Mentoring- Social and Emotional Learning

RESILIENCY

TEACHER TIP
It’s important to create a safe and supportive classroom environment that enables active participation and engagement.
Below are some tips for creating a safe and supportive space in the classroom.
– Collaborate with students to develop a group agreement that sets the parameters for class discussions.
– Make it known that you value all student contributions.
– Use a range of questioning techniques that open up discussion, rather than trying to get to a quick right answer.
– Recognise that some students may not feel comfortable sharing; explore ways of dealing with this.
– Explore ways to ensure that all students get an opportunity to speak, such as using talk tickets, talk sticks, etc.
– Ensure that the lesson content provides students with information on where they can get support for themselves or their friends, even if they don’t feel comfortable speaking up in the classroom.

Exploring the essential resiliency skills

Week 1. Resiliency p. 2
Week 2. Emotional awareness & self-regulation p. 3
Week 3. Impulse control p. 4
Week 4. Optimism p. 5
Week 5. Flexible & accurate thinking p. 6
Week 6. Empathy p. 7
Week 7. Self-esteem p. 8
Week 8. Connecting & reaching out p. 9
Week 9. Resiliency Board p. 10
Week 10. Amazing Resiliency Race p. 11
## WEEK 1. RESILIENCY

### Lesson Plan

<table>
<thead>
<tr>
<th><strong>Outcome:</strong></th>
<th>Define and understand what resiliency is.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warmup:</strong></td>
<td>1. How many words can you make out of the letters in the word RESILIENCY?</td>
</tr>
<tr>
<td></td>
<td>- Optional: share words onto the whiteboard (collectively as a class how many words are made?)</td>
</tr>
<tr>
<td></td>
<td>- (10 min max)</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>1. Picture tells a 1000s words.</td>
</tr>
<tr>
<td></td>
<td>- Place picture cards on floor- students pick a card which best resembles resilience for them.</td>
</tr>
<tr>
<td></td>
<td>- Discuss or personal reflection.</td>
</tr>
<tr>
<td></td>
<td>2. Y Chart</td>
</tr>
<tr>
<td></td>
<td>- Complete to determine what is RESILIENCY</td>
</tr>
<tr>
<td></td>
<td>- LOOKS LIKE</td>
</tr>
<tr>
<td></td>
<td>- FEELS LIKE</td>
</tr>
<tr>
<td></td>
<td>- SOUNDS LIKE.</td>
</tr>
<tr>
<td></td>
<td>3. Define Resiliency</td>
</tr>
<tr>
<td></td>
<td>- Students create a definition of resiliency (groups/ pairs/ individual).</td>
</tr>
</tbody>
</table>
WEEK 2. EMOTIONAL AWARENESS & SELF-REGULATION

Lesson Plan

<table>
<thead>
<tr>
<th>Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand that resilient people show their emotions and when going through a tough time, they do feel different as this is a normal part of life.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Warmup:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List as many emotions as you can.</td>
</tr>
<tr>
<td>- Alphabetical list of emotions attached in appendix (P. 12).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class discussion about emotions</td>
</tr>
<tr>
<td>- What are emotions?</td>
</tr>
<tr>
<td>- Why do we have them?</td>
</tr>
<tr>
<td>- What do they look like?</td>
</tr>
<tr>
<td>2. Match the emotions.</td>
</tr>
<tr>
<td>- Match the picture card with the word card.</td>
</tr>
<tr>
<td>- Picture Cards in appendix (P. 15)</td>
</tr>
<tr>
<td>- Discuss in pairs/group/whole class</td>
</tr>
<tr>
<td>3. Make your own emotion/ emoji cards</td>
</tr>
<tr>
<td>- Students create an emoji/picture for different emotions.</td>
</tr>
<tr>
<td>4. Mapping emotions to your body</td>
</tr>
<tr>
<td><em>This can be done on an A3 template (see appendix P. 16) or can be done on butchers-paper (tracing body).</em></td>
</tr>
<tr>
<td>- Pick one emotion and map the emotion out on your body</td>
</tr>
<tr>
<td>o <em>Example:</em></td>
</tr>
<tr>
<td>▪ When you are angry, where do you feel this in your body?</td>
</tr>
<tr>
<td>▪ When you are happy, what facial expressions are you making?</td>
</tr>
</tbody>
</table>
| ▪ When you are sad, is there a colour that matches this emotion?
# WEEK 3. IMPULSE CONTROL

