are passing and the makes time after school to help students.
3. ...ugh 2 chapters in...	3. We spent extra time on chapter 6, because students were confused
...to go to the movies with a ...s weekend instead of ...g	4. I studied for an hour the night before the last test
...did not turn in 2 ...signments.	5. 20 assignments have been turned in on time.

Notes p. 45

Trainer Instructions:

1. Read the title of the step.
2. Ask students to write down the key word ACCURACY next to Step 4 in their Participant Guide.
3. Explain why the key word is important to the Problem Solving Model:
    - In order to solve the problem, one needs to accurately identify the true causes of the problem.
    - Fight the Confirmation Bias by weighing the evidence for and against how much each possible cause (identified in Steps 2 and 3) contributed to the problem.
4. Review tips for fighting the Confirmation Bias.
5. Read the example on the slide.
6. Explain what factors will receive a check mark after fighting the Confirmation Bias.

Key Points:

1. Working with a partner on this step is helpful in fighting the Confirmation Bias, unless they share your thought or belief.

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.

Evidence For: Evidence Against:

Fight the Confirmation Bias:
•Write it down.
•Ask fair questions.
•Consult with others.

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

Step 6: What can you do about it?
List the things you can do to fix the problem or make it better.

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Trainer Instructions:

1. Have students fight the Confirmation Bias for each of their contributing factors from Steps 2-3.

2. Remind students that after they look at all the evidence, they will place a check mark next to the factors from Steps 2-3 that are ACTUALLY contributing factors to the problem.

3. Depending on your group, students can either pair up or work independently.

Record your own notes here:

Trainer Instructions:
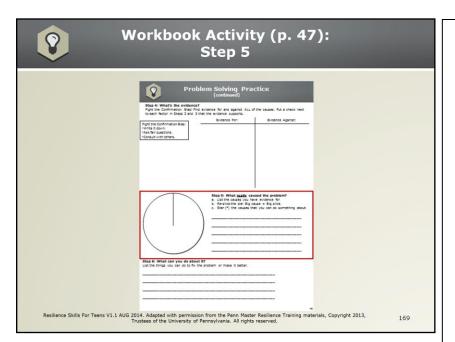
1. Read the title of the step.
2. Ask students to write down the key words CLARITY and CONTROL next to Step 5 in their Participant Guide.
3. Explain why the key word is important to the Problem Solving Model:
   - In order to solve the problem, one needs to know what factors are actually causing the problem and identify which causes one can influence, leverage, or control.
4. Read the example on the slide.
5. Explain the purpose of re-slicing the pie. The new pie chart reflects the actual causes of the problem.
6. Let students know the purpose of starring the causes they can do something about. It is important to focus efforts on the factors they can influence.

Key Points:

1. An accurate understanding of the problem allows us to plan out solution strategies.
2. Knowing what you can and cannot control is an important resilience strategy. Resilient people focus on the things they can control and manage their thoughts about the things they cannot control.

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?
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

Step 6: What can you do about it?
List the things you can do to fix the problem or make it better.

Record your own notes here:

Trainer Instructions:

1. Have students write down the factors that are ACTUALLY contributing to their problem (factors they placed a check mark next to).

2. Instruct students to re-slice the pie and place a star next to the factors they can influence/control.

3. Depending on your group, students can either pair up or work independently.

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Step 6:
What can you do about it?

POSITIVE CHANGE

▪ Come up with strategies for solving the problem

-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

Notes p. 45

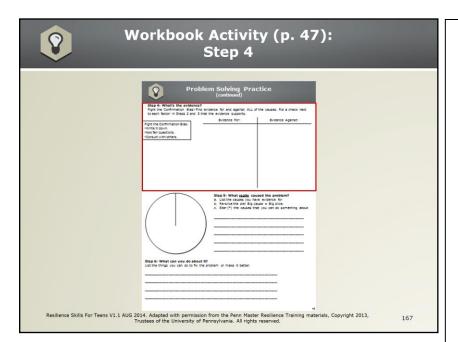**Record your own notes here:**

Trainer Instructions:
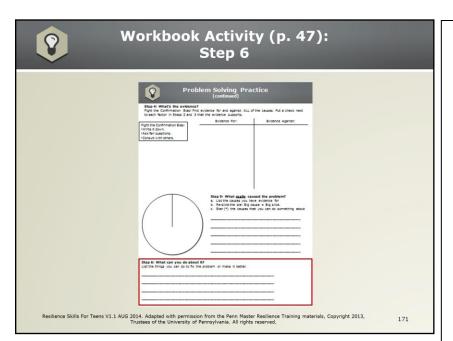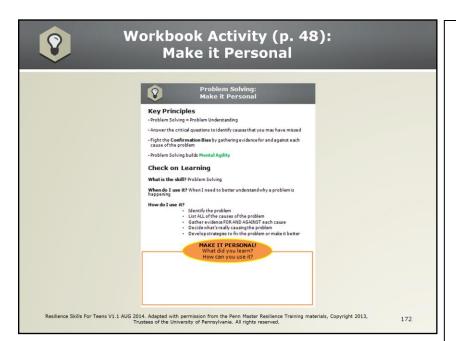
1. Read the title of the step.
2. Ask students to write down the key words POSITIVE CHANGE next to Step 6 in their Participant Guide.
3. Explain why the key word is important to the Problem Solving Model:
   • In order to solve the problem, one needs to identify the actions one will take to help solve the problem.
4. Explain to students that the strategies should be based off of the factors they can control.
5. Read the example on the slide.

Key Points:

1. Focusing on factors you can control or influence will help to generate realistic solutions.

Record your own notes here:

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Trainer Instructions:

1. Have students write down strategies for solving the problem, focusing on the factors they can control and/or influence.
2. Depending on your group, students can either pair up or work independently.

Workbook Activity (p. 48):
Make it Personal

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?

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Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Record your own notes here:

Resilience Training for Teens, Unit 10: Put It In Perspective (PIIP)

Rationale: Catastrophizing leads people to waste critical energy ruminating about the irrational worst case outcomes of a situation. Catastrophizing creates high levels of anxiety, decreases focus, increases helplessness, and it prevents people from taking purposeful action. The goal of Put It In Perspective is to lower anxiety so that one can accurately assess a situation and deal with it.

Objective: Stop catastrophic thinking, reduce anxiety, and improve problem solving by capturing the Worst Case thoughts, generating the Best Case thoughts, identifying the Most Likely outcomes of a situation, and developing a plan to deal with the Most Likely outcomes.

Unit Overview and Recommended Timing:

Skill: Describe Put It In Perspective and catastrophizing (or catastrophic thinking)	5 mins
Hook: (1) Demonstrations of 3 styles of catastrophic thinking* (LT) (2) Review what triggers catastrophic thinking, asking for student contributions *(LT)	10 mins
Activity: (1) PIIP Group Demonstration with flip chart (LT) (2) PIIP example in Participant Guide (LT) (2) PIIP individual practice in Participant Guide* (LT)	25 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

Put It In Perspective
Key Terms

PIIP

Put It In Perspective, or PIIP, is a skill used to stop catastrophic thinking, reduce anxiety, and improve problem solving by capturing worst case thoughts, generating best case thoughts, identifying the most likely outcomes of a situation, and developing a plan to deal with the most likely outcomes
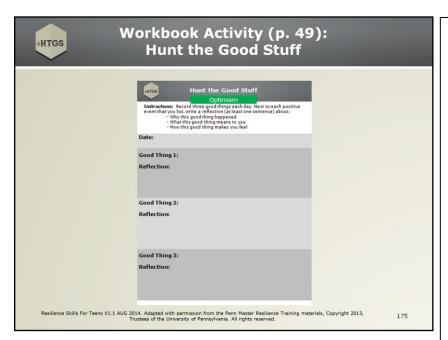
Catastrophizing

Wasting critical energy ruminating about the irrational worst case outcomes of a situation, which prevents you from taking purposeful action, leads to downward spirals, creates high anxiety, decreases focus, and increases helplessness
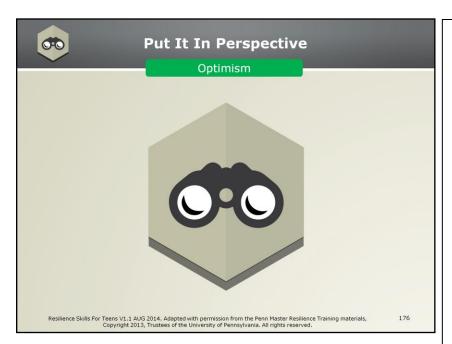
Workbook Activity (p. 49): Hunt the Good Stuff

#HTGS

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:

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Put It In Perspective

Optimism

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. This skill is for when we can't stop thinking worst case thoughts.
2. Put It In Perspective builds Optimism.

Record your own notes here:

Trainer Instructions:

Skill

Review the points on the slide.
1. Describe the three styles of Catastrophizing and how the images relate to each style.
   • Downward spiral: An Activating Event occurs and your brain starts to tell a story that gets increasingly negative and unlikely, causing you to get more and more anxious as the story goes on. Your brain is like a "runaway train."
   • Scattershot: An Activating Event occurs and you start thinking about many disconnected, worst case thoughts.
   • Circling: An Activating Event occurs and your thoughts about one bad outcome keep repeating. The thoughts do not necessarily get more negative, but they continue to occur repetitively.
2. Define purposeful action as the process of taking steps to address the Activating Event.
3. Demonstrate the three styles of Catastrophizing following the demonstration instructions on the following page. Use teen examples so the students can better relate.
4. Following the demonstration ask for a show of hands: How many of you have catastrophized before? How many of you know someone who catastrophizes?

Trainer Instructions:

<u>Hook (Low Tech)</u>

1. Demonstrate all three styles of catastrophizing.
2. Starting with downward spiral, describe the Activating Event aloud, and then demonstrate the catastrophic thoughts. After each demonstration, describe what happens physiologically, and how you're unable to take purposeful action. Each demonstration should follow the below guidelines:
   - **Downward spiral:** The demonstration should last 30-40 seconds and contain at least 6 thoughts. The body movements should mimic the experience of Catastrophizing (e.g., pacing, wringing hands).
   - **Scattershot:** The demonstration should last about 30 seconds.
   - **Circling:** The demonstration should last about 15 seconds.

<u>Sample Teen Examples:</u>

1. Downward Spiral
   - AE: Failed history mid-term
     - "Oh crap, I'm going to fail this class."
     - "I'm never going to graduate."
     - "How will I ever get a job?"
     - "My parents are going to kick me out."
     - "I'm going to be a bum on the street."
     - "I'll turn to a life of crime."
     - "No one will love me."
     - "I'll die alone."
2. Scattershot
   - AE: Found out my family is PCSing
     - "OMG, not again, I'm going to be alone forever."
     - "But what about my friends here at [Fort Knox]?"
     - "Everyone is going to think I'm such a loser."
     - "Why me? It's like my parents hate me."
     - "I'm going to have to get a new job."
     - "I'll never make new friends."
     - "New schools are so hard in the middle of the year!"
     - "I'm probably going to fail out of high school, maybe I should drop out."
     - "What am I going to do?"
3. Circling
   - AE: Lost my parents' car keys or Dented the car
     - "Oh no! My parents are going to kill me"
     - "My parents are going to be so mad."
     - "They will never let me drive again."
     - (Continue to circle around these 3 thoughts)
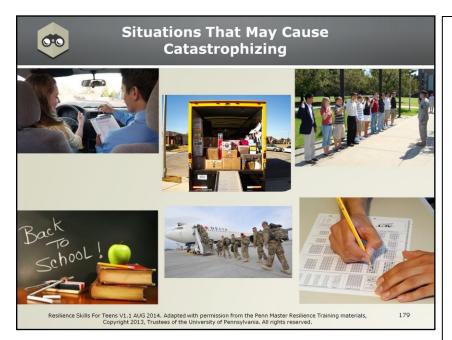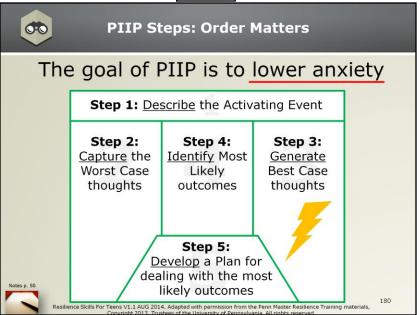
Key Points:

1. Catastrophizing is when a person is lost in his or her head, and the thoughts are not reality-based.
2. Catastrophic thoughts cause anxiety and prevent purposeful action.
3. When we see others catastrophize we often laugh or feel disgust but for the person catastrophizing it is serious and anxiety filled.

Record your own notes here:

Situations That May Cause Catastrophizing

Trainer Instructions:

Hook (Low Tech)

1. Review what triggers catastrophic thinking. Use the images on the slide for examples.
   - When something is unclear (e.g., parent says "call me" in a text message).
   - Something you value is at stake (e.g., failed a test).
   - You're run down or tired (e.g., didn't get much sleep after studying all night).
   - You already fear the situation (e.g., parent deploying).
   - Your first time doing something (e.g., first day at a new school).
2. Ask if students have any triggers they want to add.

PIIP Steps: Order Matters

The goal of PIIP is to <u>lower anxiety</u>

Step 1: <u>Describe</u> the Activating Event

Step 2: <u>Capture</u> the Worst Case thoughts

Step 4: <u>Identify</u> Most Likely outcomes

Step 3: <u>Generate</u> Best Case thoughts

Step 5: <u>Develop</u> a Plan for dealing with the most likely outcomes

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Record your own notes here:

Trainer Instructors:

1. Tell students we will be going over the steps of Put It Into Perspective. Emphasize that order is very important.
2. Point out the goal of PIIP and instruct students to underline LOWER ANXIETY in their Participant Guide.
3. The skill always starts with describing the AE.
4. Then, you must Capture the Worst Case thoughts, Generate the Best Case thoughts, and Identify the Most Likely outcomes. Capturing the Worst Case then generating the Best Case (in that order) "jolts" people out of their anxiety so they are better able to identify the accurate Most Likely outcomes of a situation.
5. Point out that Best Case thoughts are highly unlikely to actually happen.
6. Point out that the Most Likely outcomes may not all be positive, but identifying them allows one to Develop a plan.
7. The final step is to Develop a plan for dealing with the Most Likely outcomes.

Key Points:

1. When using the skill of PIIP, always follow the order of the five steps:
   1. Describe the AE
   2. Capture Worst Case thoughts
   3. Generate Best Case thoughts
   4. Identify Most Likely outcomes
   5. Develop a plan

Demonstration

DEMO

A parent's upcoming deployment

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Record your own notes here:

Trainer Instructions:
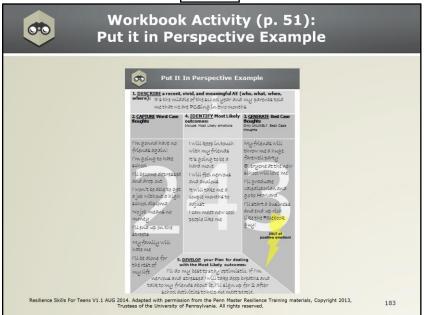
[This demonstration is optional, do if time permits. If time does not permit, follow the example in the Participant Guide, shown on next slide.]

Demonstration (Low Tech)

1. Prepare a flip chart that looks exactly like the blank PIIP Practical Exercise ahead of time.
2. This demonstration should take approximately 12 minutes.
3. Facilitate Step 1: Describe the Activating Event: "I got home from school and my parent told me that he/she just found out that he/she is deploying."
4. Facilitate Step 2: Capture the Worst Case thoughts (flip chart on the left side):
   • The demonstration tends to work best with a downward spiral example, but if the style changes to scattershot during the demonstration, name what has happened and proceed with the demonstration. Circling does not make for a good demonstration.
   • Emphasize the logic of using the verb "Capture."
   • Point out that catastrophic thoughts feel real in the moment. Proof that they feel real is that our bodies react strongly (e.g., anxiety, hands sweating, heart racing, confused thinking, agitation, etc.).
   • Use the question "And then what happens?" until the group stops generating ideas. Record the Worst Case thoughts on the left side of the flip chart.
5. Ask students about their mood, focus, and energy after reviewing Step 2.

Trainer Instructions:

6. Facilitate Step 3: Generate Best Case thoughts (flip chart on the right side):
   - Best Case does not have to be equally as outrageous as the Worst Case, but does need to be very unlikely so that it changes the emotion from negative to positive.
   - If students have difficulty coming up with unlikely Best Case thoughts, remind them that the Negativity Bias may be preventing them from thinking about potentially positive events.
7. Ask students about their mood, focus, and energy after reviewing Step 3. Highlight that positive emotions help a person to calm down so they can think more clearly.
8. Facilitate Step 4: Identify Most Likely outcomes (flip chart in the middle):
   - Encourage students to include other people, long-term and short-term outcomes, and emotions and behaviors, not just events (e.g., "I'll feel down, want to avoid friends").
   - Point out that the Most Likely outcomes can include both positive and negative potential outcomes.
9. Ask students about their mood, focus, and energy after reviewing Step 4.
10. Facilitate Step 5: Develop a Plan:
    - Ask students to name three to five action steps they can take to deal with the Most Likely outcomes.
    - Make sure to have brief plans for dealing with any feelings identified in the Most Likely outcomes (e.g., Deliberate Breathing, exercise, talk to my parents).

Record your own notes here:

Workbook Activity (p. 51): Put it in Perspective Example

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	4. IDENTIFY Most Likely outcomes: Include Most Likely emotions	3. GENERATE Best Case thoughts: Only UNLIKELY Best 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	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	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.

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Trainer Instructions:

[This activity is optional, complete if the demonstration was not completed]

Activity (Low Tech)
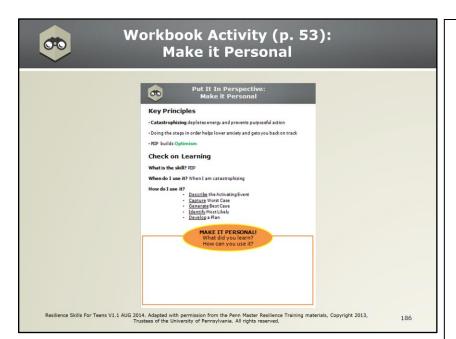
1. Walk through the completed PIIP example in the Participant Guide with interaction from the students.
2. Facilitate Step 1: Describe the Activating Event: "It's the middle of the school year and my parents told me that we are moving in two months."
3. Facilitate Step 2: Capture the Worst Case thoughts
   • Ask the students what style of catastrophizing is displayed in this example (Downward Spiral).
   • Emphasize the logic of using the verb "Capture."
   • Point out that catastrophic thoughts feel real in the moment. Proof that they feel real is that our bodies react strongly (e.g., anxiety, hands sweating, heart racing, confused thinking, agitation, etc.).
4. Ask students about their mood, focus, and energy after reviewing Step 2.

Record your own notes here:

Trainer Instructions:

6. Facilitate Step 3: Generate Best Case thoughts:
   • Best Case does not have to be equally as outrageous as the Worst Case, but does need to be very unlikely so that it changes the emotion from negative to positive.
   • Ask students what makes generating Best Case thoughts so difficult (Negativity Bias).
7. Ask students about their mood, focus, and energy after reviewing Step 3. Highlight that positive emotions help a person to calm down so they can think more clearly.
8. Facilitate Step 4: Identify Most Likely outcomes:
   • Point out in this step it is important to include other people, long-term and short-term outcomes, and emotions and behaviors, not just events (e.g., "I'll feel down, want to avoid friends").
   • Point out that the Most Likely outcomes can include both positive and negative potential outcomes.
9. Ask students about their mood, focus, and energy after reviewing Step 4.
10. Facilitate Step 5: Develop a Plan:
    • Ask students if they can come up with any additional plans.
    • Make sure to have brief plans for dealing with any feelings identified in the Most Likely outcomes (e.g., Deliberate Breathing, exercise, talk to my parents).
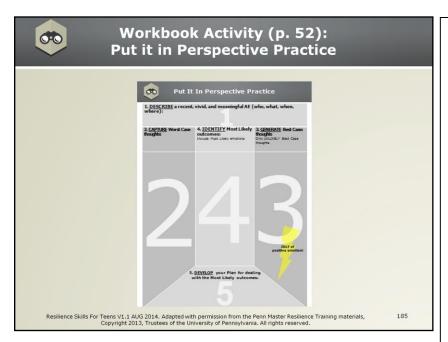
Workbook Activity (p. 52): Put it in Perspective Practice

Put It In Perspective Practice

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

2. **CAPTURE** Worst Case thoughts:

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

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

JOLT of positive emotion!

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

Trainer Instructions:

Activity (Low Tech)

1. Refer students to the Participant Guide.
2. This setup should take approximately 5 minutes.
3. Students work with a partner.
4. Partners decide whose situation they will work through first.
5. The first partner describes his or her Activating Event on the Practical Exercise.
6. Then, the partners work to Capture the first partner's Worst Case thoughts. The second partner should ask questions to help Capture the Worst Case thoughts (i.e., "and then what happens" or "what else").
7. Next, the second partner helps the first partner Generate the Best Case thoughts until he or she is jolted out of Catastrophizing by generating some positive emotion.
8. Then, the second partner helps the first partner Identify the Most Likely outcomes, making sure to include other people, long-term and short-term outcomes, and emotions and behaviors.
9. Finally, the second partner helps the first partner Develop a plan for dealing with the Most Likely outcomes, including plans for dealing with any feelings identified in the Most Likely outcomes.
10. Once the first partner has completed his or her Practical Exercise, the partners switch roles and the first partner coaches the second partner through his or her situation following the same instructions.

Record your own notes here:

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?

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Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens,
Unit 11: Mental Games

Rationale: Mental Games are used to regulate emotion and energy levels and enable critical thinking and optimal performance. They help to refocus one's thinking on the task at hand.

Objective: Change the focus away from, or compartmentalize, counterproductive thinking to enable greater concentration and focus on the task at hand.

Note: This is a short unit. If time permits, this unit should be taught in conjunction with Unit 12: Real-Time Resilience.

Unit Overview and Recommended Timing:
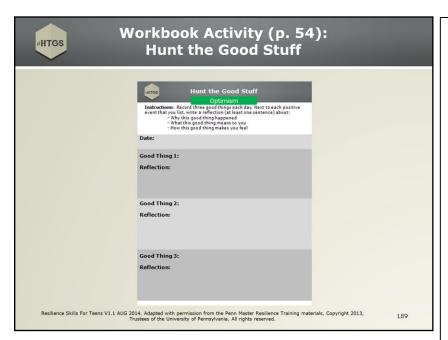
Skill: Define Mental Games	3 mins
Hook: Mental Games student demonstrations*(LT)	5 mins
Activity: (1) Small group practice and Mental Game development*(LT)	5 mins
Make it Personal: Students reflect on what they learned and write down how they can apply it to their daily lives*	2 mins
TOTAL	**15 mins**

Mental Games
Key Terms

Mental Games   A skill used to change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand

Workbook Activity (p. 54): Hunt the Good Stuff

#HTGS

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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.
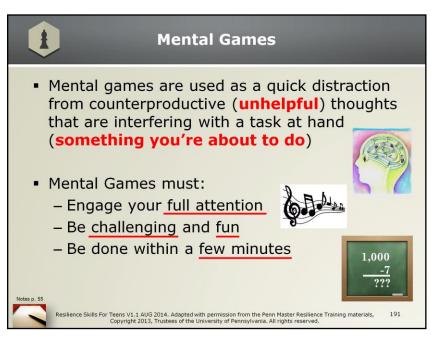
Note:
If Mental Games is taught in conjunction with Real-Time Resilience, Hunt the Good Stuff only needs to be conducted once at the start of the block of instruction.

Mental Games

Self-regulation

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:
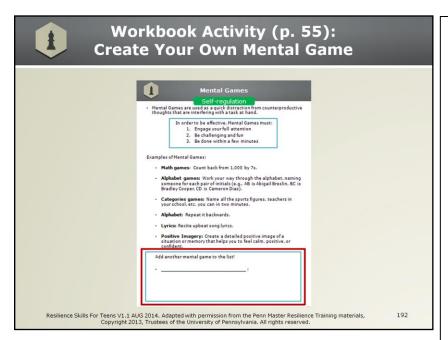
1. This skill is a fun way to get re-focused.
2. Mental Games builds Self-regulation.

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Mental Games

- Mental games are used as a quick distraction from counterproductive (**unhelpful**) thoughts that are interfering with a task at hand (**something you're about to do**)

- Mental Games must:
  – Engage your _full attention_
  – Be _challenging_ and _fun_
  – Be done within a _few minutes_

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  -7
 ???

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Trainer Instructions:

1. Explain that Mental Games are used when you cannot stay focused and your thoughts are distracting you from a task at hand (i.e., something you need to do).
2. Define counterproductive thoughts as unhelpful. Instruct students to write UNHELPFUL in their Participant Guides.
3. Point out that this skill is used when there is a task at hand. Instruct students to write down SOMETHING YOU'RE ABOUT TO DO in their Participant Guides.
4. Review the three criteria of Mental Games:
   - Engage your full attention so you do not have distracting thoughts going on at the same time
   - Be challenging and fun so that it takes your full attention and does not create more distracting thoughts
   - Be done in a few minutes because there is a task at hand (i.e., something you need to do)
5. Instruct students to underline FULL ATTENTION, CHALLENGING, FUN and FEW MINUTES in their Participant Guide.

Key Points:

1. We will teach you some Mental Games and, with the criteria described, you can generate your own.

Record your own notes here:

Record your own notes here:

Trainer Instructions:

Hook (Low Tech)
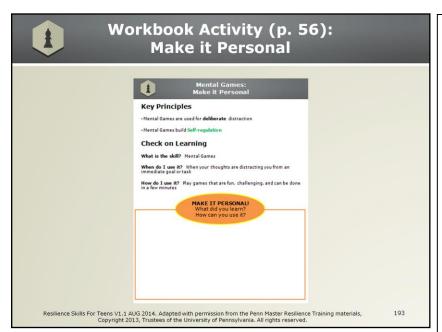
1. Describe each of the Mental Games in the Participant Guide.
2. Pick a few Mental Games to demonstrate with the students' involvement:
   - Math games
   - Alphabet games
   - Categories games
   - Alphabet backwards
   - Lyrics- use caution with the musical lyrics example to ensure they are not disruptive or offensive
   - Positive Imagery

Activity (Low Tech)

1. Ask students to pair up and think of other Mental Games they could use when they need to re-focus. Have students record games in their Participant Guide.
2. Debrief the skill by asking students which Mental Games they think they will use and identify when Mental Games will be useful for them.

Key Points:

1. It is important to choose a game that's right for you. For example, if math games make you frustrated, it will likely decrease your focus.

Workbook Activity (p. 56):
Make it Personal

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?

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Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 12: Real-Time Resilience (RTR)

Rationale: Counterproductive thoughts sometimes interfere with the ability to effectively engage with the task at hand. Real-Time Resilience is used to lower anxiety and to enhance a person's attention and positive attitude.

Objective: Shut down counterproductive thinking to enable greater concentration and focus on the task at hand.

Unit Overview and Recommended Timing:
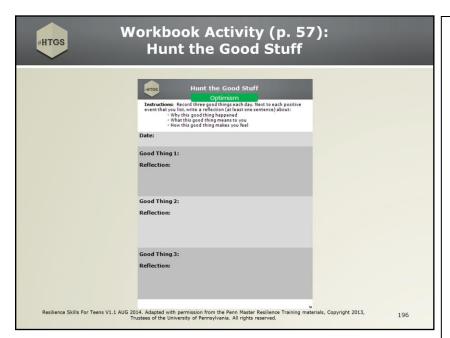
Skill: Define Real-Time Resilience	5 mins
Hook: RTR Demonstration *(LT)	10 mins
Activity: (1) Name that Pitfall *(LT) (2) Workbook activity using a personal situation *(LT)	25 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**45 mins**

Real-Time Resilience
Key Terms

Real-Time Resilience   A skill used to shut down counterproductive thinking, enabling
greater concentration and focus on the task at hand

#HTGS

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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Real-Time Resilience

Optimism

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. This skill is a way to get rid of unhelpful thoughts as they happen.
2. Real-Time Resilience builds Optimism.

Real-time Resilience

- Internal skill

- Use it to fight counterproductive thoughts
  Unhelpful
- Use for tasks at hand
  Something you're about to do

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Record your own notes here:

Trainer Instructions:

Skill
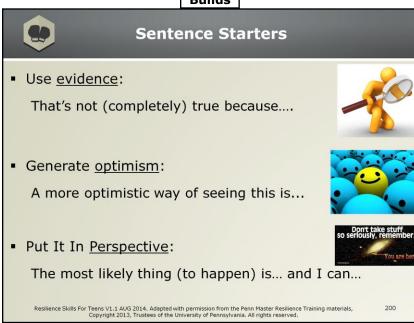
1. Make it clear that RTR is an internal skill used to challenge your own counterproductive thinking; it happens in your head.
2. Define counterproductive thoughts as unhelpful (slide builds). Instruct students to write UNHELPFUL in their Participant Guides.
3. Point out that this skill is used when there is a task at hand (slide builds). Instruct students to write down SOMETHING YOU'RE ABOUT TO DO in their Participant Guide.
4. This skill is used to get "back in the game" to help you stay focused and perform.

Key Points:

1. Real-Time Resilience helps you to stop unhelpful thinking so you can get back to what you need to do and be on top of your game mentally.
2. Real-Time Resilience is an internal skill.

When would you use
Real-Time Resilience?

Trainer Instructions:
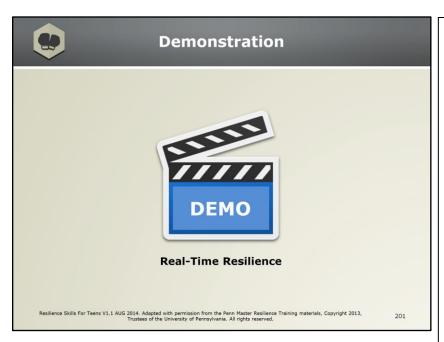
1. Encourage students to use this skill when their thoughts are preventing them from performing at their best.

2. Use RTR when there is something you're about to do.

3. Using the pictures on the slide, provide a couple examples of when students would use RTR:

   • About to take a test

   • About to give a presentation

   • On the starting blocks before a race

   • Before driving/driver's test

   • About to start a gaming competition

4. Lead a group discussion about other times students could use RTR.

Record your own notes here:

Sentence Starters

- Use <u>evidence</u>:

  That's not (completely) true because….

- Generate <u>optimism</u>:

  A more optimistic way of seeing this is...

- Put It In <u>Perspective</u>:

  The most likely thing (to happen) is… and I can…

Trainer Instructions:

1. Fight back against counterproductive/unhelpful thoughts using evidence, thinking optimistically, and putting the situation in perspective.
2. Review the three sentence starters with the students.
3. Fighting back against unhelpful thoughts is difficult; sentence starters will help us to fight back stronger.

Key Points:

1. The three Sentence Starters help structure your thinking so that you craft effective Real-Time Resilience responses.

Demonstration

DEMO

Real-Time Resilience

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Trainer Instructions:

Hook (Low Tech)

1. For this demonstration, instructors can create an example or use the example **on the following page**.
2. Instructors have five volunteers come up to the front of the room.
3. Each volunteer is given a numbered note card with a counterproductive thought. Tell students that the volunteers will act like the counterproductive part of your brain by saying unhelpful thoughts you might think in the heat of the moment.
4. The student with the note card marked number 1 will read their thought first. The instructor responds modeling the use of the sentence starters. After the response, the instructor stops to ask the students to identify whether the instructor used evidence, optimism or perspective.
5. Repeat the process with each counterproductive thought.
6. Debrief the demonstration asking students what they noticed about the responses.

Key Points:

1. RTR uses Evidence, Optimism, and Put It In Perspective to combat unhelpful thinking.
2. With practice, responses become accurate and fast.

Record your own notes here:

Trainer Instructions:

<u>Example:</u>

Task at hand: About to take a math test

Counterproductive Thought (read by student)	RTR Response (given by instructor)
1. I'm going to fail.	1. That's not true, I spent 2 hours studying last night, I've completed all my homework assignments, and I have never failed a math test. (E)
2. I didn't get enough sleep last night.	2. A more optimistic way of seeing this is that time I stayed up helped me prepare for this test. (O)
3. This test is going to be so hard.	3. The most likely thing is the test will be hard and I can make sure I take my time, think about the answers, and take deep breaths to help me stay relaxed. (P)
4. This is going to bring down my grade.	4. A more optimistic way of looking at it is, I have a B in the class and plenty of time to bring my grade up to an A throughout the semester. (O)
5. The teacher didn't spend enough time on this unit.	5. That's not completely true, we spent three weeks on this unit and completed several homework assignments. (E)

Record your own notes here:

Record your own notes here:

Trainer Instructions:

1. Teach the Pitfall responses. For example, the task at hand is you're about to give a presentation in front of your class.
   - Dismissing the grain of truth: students write "NUH-UH" in their Participant Guides.
     - **Counterproductive Thought**: I'm not prepared to do this.
     - **Pitfall:** I am totally prepared.
   - Minimizing the situation: students write "WHO CARES" in their Participant Guides.
     - **Counterproductive Thought**: The teacher and students won't understand.
     - **Pitfall:** Who cares if they don't understand!
   - Rationalizing or excusing one's contribution to a problem: students write "BLAME GAME" in their Participant Guides.
     - **Counterproductive Thought**: The teacher will ask me questions I can't answer.
     - **Pitfall:** That's because she is a bad teacher and gave me bad materials.
   - Weak responses: students write "MEH" in their Participant Guides.
     - **Counterproductive Thought**: I'm going to blow this presentation.
     - **Pitfall:** No, my pre fine.

Trainer Instructions:

1. Emphasize that Pitfalls are problematic because they keep us from fighting counterproductive thoughts.
2. Weak responses are responses that lack data and "oomph".
3. Tell students to use the "gut check" (we feel the power of the response in our bodies) to determine whether or not they're falling into a Pitfall. What may sound like a Pitfall to others may pass that individual's "gut check."

Key Points:

1. Pitfalls are common, if they happen, call a do-over and craft a stronger response.

Record your own notes here:

Record your own notes here:

Name That Pitfall

- "It doesn't really matter anyway."
  - Minimizing the situation

- "I am completely ready for this."
  - Dismissing the grain of truth

- "I would have gotten a good grade if the teacher liked me."
  - Rationalizing one's contribution to a problem
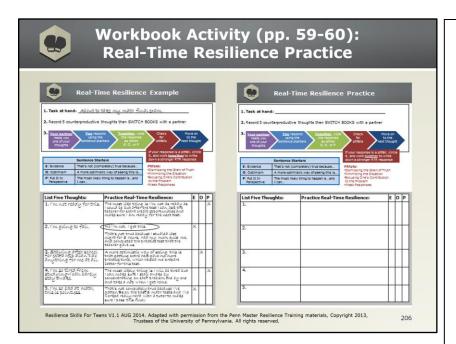
Trainer Instructions:

Activity (Low Tech)

1. At the large group level, students choose what Pitfall the response falls into (slide builds).

Workbook Activity (pp. 59-60): Real-Time Resilience Practice

Resilience Skills For Teens V1.1 AUG 2014. Adapted with permission from the Penn Master Resilience Training materials, Copyright 2013, Trustees of the University of Pennsylvania. All rights reserved. 206

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Have students turn to their Participant Guides.
2. Use the completed example in the Participant Guide to help explain the activity.
3. Students will partner up for this activity and **complete one partner's exercise in full before switching**.
4. Set up the activity in the Participant Guide using the instructions **on the following page**.
5. Following the activity, debrief with students their experience with the sentence starters, RTR responses, and Pitfalls.
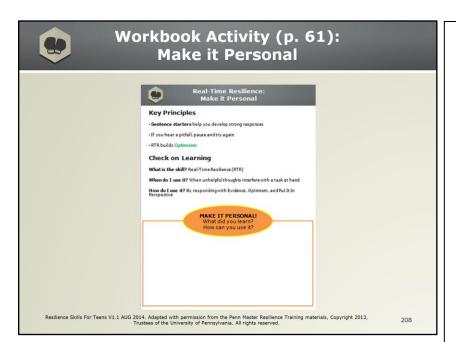
Note:

1. Students should be responding with the sentence starters throughout the activity.

Trainer Instructions:

1. Remind students what a task at hand is and have each student choose a task at hand to use for the activity. Have all students write down their task at hand. Refer to the completed example.

2. Instruct students to write down five counterproductive thoughts in the left column under *list five thoughts.* Refer to completed example (give students 2-3 minutes to write down their thoughts).

3. After each student records five counterproductive thoughts, they **switch books with a partner**.

4. Partners decide whose activity they will work through first.

5. If Partner 1 goes first, Partner 2 reads the first counterproductive thought to Partner 1. Partner 1 responds using a sentence starter.

6. Partner 2 writes down the response given by Partner 1 under the column labeled *Practice Real-Time Resilience.* Refer to the completed example.

7. After recording the response, the partners **code the response together** and check off either E, O, or P. Refer to the completed example.

8. If the response is a Pitfall, students circle the response; then the partners work together to write down a stronger RTR response.

9. Repeat this process for all five counterproductive thoughts. Complete all five thoughts for Partner 1 before switching to Partner 2. Follow the same steps for Partner 2.

10. Instruct the students to take back their own books once both partners have completed the activity.

Note:

1. These are difficult instructions to follow. Before the students get started, remind them that if they get lost they can follow the flowchart at the top of the page.

Record your own notes here:

Workbook Activity (p. 61): Make it Personal

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?

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Record your own notes here:

Resilience Training for Teens, Unit 13: Character Strengths: Knowing Yourself

Rationale: Drs. Chris Peterson and Martin Seligman identified the Character Strengths that are valued in nearly every culture. They identified a total of twenty-four Character Strengths that appear to be universal. Knowing one's Character Strengths facilitates optimal performance and builds engagement.

Objective: Identify Character Strengths in yourself to recognize who you are at your best.

Note: It is helpful if students complete the VIA survey for this lesson, this can be done in or out of class depending on your schedule. The survey takes approximately 25-30 minutes to complete (look for specific details in Trainer Instructions). There is an alternative if time does not permit the taking of the VIA (detailed in Trainer Instructions).
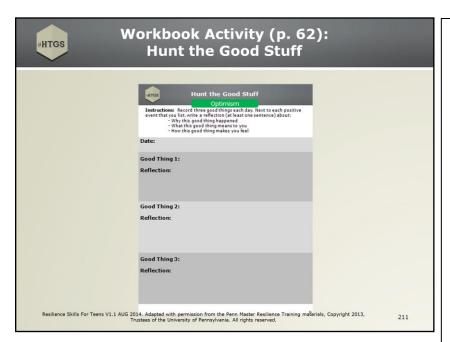
Unit Overview and Recommended Timing:

Skill: Define Character Strengths	5 mins
Hook: (1) Students complete the online Values-In-Action (VIA) survey and print results for discussion in class (HT) (2) Students complete activity to figure out their Signature Strengths (if VIA was not completed, students use the list of Character Strengths in the Participant Guide to complete the activity)*(LT)	10 mins
Activity: (1) Dominant hand activity*(LT) (2) Posting Signature Strengths *(LT) (3) Use Participant Guide prompts to have small group discussion*(LT)	25 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives*	5 mins
TOTAL	**45 mins**

Character Strengths
Key Terms

Signature Character Strengths   The top, or most prominent, of your Character Strengths
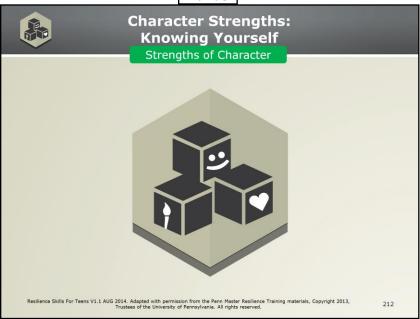
#HTGS

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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Character Strengths: Knowing Yourself

Strengths of Character

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Record your own notes here:

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.
3. Ask students how often they think about what they are bad at or what others do better than them. Use these questions to lead into the "what's right with you?" discussion.
4. Instruct students that these next two lessons will be discussion based and there will be an "adult" feel to the conversation. There are no right or wrong answers, just good discussion.

Key Points:

1. Character Strengths: Knowing Yourself is about knowing who you are at your best.
2. Character Strengths: Knowing Yourself builds Strengths of Character.

Character Strengths

- Your top Character Strengths are called your <u>Signature Character Strengths</u>.

- We use our Signature Character Strengths most comfortably.

- All 24 won't be your Signature Character Strengths.

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Trainer Instructions:

<u>Skill</u>
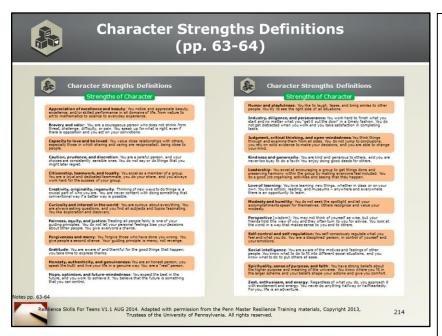
1. You can strengthen your effectiveness in a variety of performances (e.g., school, sports, social, family) by knowing and using your top Character Strengths.
2. Inform students that they will be discussing who they are in relation to the 24 Character Strengths.
3. Out of those 24 Character Strengths, you will have top Character Strengths called Signature Character Strengths. Those are the strengths you use most comfortably.
4. All 24 strengths will not be your Signature Character Strengths because some of them contradict each other.

<u>Activity (Low Tech)</u>

1. Instruct students to find some blank space in their Participant Guide and to sign their name with their dominant hand.
2. Next, instruct students to sign their name again, but with their non-dominant hand.
3. Use this quick activity to illustrate that Signature Character Strengths are like signing with your dominant hand, it's comfortable and easy.

Key Points:

1. Signature Character Strengths are strengths that are natural and comfortable for us to use.

Character Strengths Definitions (pp. 63-64)

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Record your own notes here:

Trainer Instructions:

<u>Hook (Low Tech)</u>
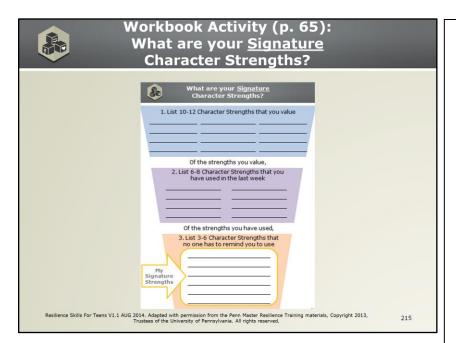
1. Have students turn to their Participant Guides and look over the definition list of all the Character Strengths.

2. Explain what the term "Signature Character Strengths" means: one's top Character Strengths.

3. With the use of the definitions, have students complete the "What are your Signature Strengths?" workbook activity on the next page to determine their Signature Strengths.

OR

<u>Hook (High Tech)</u>

[This is the preferred method]

1. Before class, students should complete the VIA (Values in Action) Strength Survey for Children from University of Pennsylvania. Learners between ages 13-18 are able to register themselves (under 13 requires parental registration).
[http://www.authentichappiness.sas.upenn.edu/entry.aspx?rurl=addchild.aspx%3Fcid%3D0%26turl%3D%2FTests%2FSameAnswers_t.aspx%3Fid%3D314]

2. Based on their VIA results, have students complete the activity on the next page.

Workbook Activity (p. 65): What are your Signature Character Strengths?

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

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Trainer Instructions:

Activity (Low Tech)

1. Using the definitions of the Character Strengths and the VIA (if completed), have students answer the questions to determine their Signature Character Strengths.
2. Have students list their Signature Strengths at the bottom of the page.

- Your bottom Character Strengths are not used as frequently as your Signature Character Strengths (and they might be weaknesses).

- You can develop Character Strengths that you value.

Record your own notes here:

Trainer Instructions:

1. Discuss the points on the slide.
2. Generate a discussion about what Character Strengths might be at the bottom of their list and whether they are "lesser strengths" or weaknesses. Provide an example of a "lesser strength" vs. a weakness (e.g., Forgiveness and Mercy as a "lesser strength" looks different than Forgiveness and Mercy as a weakness). It is up to the individual to decide which it is.
3. Instruct students to place a "W" next to the strengths they consider weaknesses for themselves either on the definitions pages or their VIA.
4. Ask students to review their Character Strengths list and put a "V" next to the Character Strengths that they value but that do not show up near the top of their lists either on the definitions pages or their VIA.
5. Certain strengths are easier to develop than others (e.g., Optimism). If there is a value a student wants to put into action more frequently, note that doing so requires effort

Key Points:

1. With effort, you can develop Character Strengths that you value.

**Activity:
Post Your Signature Strengths**

Trainer Instructions:

Activity (Low Tech)
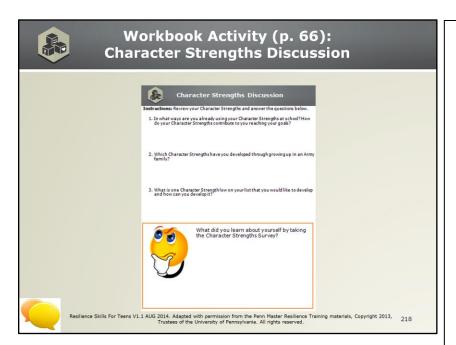
Note: This activity works best with groups of twenty or more. If you are working with a smaller group, you can instead create a spreadsheet of the Character Strengths and ask participants to write their names under the appropriate columns.
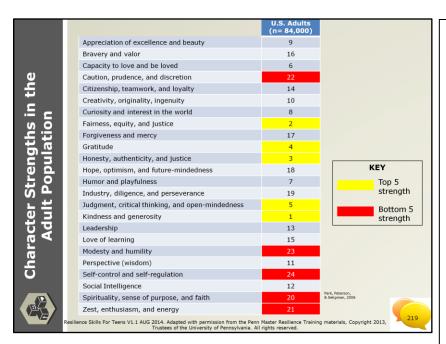
1. Prior to class, post twenty-four flipcharts/pieces of paper around the room, each one labeled with the name of a Character Strength.

2. Distribute at least six sticky notes to each participant. Participants will write their names on, and post, as many sticky notes as they have top Character Strengths (i.e., however many fulfill the criteria for Signature Character Strengths).

3. Instruct students to post their sticky notes on the respective Character Strengths charts.

4. When the students are done posting, tally up the number for each strength (it is easiest to have someone tally numbers while the instructor continues to teach).

5. Use the flipcharts to bring up a discussion on what strengths are high as a group and low as a group. Make sure the discussion is specific and students include WHY they agree or disagree.

6. The goal of this activity is a great discussion centered around strengths.

Note: The discussion on what they posted can take place before or after the activity on the following page.

Workbook Activity (p. 66):
Character Strengths Discussion

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?

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Trainer Instruction:

Activity (Low Tech)

1. Instruct students to turn to their Participant Guides.
2. Give students a few minutes to record some notes for each question. The discussion is more important than the notes for this activity.
3. Next, have students discuss their responses with the people around them, using the questions as prompts.
3. Debrief the exercise by asking students what they learned about themselves and their Character Strengths.

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	U.S. Adults (n= 84,000)
Appreciation of excellence and beauty	9
Bravery and valor	16
Capacity to love and be loved	6
Caution, prudence, and discretion	22
Citizenship, teamwork, and loyalty	14
Creativity, originality, ingenuity	10
Curiosity and interest in the world	8
Fairness, equity, and justice	2
Forgiveness and mercy	17
Gratitude	4
Honesty, authenticity, and justice	3
Hope, optimism, and future-mindedness	18
Humor and playfulness	7
Industry, diligence, and perseverance	19
Judgment, critical thinking, and open-mindedness	5
Kindness and generosity	1
Leadership	13
Love of learning	15
Modesty and humility	23
Perspective (wisdom)	11
Self-control and self-regulation	24
Social Intelligence	12
Spirituality, sense of purpose, and faith	20
Zest, enthusiasm, and energy	21

KEY

Top 5 strength

Bottom 5 strength

Park, Peterson, & Seligman, 2006

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Resilience Skills For Teens V1.1 AUG 2014. Adapted with permission from the Penn Master Resilience Training materials, Copyright 2013, Trustees of the University of Pennsylvania. All rights reserved.

Trainer Instructions:

[This slide is optional but lends itself to great discussion. If time permits, the slide is recommended.]

1. Inform students that this is the ranking for 84,000 U.S. Adults that took the VIA survey.
2. The top five strengths are highlighted in yellow. Discuss as a large group the top strengths and whether they agree with/disagree with them and WHY.
3. The bottom five strengths are highlighted in red. Discuss as a large group the bottom strengths and whether they agree with/disagree with them and WHY.
4. The goal of this slide is to have a great discussion.

Record your own notes here:

Character Strengths in the Adult and Youth Populations

Record your own notes here:

Trainer Instructions:

[This slide is optional but lends itself to great discussion. If time permits, the slide is recommended.]

1. Inform students that this is the ranking for U.S. Youth compared to U.S. adults.
2. The top five strengths are highlighted in yellow. Discuss as a large group the top strengths and whether they agree with/disagree with them and WHY.
3. The bottom five strengths are highlighted in red. Discuss as a large group the bottom strengths and whether they agree with/disagree with them and WHY.
4. Discuss the differences between adults and youth.
5. Compare the youth results on the slide to the posted strengths of your group in the classroom.
6. The goal of this slide is to have a great discussion.

Workbook Activity (p. 67): Make it Personal

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?

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 14: Character Strengths: Using Your Strengths With Others

Rationale: Drs. Chris Peterson and Martin Seligman identified the Character Strengths that are valued in nearly every culture. They identified a total of twenty-four Character Strengths that appear to be universal. Character Strengths, in addition to skills and talents, can be used to overcome challenges and to strengthen leadership.

Objective: Use Character Strengths in yourself and in others to overcome challenges, increase team effectiveness, and strengthen leadership.

Unit Overview and Recommended Timing:

Skill: Review Character Strengths and outline that this unit is about using Character Strengths to overcome challenges and work better as a team	5 mins
Hook: (1) Shadow side discussion *(LT) (2) "Honest Abe" Geico commercial (HT)	10 mins
Activity: (1) Challenges and Teams in Participant Guide *(LT) (2) Great Leader in Participant Guide (LT)	25 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**45 mins**

Character Strengths
Key Terms
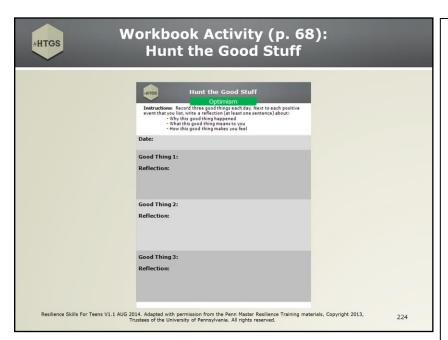
Shadow Side   A way in which a Character Strength can get one into trouble or cause difficulty

Signature Character
Strengths   The top, or most prominent, of your Character Strengths

Workbook Activity (p. 68):
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:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Record your own notes here:

Character Strengths:
Using Your Strengths With Others
Strengths of Character

225

Record your own notes here:

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. Character Strengths can also be used with others to help overcome challenges and in leadership.
2. Character Strengths: Using Your Strengths With Others builds Strengths of Character.

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The Shadow Side of Character Strengths

The SHADOW SIDE of Character Strengths

SHADOW SIDE

– 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 Strength in a way that makes others feel bad

Record your own notes here:

MRT Trainer Instructions:

Hook (Low Tech)

1. Ask participants if their Character Strengths have ever gotten them into trouble (e.g., offending someone because of top Character Strengths of Honesty, Authenticity, and Genuineness or Humor and Playfulness).
2. Review each shadow side and provide an example of each.
3. Explain that it is important to be aware of the shadow sides of your Character Strengths and the problems they can cause, particularly in relationships.
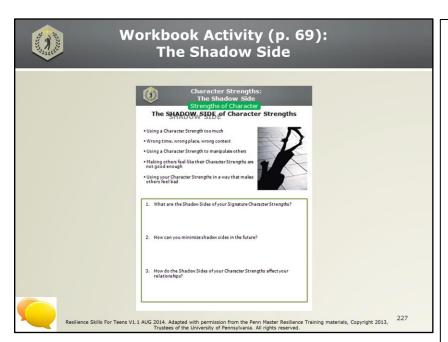
Hook (High Tech)

[This clip is optional]

1. Prior to discussing the points on the slide, show the Geico "Honest Abe" commercial as an example of a shadow side.
2. Follow the Low Tech points above after showing the video.

Key Points:
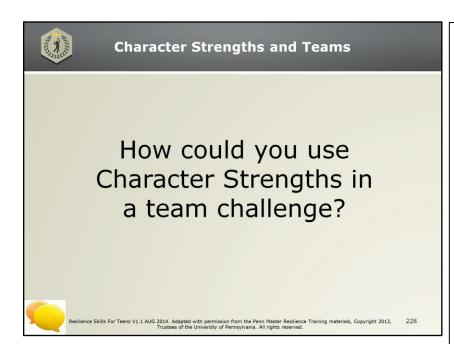
1. The best of who we are, our Signature Character Strengths, can often get us into trouble and impact our performance and our relationships.

Record your own notes here:

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?

227

Trainer Instructions:

Activity (Low Tech)

1. Students get into small groups and discuss questions about shadow sides.
2. The discussion is more important than taking a lot of notes.
3. Following the small group discussion, have some students discuss the shadow sides of their strengths at the large group level and what they intend to do to minimize them.
4. Discuss with students how shadow sides impact their relationships.

Record your own notes here:

Trainer Instructions:

Skill

1. Lead a brief group discussion with students about how Character Strengths can impact a team challenge (e.g., school project, sports teams, family challenges, etc.).

Workbook Activity (p. 70-71): Challenges and Teams

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

Trainer Instructions:

Activity (Low Tech)

1. Refer students to their Participant Guides.
2. Use the completed example to explain the activity.
3. Put students into groups of 3-4.
4. Give each group a card with a challenge on it. Example challenges can be found **on the following page**. Use the challenges given or create challenges that are relevant to your group.
5. Students will first choose goals they want to accomplish for this challenge (reference completed example).
6. Students will then discuss as groups how they can leverage their SIGNATURE STRENGTHS to overcome the challenge as a team (reference completed example).
7. Following the activity, have a couple groups share at the large group level.

Key Points:

1. Teams become more effective at overcoming challenges when they leverage each others' Signature Strengths.

Trainer Instructions:	**Record your own notes here:**

Trainer Instructions:

Activity (Low Tech)

Example Challenges:

1. One of your close friends is moving to another state and is having a hard time with it. You and your friends want to throw a going away party.
2. You and a committee have to plan the homecoming dance.
3. Your teammate is struggling to stay eligible for sports. You decide to get the team to help him/her out.
4. Community service with other JROTC Cadets. You have to set up a tent for an upcoming parade.
5. You and some friends want to start a small business that helps benefit your community by raising money for park renovations, after school programs, etc.
6. You have been selected by your school to create a campaign for bullying awareness.
7. You are in charge of planning this year's talent show.
8. A family in the school had their house burn down last week. They need the school's help and support.
9. Your best friend's parent has been deployed for 6 months and you notice he/she has been distant from your group of friends.

- Knowing your Signature Character Strengths helps you bring the best of yourself to any situation
- Shadow Sides of Character Strengths can get us into trouble if we are not careful
- Using Character Strengths to overcome team challenges boosts energy and helps everyone be successful
- Great Leaders rely on their Character Strengths to make them successful
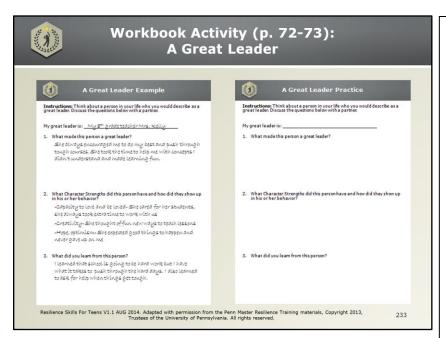
231

Record your own notes here:

Trainer Instructions:

Note: This slide is optional and meant to serve as a transition between strengths in challenges and strengths in leadership.

1. Quickly go over the points on the slide highlighting what the group has covered so far.
2. Ask students if they have any questions/comments.

231

Trainer Instructions:

Skill

Note: The leadership discussion is optional based on group and time. This discussion is particularly beneficial for students in leadership roles (JROTC, sports teams, committees, upperclassmen, etc).
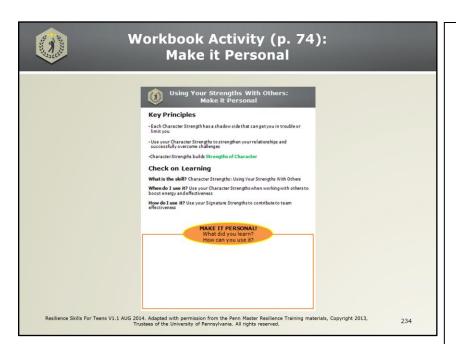
1. Lead a brief group discussion with students about how Character Strengths can make them great leaders.

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

Note: This activity is an optional activity meant to be completed with the leadership discussion.

1. Refer students to the Participant Guide and review the example.
2. Ask students to work with someone sitting near them.
3. Direct students to identify a person that is/was a great leader and then discuss the questions in the activity. This can be a personal example or someone they admire from afar.
4. Students record the name of a great leader on the line at the top of the page.
5. Students discuss questions 1-3 with a partner and record their answers in their Participant Guides.
6. When debriefing the conversation, highlight the Character Strengths that were identified in the chosen leaders' leadership styles and ask the students to share what they learned from the people they identified.
7. Ask students to think about who would choose them as their great leader (i.e., sibling, teammate, etc.).
8. Ask them to consider what it will take to be identified as a great leader in the future.

Workbook Activity (p. 74):
Make it Personal

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?

234

Record your own notes here:

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their daily lives.

Resilience Training for Teens, Unit 15A: Assertive Communication (Part 1): Social Media/Texting

Rationale: Different styles of communicating can facilitate or hinder interpersonal problem solving. Many individuals, especially teens, communicate heavily through social media and texting. It is important to know limitations and consequences of social media/texting communication versus face-to-face communication.

Objective: Know the pros and cons of communicating through social media/texting and discuss what types of conversations should be discussed face-to-face using Assertive Communication and the IDEAL model (Part 2).

Note: This lesson is intended to serve as a hook to Unit 15B: Assertive Communication (Part 2).

Unit Overview and Recommended Timing:
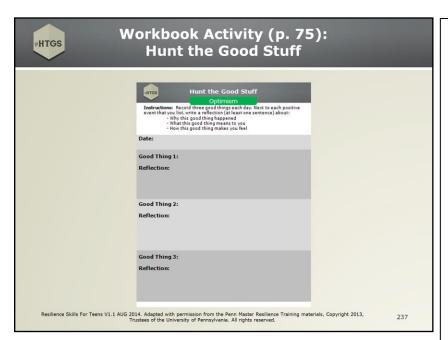
Skill: Methods of communication	5 mins
Hook: (1) List ways of communicating *(LT) (2) Social media/texting and ATC *(LT)	15 mins
Activity: (1) Benefits and problems of communicating through social media/texting *(LT) (2) What is OK/not OK to communicate about through social media/texting *(LT) (3) Make it personal *(LT)	20 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**45 mins**

Assertive Communication (Part 1)
Key Terms

Social Media   Alternative forms of communication, usually electronic, where users share information, ideas, personal messages, and other content (e.g., Facebook, Snapchat, Twitter, Instagram, etc.).
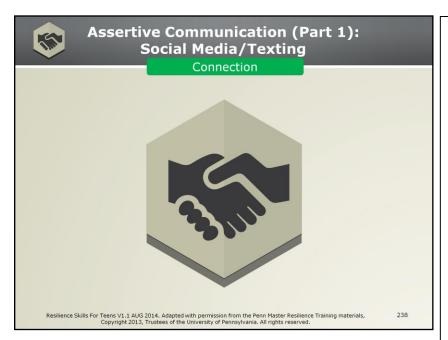
Workbook Activity (p. 75): Hunt the Good Stuff

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:

237

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Record your own notes here:

Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. This lesson is all about communicating through social media and texting. Are you communicating in a way that helps or hurts relationships?
2. Assertive Communication (Part 1): Social Media/Texting builds Connection.

239

Record your own notes here:

Trainer Instructions:
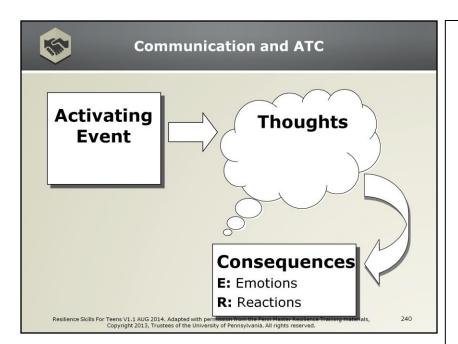
<u>Hook (Low Tech)</u>

1. Have students work in small groups (3-4) to list all the ways they communicate, including social media. Examples may include:
    - Twitter
    - Instagram
    - WhatsApp
2. Students record answers in their Participant Guides.
3. Have students share what they came up with and prompt students to write down forms of communication they use that they heard from another group.
4. Next, instruct students to slice the pie in their Participant Guides according to how often they use each form of communication they listed. Have students color in the slices of the pie that are forms of social media/texting. Use the completed example as a reference.

Note:
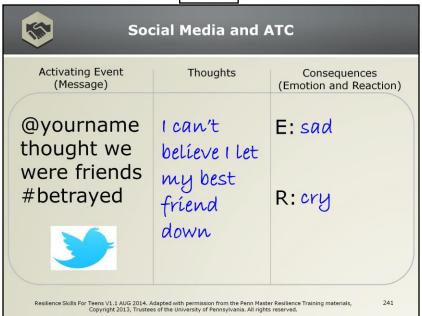
1. Chances are, most students communicate primarily through social media/texting; that is why it is important to take time to talk about those specific forms of communication.

Communication and ATC

Activating Event

Thoughts

Consequences
E: Emotions
R: Reactions

240

Trainer Instructions:

1. Provide a quick refresher of the ATC model using the slide.
2. Activating events can often be the messages we receive from others; those messages cause us to have thoughts, and those thoughts drive consequences.

Record your own notes here:

Trainer Instructions:
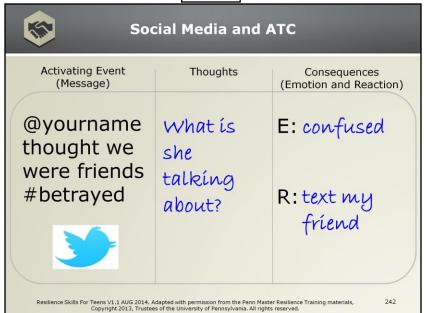
1. This is an example of how receiving a message via social media can be an Activating Event. If this example is not relevant to your teens, adjust the example on this slide and the following slide accordingly.
2. Read the tweet above (AE).
3. Build the slide and explain the Thought and Consequences.

Note:

1. Twitter is a form of social media. The [@yourname] refers to a twitter handle, your twitter name that people see when they search for you, follow you, or want to mention you in a tweet. [#betrayed] refers to a hashtag. People place hashtags so anyone who searches for a particular hashtag can see their tweet. If thousands/millions of people use the same hashtag, that topic is considered "trending".

Record your own notes here:

Trainer Instructions:
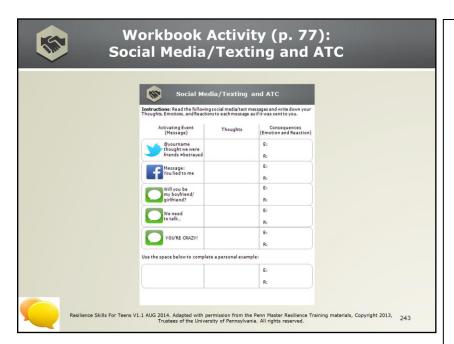
1. This is an example using the same AE, but with a different Thought driving different Consequences.
2. Build the slide and explain the Thought and Consequences.
3. This slide is intended to show how people can react differently to the same AE (i.e., message).

Key Points:
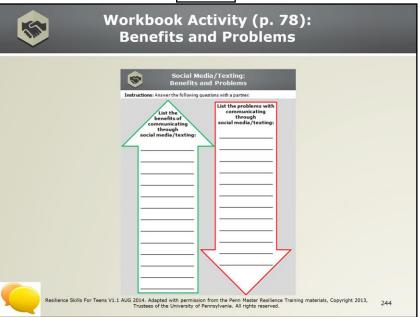
1. The messages you send are going to be interpreted by others. The messages may not be interpreted as you intended.

Workbook Activity (p. 77):
Social Media/Texting and ATC

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:

Trainer Instructions:

Activity (Low Tech)

1. Have students complete the ATC model for each AE (i.e., message).
2. Instruct students to pick a message they received recently to complete the blank ATC model at the bottom of the page.
3. Use student examples to illustrate how powerfully messages, tweets, texts, etc. can influence our emotions and reactions.
4. Discuss a variety of examples for "YOU'RE CRAZY" and "We need to talk…". Based on responses, tie back to Thinking Traps and catastrophizing.

Record your own notes here:

Workbook Activity (p. 78):
Benefits and Problems

Social Media/Texting:
Benefits and Problems

Instructions: Answer the following questions with a partner.

List the benefits of communicating through social media/texting:

List the problems with communicating through social media/texting:

Record your own notes here:

Trainer Instructions:
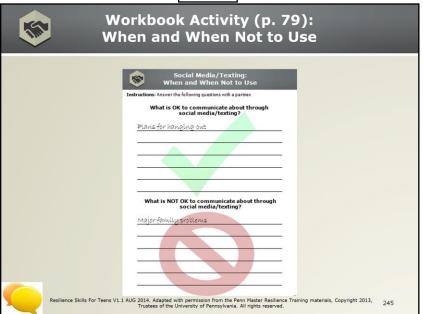
Activity (Low Tech)

1. Since social media messages and texting can have such a powerful impact on us, it's important to discuss the benefits of communicating through social media/texting, as well as the problems with communicating through social media/texting.

2. Have students work in small groups to discuss and record both benefits and problems in their Participant Guide.

3. Debrief activity by getting a variety of responses from students. Flipchart responses.

Record your own notes here:

Workbook Activity (p. 79): When and When Not to Use

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

245

Trainer Instructions:
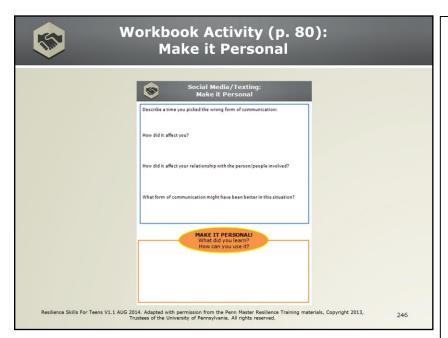
Activity (Low Tech)

1. After discussing benefits and problems, have students work in small groups to discuss what is OK to discuss through social media/texting and what is NOT OK to discuss through social media/texting. Students record answers in their Participant Guide.
2. Debrief activity by getting a variety of responses from students. Flipchart responses.

Workbook Activity (p. 80):
Make it Personal

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?

246

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Instruct students to complete the questions in the blue box on their own.
2. Ask for 1-2 student examples; make sure the examples given are appropriate.
3. Ask for a show of hands: How many of you should have had your conversations face-to-face?
4. Let students know that the next lesson is about having those difficult conversations face-to-face in a way that protects your relationship with that person.

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 15B: Assertive Communication (Part 2)

Rationale: Different styles of communicating can facilitate or hinder interpersonal problem solving. Aggressive, Passive, and Assertive Communication are styles—not personality types—that can be developed; the IDEAL model is a method that facilitates Assertive Communication.

Objective: Communicate clearly and with respect. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

Unit Overview and Recommended Timing:
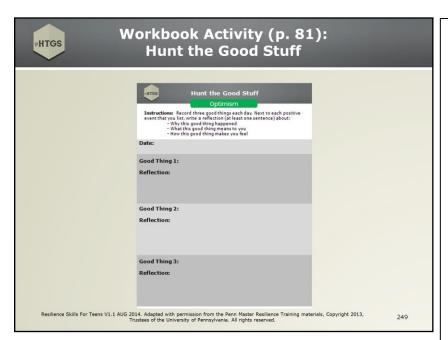
Skill: Define Assertive Communication and the IDEAL model	5 mins
Hook: Small group discussion on communication styles *(LT)	10 mins
Activity: (1) Demonstrations of Aggressive, Passive, and Assertive Communication Styles *(LT) (2) Use the IDEAL model in a current situation *(LT)	25 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**45 mins**

Assertive Communication (Part 2)
Key Terms

Assertive Communication

A skill used to communicate clearly and with respect by using the IDEAL model to communicate in a Confident, Clear, and Controlled manner

#HTGS

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:

249

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

Assertive Communication

Connection

250

Trainer Instructions:
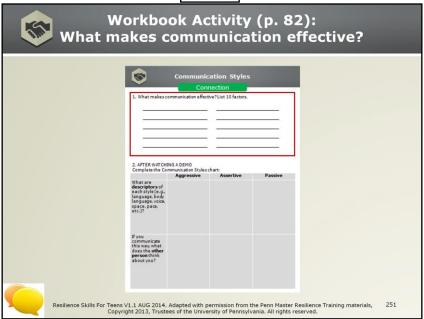
Skill

1. This lesson is about having tough conversations face-to-face; communicating clearly and with respect.
3. It is important to be flexible in the way that you communicate; resilience involves being flexible.

Key Points:

1. Flexibility is key for effective communication.
2. Assertive Communication builds Connection.

Flip Chart

Record your own notes here:

Trainer Instructions:

Hook (Low Tech)

1. Refer students to the top section of the workbook page in their Participant Guides.
2. In small groups, students discuss what makes communication effective and record their answers.
3. Once students have completed the activity, ask for a sample of their responses. Possible responses include:
   - Respecting the other person
   - Non-verbal cues such as eye contact, body posture, and listening
   - Verbal cues such as tone of voice and vocabulary
4. Ask students to describe what they share - the more specific the better (e.g., if student says tone of voice, ask them to describe effective tone).

Demonstration

DEMO

Aggressive Communication

252

Record your own notes here:
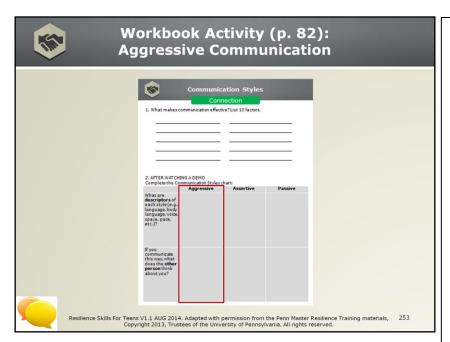
Trainer Instructions:

1. Refer students to the Participant Guide.
2. Students will be seeing three different demonstrations (Aggressive, Passive, and Assertive).
3. After each demonstration, students will answer two questions; what are the descriptors of the style and, if you communicate this way, what does the other person think about you?

Activity (Low Tech)

1. Identify an adult to do the demonstration with you and assign roles: Person 1 initiates Aggressive Communication and Person 2 responds.
2. The Aggressive Communication demonstration should have the following qualities:
   - **Body language:** takes up more room; distance between them is too close; gestures such as pointing
   - **Voice:** loud; sarcastic
   - **Message:** uses "you" and blaming; exaggerates, using words such as "always" and "never;" does not ask for the other person's point of view
   - **Other person's response:** could be intimidated; could fight back; problem does not get resolved

Suggested Demonstration Topics: Asking a parent to borrow the car or go somewhere with friends; talking to a friend about a message they posted online about you; talking to a teacher about a grade; asking a coach for more playing time, etc.

Workbook Activity (p. 82): Aggressive Communication

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Trainer Instructions:

Activity (Low Tech)

1. After the demonstration, ask participants to complete the Aggressive column of the activity in their Participant Guides.
2. Provide students with some examples:
   • Descriptors: loud, invading personal space, etc.
   • What other person thinks about you: You're mean, you don't care about the other person, etc.
3. Get a few students to share what they identified and discuss.
4. Ask students if this was an effective way to communicate and if the problem got resolved.

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)
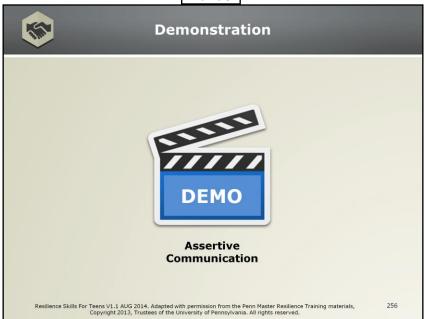
1. Keep the same topic and adult from the previous demonstration. For this demonstration: Person 1 initiates Passive Communication and Person 2 responds.

2. The Passive Communication demonstration should have the following qualities:

   • **Body language:** poor eye contact; slumping; distance between them is too far

   • **Voice:** stammering; low volume

   • **Message:** never really figure out what the problem is; backs down

   • **Other person's response:** might take control of the conversation; might get annoyed that the message is so unclear or taking too long; problem does not get resolved

Workbook Activity (p. 82): Passive Communication

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 **descriptors** of each style (e.g., language, body language, voice, space, pace, etc.)?			
If you communicate this way, what does the **other person** think about you?			

Trainer Instructions:

Activity (Low Tech)
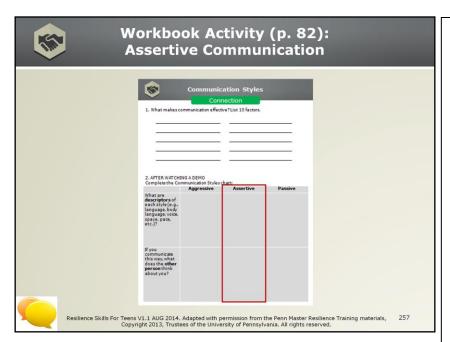
1. After the demonstration, ask participants to complete the Passive column of the activity in their Participant Guides.
2. Provide students with some examples:
   • Descriptors: quiet, no eye contact, etc.
   • What other person thinks about you: What you have to say is not important, etc.
3. Get a few students to share what they identified and discuss.
4. Ask students if this was an effective way to communicate and if the problem got resolved.

Record your own notes here:

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Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Keep the same topic and adult from the previous demonstrations. For this demonstration: Person 1 initiates Assertive Communication and Person 2 responds.

2. The Assertive Communication demonstration should have the following qualities:

   • **Body language:** good posture; confident; good eye contact; moderate amount of distance

   • **Voice:** even tone

   • **Message:** Okay to express annoyance or irritation, but controlled; asks if it is a good time to talk; asks for the other person's point of view; holds the other person accountable; solution to the problem is concrete and collaborative

   • **Other person's response:** might apologize for whatever part they played in the problem; receptive to the conversation; friendship/relationship is maintained; agrees to the solution, though problem may not be 100% resolved in this conversation

**Workbook Activity (p. 82):
Assertive Communication**

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 **descriptors** of each style (e.g., language, body language, voice, space, pace, etc.)?			
If you communicate this way, what does the **other person** think about you?			

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)
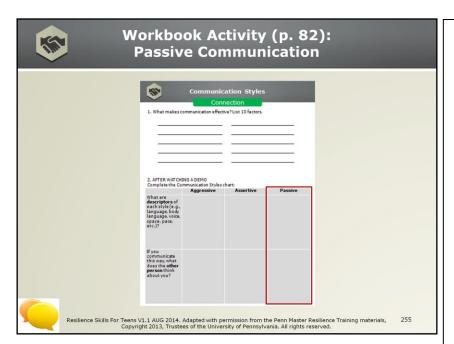
1. After the demonstration, ask participants to complete the Assertive column of the activity.
2. Provide students with some examples:
   • Descriptors: confident, asked questions, etc.
   • What other person thinks about you: that you care about the situation, etc.
3. Get a few students to share what they identified and discuss.
4. Ask students if this was an effective way to communicate and if the problem got resolved.

**Assertive Communication:
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:** You are "tracking" the other person and adjust yourself if necessary.

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Record your own notes here:
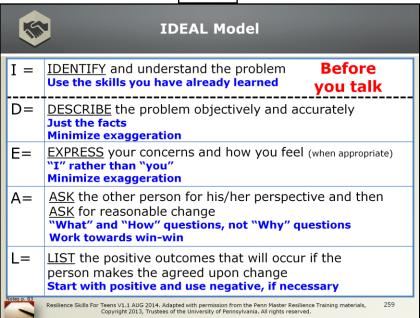
Trainer Instructions:

1. The 3Cs are the critical ingredients of Assertive Communication.
2. Review points on the slide, having students underline the key words in their Participant Guides.
3. Emphasize that the goal of this unit is to increase students' flexibility when communicating so that they are able to choose and use the style of communication that is most appropriate in any given situation.

Key Points:

1. Assertive Communication is Confident, Clear, and Controlled.

IDEAL Model

I =	<u>IDENTIFY</u> and understand the problem **Use the skills you have already learned**	**Before you talk**
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**	

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Record your own notes here:

Trainer Instructions:

<u>Skill</u>

1. Introduce the IDEAL model for Assertive Communication. This model helps the communicator stay Confident, Clear, and Controlled.
2. Review the points on the slide and discuss (slide builds). Use the tips for IDEAL **on the following page**.
3. Use the completed IDEAL model in the Participant Guide as an example to reinforce the tips for IDEAL.

Key Points:

1. The IDEAL Model can help you to craft an assertive conversation.
2. These are talking points, not a script.

Trainer Instructions:

Tips for IDEAL:

"I"

1. Underscore that the "I" in IDEAL is internal. This is your homework before communicating anything.
2. Students should use other skills they have already learned during this step; ATC, check for Thinking Traps, Detect Icebergs, etc.
3. Have students write BEFORE YOU TALK in their Participant Guides.

"D"

1. Objective, just the facts, draws from the skill of ATC.
2. Emphasize the importance of being specific and recent in the description of the problem. This helps ground the conversation in something both parties can address.

"E"
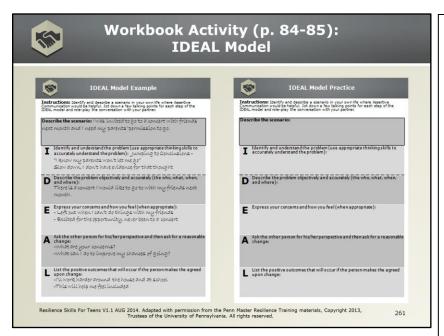
1. Emphasize that it is important to express your concerns about the problem, but it may not always be appropriate to express your feelings.
2. It is important to say "I" rather than "you" so the other person does not get defensive, and you do not fall into the Mind Reading Thinking Trap.
3. Emphasize the importance of not exaggerating. Exaggerating causes the other person to say, "I do not do that all the time!" and the conversation gets off track.

"A"

1. Point out that "What" and "How" questions draw from the skill of Detect Icebergs, helping the conversation to get to the deeper issue and stay on track. "Why" questions can lead to defensiveness.
2. Example of reasonable change: "Be more respectful of me, if you do say something disrespectful, own up to it and apologize" versus "never say an unkind thing again."
3. A win-win is how both parties will benefit if the agreed upon changes are made (e.g., our friendship will be stronger).

"L"

1. Emphasize that rewards work better than punishments, so naming a positive outcome is typically more effective than threatening a negative outcome.

Record your own notes here:

Workbook Activity (p. 84-85): IDEAL Model

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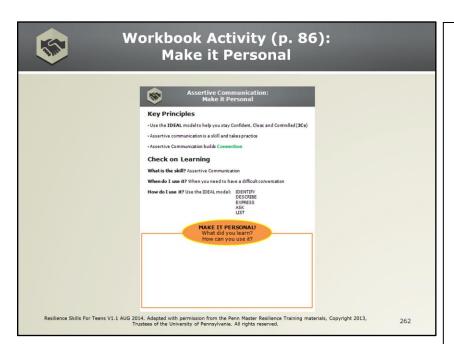
A — Ask the other person for his/her perspective and then ask for a reasonable change:

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

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Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Refer students to their Participant Guides.
2. Students write a few sentences describing a specific situation in which they could apply the IDEAL model.
3. Students individually fill out the IDEAL model, recording some notes about what they are going to say at each step. Remind students that this is not a script, but rather talking points.
4. Students partner up and quickly describe their scenarios to each other.
5. Students role play their scenario with a partner using the Assertive communication style. The first partner uses their IDEAL talking points while the second partner plays the role of the person the first partner is communicating with in the scenario.
6. The second partner should respond as he or she actually would if he or she were approached with that communication style.
7. Once the first partner's scenario is complete, the partners pause for a couple minutes to discuss how the role play went.
8. The partners then switch roles, and role play the second partner's scenario following the same instructions.
9. Debrief activity with students asking them about their experience with the activity.
10. Emphasize that, in most cases, Assertive Communication will keep relationships strong.

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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?

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Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

Resilience Training for Teens, Unit 16: Effective Praise

Rationale: As Dr. Carol Dweck's work suggests, Effective Praise builds mastery because it focuses on the strategy or the process the individual used to bring about a good outcome.

Objective: Use Effective Praise to build mastery and winning streaks.

Note: This is a companion unit to Unit 17: Active Constructive Responding, but can be taught separately.

Unit Overview and Recommended Timing:
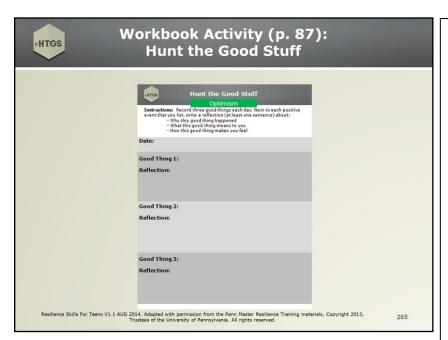
Skill: Define Effective Praise	5 mins
Hook: Effective Praise demonstrations *(LT)	5 mins
Activity: Personal example of Effective Praise *(LT)	5 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**20 mins**

Effective Praise
Key Terms

Effective Praise   A skill used to build mastery and winning streaks by naming the specific strategy, effort, or skill that led to the good outcome

Workbook Activity (p. 87): 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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.

Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

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Effective Praise

Connection

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
2. Provide students with the Core Competency the skill targets.

Key Points:

1. This skill is about how to give someone or yourself praise when they or you do something that deserves praise.
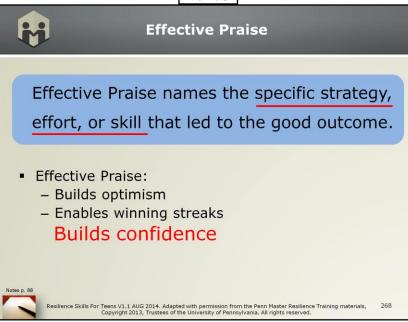2. Effective Praise builds Connection.

Record your own notes here:

Effective Praise

- I am the captain of my basketball team and lately we have been struggling to come together as a team. Last night at our game things finally went right!

DEMO

Effective Praise

Trainer Instructions:

Skill

1. Ask students what effective criticism is.
2. Demonstrate the use of Effective Praise, following the demonstration instructions below.

Activity (Low Tech)

1. Read the scenario on the slide (or come up with a scenario more relevant to your group).
2. Tell students you will be giving two forms of praise and they will need to point out which is more effective and why.
3. Demonstrate an example of ineffective praise (e.g., good job guys, bring it in).
4. Demonstrate an example of Effective Praise (e.g., "Good job guys. Last night in the game we were communicating during plays and everyone supported each other whether they were on the court or on the sidelines).
5. Discuss which form of praise was more effective and why.

Effective Praise

Effective Praise names the specific strategy, effort, or skill that led to the good outcome.

- Effective Praise:
  - Builds optimism
  - Enables winning streaks
    Builds confidence

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Record your own notes here:

Trainer Instructions:

Skill

1. Point out that we often skip the process, strategy, and behavior that led to the good outcome. This type of praise does not communicate **how** the person brought about the positive outcome.
2. Students underline SPECIFIC STRATEGY, EFFORT, OR SKILL in their Participant Guides.
3. Review the benefits of Effective Praise:
   • Builds optimism
   • Enables winning streaks
   • Builds confidence
4. Students write BUILDS CONFIDENCE in their Participant Guides.
5. Discuss how students can give themselves Effective Praise to build confidence.

Key Points:

1. Effective Praise names the specific strategy, effort, or skill that led to the good outcome.
2. Effective Praise can build confidence in yourself and others.
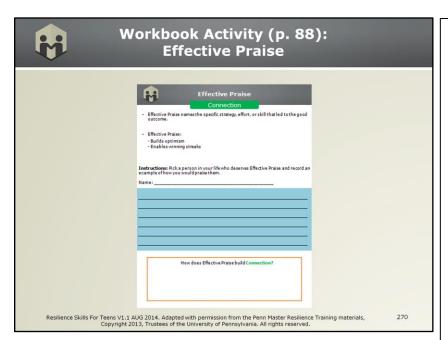
Record your own notes here:

▪ Your little sister learned the piano piece she has been working on for months.

▪ Your dad who likes to coach me from the sidelines at practice AND on the way home finally wasn't so overbearing.

▪ You aced a test.

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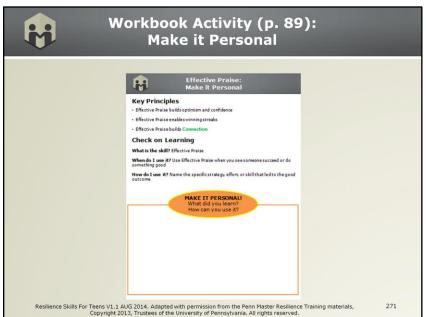
Trainer Instructions:

1. Discuss examples of when to use Effective Praise.
2. For each example on the slide, have a student at the large group level provide an example of how they would respond using Effective Praise.
3. Ask students for other situations in which they could use Effective Praise.
4. If time permits, ask students for examples of Effective Praise they have given and have received. Ask other students to point out what made the examples effective.

Workbook Activity (p. 88): Effective Praise

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?

Trainer Instructions:

Activity (Low Tech)

1. Refer students to the Participant Guide.
2. Have students identify someone in their life that deserves praise (teacher, friend, teammate, sibling, coach, etc.) and record an example of Effective Praise. Students can also pick themselves for this activity.
3. Have a couple students share their examples.
4. Have students write down in their Participant Guides how Effective Praise builds Connection.
5. Get a couple students to share what they wrote.

Workbook Activity (p. 89): Make it Personal

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?

Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.

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Resilience Training for Teens,
Unit 17: Active Constructive Responding (ACR)

Rationale: Dr. Shelly Gable's work demonstrates the effects of sharing a positive experience with others and the effect that the other person's response to our positive experience has on our relationship. Only Active Constructive Responses enhance the well-being of both parties.

Objective: Using Active Constructive Responding builds stronger relationships with those we care about.

Note: This unit is a companion to Unit 16: Effective Praise, but can be taught separately.
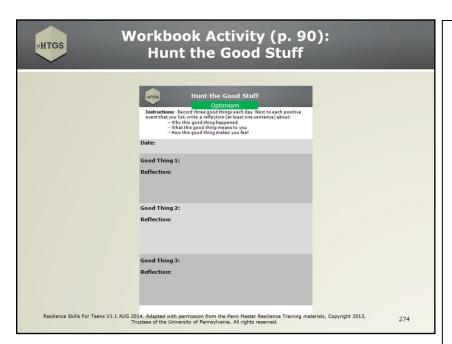
Unit Overview and Recommended Timing:

Skill: Define Active Constructive Responding	5 mins
Hook: (1) Students make a list of important people in their lives *(LT) (2) Demonstrate the four types of responding (requires two facilitators) *(LT)	10 mins
Activity: (1) Students identify their own patterns of responding and those patterns demonstrated by significant people in their lives *(LT) (2) Students practice ACR (LT)	20 mins
Reflection: Students reflect on what they learned and write down how they can apply it to their daily lives *	5 mins
TOTAL	**40 mins**

Active Constructive Responding (ACR)
Key Terms

ACR

Active Constructive Responding is a skill used to respond to others to build strong relationships when they talk about positive experiences or describe a success; shows authentic interest and elaborates the experience to make the person feel validated and understood, leading to stronger relationships

Workbook Activity (p. 90):
Hunt the Good Stuff

#HTGS

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:

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Trainer Instructions:

Activity (Low Tech)

1. Begin the lesson with Hunt the Good Stuff.
2. Have students write down one to three good things in the Participant Guide.
3. Tell students to write the good thing **and** the reflection (i.e., why it's a good thing).
4. Ask a couple students to share their "good stuff" at the group level. Remember to emphasize that the students explain why it is a good thing to them.
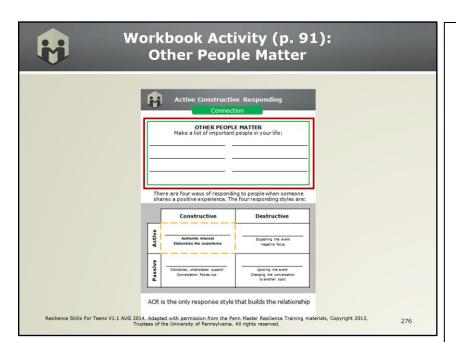
Key Points:
1. Optimism is important for resilience.
2. HTGS is a daily skill.

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Trainer Instructions:

1. Tell students in one sentence what they will be learning.
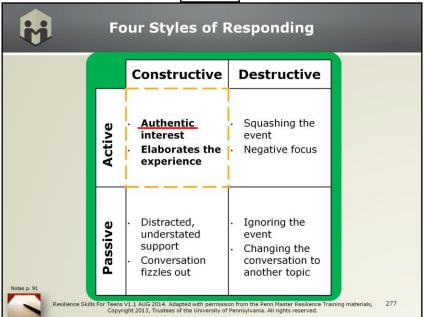2. Provide students with the Core Competency the skill targets.

Key Points:

1. How you respond to good news impacts your relationships.
2. Active Constructive Responding builds Connection.

Record your own notes here:

**Workbook Activity (p. 91):
Other People Matter**

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	Authentic Interest Elaborates the experience	Squashing the event Negative focus
Passive	Distracted, understated support Conversation fizzles out	Ignoring the event Changing the conversation to another topic

ACR is the only response style that builds the relationship

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Trainer Instructions:

Hook (Low Tech)

1. Refer students to the Participant Guide.
2. Remind students how important relationships are to resilience and that other people matter.
3. Have students make a list of important people in their lives.
4. Tell students to keep those people in mind when learning about this skill.

Record your own notes here:
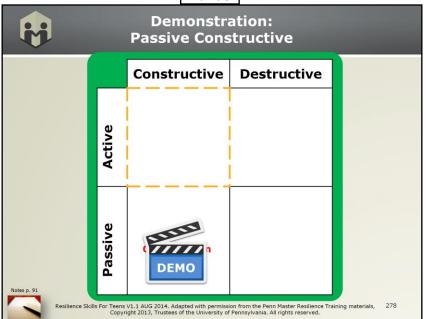
276

Four Styles of Responding

	Constructive	Destructive
Active	• **Authentic interest** • **Elaborates the experience**	• Squashing the event • Negative focus
Passive	• Distracted, understated support • Conversation fizzles out	• Ignoring the event • Changing the conversation to another topic

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Record your own notes here:

Trainer Instructions:

Skill

1. Describe the four typical styles of responding **when someone shares good news** and instruct students to listen closely to each style and begin to think about which is most common for them.
2. Briefly explain what is meant by good news and tie to Hunt the Good Stuff.
3. Review the four cells, noting the key descriptors of each style (note that the slide builds beginning with the Passive Constructive cell and working counterclockwise).
4. Emphasize that a key word in the Active Constructive box is **authentic**. It's not cheerleading; it's about helping the other person relive the positive event.
5. Have students underline AUTHENTIC in their Participant Guides.
6. Explain that Active Constructive Responding helps the sharer enjoy the good experience longer.

Key Points:

1. ACR furthers the conversation in an authentic way.
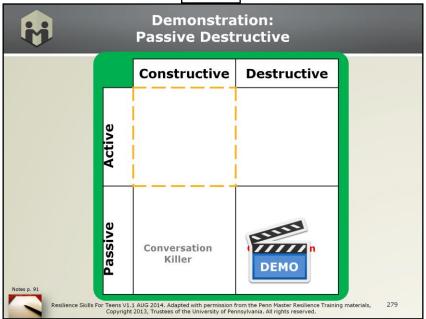2. ACR is the only style of responding that builds strong relationships.

Note: Instructors will conduct a demonstration of the four styles of responding on the following slides. Two people are required for each demonstration. Demonstration Instructions specific to each responding style are included on each demonstration slide.

Record your own notes here:

Trainer Instructions:

Activity (Low Tech)
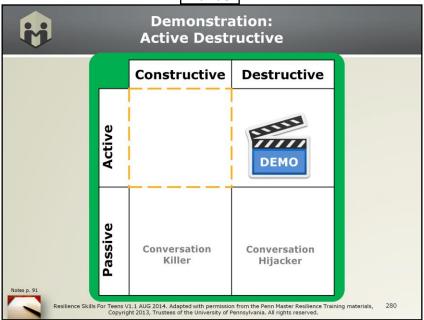
1. Prepare a scenario and act out the Passive Constructive demonstration with another instructor/adult.

2. Use the following guidelines for the Passive Constructive demonstration:
   • Responder might be distracted, looking at cell phone or computer
   • One or 2 word responses (e.g., "That's great")
   • Sharer might keep trying once or twice but gets discouraged or annoyed

3. After the demonstration, the group names the box that the person responding fell into and the instructor reveals the key phrase (i.e., Conversation Killer).

4. Students write CONVERSATION KILLER in their Participant Guides.

5. After the demonstration, ask the students to describe how the sharer of the good news likely feels when responded to in the Passive Constructive style. For example, the sharer feels unimportant, misunderstood, embarrassed, or guilty.

6. Point out the body language displayed during the demonstration.

Demonstration: Passive Destructive

	Constructive	Destructive
Active		
Passive	Conversation Killer	DEMO

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Record your own notes here:
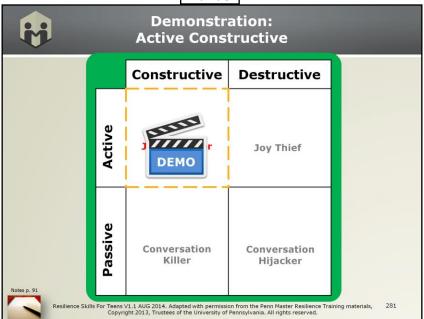
Trainer Instructions:

Activity (Low Tech)

1. Using the same scenario, act out the Passive Destructive demonstration.
2. Use the following guidelines for the Passive Destructive demonstration:
   • Can illustrate that the person's good news reminds them of their own good news or their own problem
   • Can be that the person changes the topic to something random (e.g., what's for dinner, weekend plans, etc.)
   • Sharer tries once or twice to refocus the conversation, but gets confused or angry

3. After the demonstration, the group names the box that the person responding fell into and the instructor reveals the phrase (i.e., Conversation Hijacker).

4. Students write CONVERSATION HIJACKER in their Participant Guides.

5. After the demonstration, ask the students to describe how the sharer of the good news likely feels when responded to in the Passive Destructive style. For example, the sharer feels confused, guilty, or disappointed.

6. Point out the body language displayed during the demonstration.

Demonstration: Active Destructive

	Constructive	Destructive
Active		DEMO
Passive	Conversation Killer	Conversation Hijacker

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Record your own notes here:

Trainer Instructions:

Activity (Low Tech)

1. Using the same scenario, act out the Active Destructive demonstration.
2. Use the following guidelines for the Active Destructive demonstration:
   • Goal is not usually to be a jerk, but to demonstrate concern for the other person by pointing out all of the problems in their good news
   • Might point out problems, safety concerns, "Have you thought of…," or how the news affects the responder
   • Sharer might start to agree with the responder and decide that the good news is not so good after all
   • Sharer might get angry that the person is not sharing in their joy
3. After the demonstration, the group names the box that the person responding fell into and the instructor reveals the phrase (i.e., Joy Thief).
4. Students write JOY THIEF in their Participant Guides.
5. After the demonstration, ask the students to describe how the sharer of the good news likely feels when responded to in the Active Destructive style. For example, the sharer feels ashamed, embarrassed, guilty, or angry.
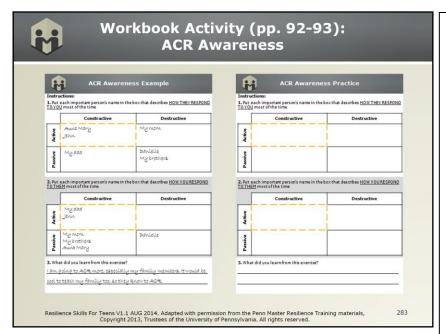6. Point out the body language displayed in the demonstration.

Record your own notes here:

Trainer Instructions:

<u>Activity (Low Tech)</u>

1. Using the same scenario, act out the Active Constructive demonstration.
2. Use the following guidelines for the Active Constructive demonstration:
   • Responder needs to stay authentic—he or she should only be a cheerleader if it's natural
   • Can show interest with curiosity, especially if the responder does not know much about the good news he or she is hearing
   • Do at least 4-5 back-and-forth interchanges
   • Body language is close, good eye contact
   • Sharer shows increasing joy as the conversation goes on
3. After the demonstration, the group names the box that the person responding fell into and the instructor reveals the phrase (i.e., Joy Multiplier).
4. Students write JOY MULTIPLIER in their Participant Guides.
5. After the demonstration, ask the students to describe how the sharer of the good news likely feels when responded to in the Active Constructive style. For example, the sharer feels validated and understood.
6. Ask the students to describe how using ACR will likely impact the relationship.
7. Point out the body language displayed in the demonstration.
8. Point out that ACR is the only style in gold because it is the only style that strengthens relationships.

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What if you don't care about the news?

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Record your own notes here:

Trainer Instructions:

1. Ask students if they should use ACR if they don't care about the news.
2. In response to this question, ACR is about authentic interest in the person, not the news. Mention that ACR can be easier if you are interested in the news, but authentic interest in the person is most important.
3. Point out that even when we care about the other person, we often fail to be active and constructive in how we respond. Point out that this might be hard for some people because sharing in another person's joy can make us feel uncomfortable.
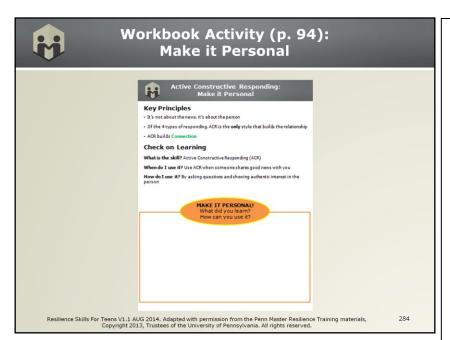4. Ask students if they have any other questions.

Workbook Activity (pp. 92-93): ACR Awareness

ACR Awareness Example / **ACR Awareness Practice**

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Trainer Instructions:

Activity (Low Tech)

1. Refer students to the Participant Guide.
2. Use the complete example in the Participant Guide to instruct students on how to complete the activity.
3. Students reflect and capture how important people in their life RESPOND TO THEM.
4. Then, students reflect on HOW THEY RESPOND to the important people in their life.
5. Students capture what they learned from this exercise.
6. After the students have completed the activity, ask for a few to share what they recorded and what they learned about their communication style.
7. Discuss with students what it's like when they do not receive ACR.
8. Show of hands: ask students how many of them found that they are not always using ACR with the people they care about the most.

Key Points:

1. Many people find that those individuals closest to them are often in boxes other than the ACR box.

Record your own notes here:

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?

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Trainer Instructions:

1. Review the Key Principles (if time permits).

Reflection (Low Tech)
Students write down what they learned and how they can use it or apply it to their own lives.