## Lesson Plan

**Outcome:**
Understand that being resilient doesn’t mean not acting on our impulses, but rather controlling our impulses.

**Warmup:** (Choose an activity (or all) that will suit your Mentoring Group)

1. marshmallow/ chocolate/ bubble wrap challenge
   - Give students a marshmallow/ chocolate and tell the students not to eat it. Leave the room and come back in and see who has eaten it.
   - OR
   - Give everyone a marshmallow/chocolate at start of lesson and tell everyone that they can eat it now, or if they wait till the end of the lesson they can get another one.
   - Show marshmallow test on YouTube.

2. Ask students to silently line up of month and D.O.B

3. Marble and spoon challenge
   - Place spoon in mouth and place marble on spoon.
   - Without touching marble, get from one end of the room to the other without dropping the marble.

**Content:**

1. Define impulse control.
   - What made the warm up activity above difficult?
   - What things can you do to control impulses?
   - Provide impulse control strategy template/card (attached in appendix P. 17)

2. Scenario cards
   - In groups, students discuss different scenarios and brainstorm strategies to how to deal with the situation. *(option- to role play)*
     - One positive strategy needs to be identified.
     - Scenario cards attached in appendix P. 18.
WEEK 4. OPTIMISM

Lesson Plan

**Outcome:**
Understand that optimistic people are happier, more engaged, succeed more and are better problem solvers. Optimism skills can be learnt (remember mindsets).

**Warmup:**
1. Ask students to take some toilet paper form the role. Don’t specify how much (their choice).
   - After everyone has collected the paper, each student to count how many pieces they have.
   - Students to share as many thoughts they have had in their head today according to the number of pieces of paper they have in their hand. (ie- 3 pieces of paper = 3 thoughts they have to share).

**Content:**
Explain to the class that the lesson today is about people’s thoughts- known as self-talk. Positive self-talk is the key to developing optimism

1. Think, Pair, Share
   - What influences our thinking and self-talk?

2. Negative Self-Talk- Stopping technique: S.O.S
   - Stop- Mentally tell yourself “STOP” to give you the opportunity to address the thought and interrupt the cycle.
   - Observe- observe what you are saying to yourself and how it is making you feel
   - Shift: shift your cognitive, emotional, or behavioural response by using positive self-talk.

3. Changing negative statements into positive statements
   Provide students with a series of negative statements and have them turn them into positive statements. Alternatively, students could brainstorm both negative and positive statements.
   - I’m not worth it. - There’s no use.
   - I can’t do it. - I’ll never follow through.
   - People won’t like me. - Others are better than I am.
   - I am not enough. - I must be perfect.
   - My opinion doesn’t matter - I’ll never be any different.

4. Creating positive affirmations.
   - Students to write a list of positive affirmations.
   - Hand out sheet “how to write positive affirmations” attached in appendix P. 19
   - Can be done in groups or individually.
Lesson Plan

Outcome:
Understand that learning to think differently and listen to other people’s points of view is key to developing resiliency.

Warmup:
1. What is this?
   - Have a variety of objects and in groups, students to come up with as many ideas of what else the object could be.
   - I.e. a funnel= a hat, a trumpet, a unicorn horn.
2. New rules new game
   - Pick a game and make up new rules
   - i.e.- snakes and ladders- slide up snakes and down ladders/ kickball- run in reverse order

Content:
1. Plan B scenario
   - Provide students with scenarios and students to brainstorm Plan B scenarios that are productive/proactive.
     - What if you are working on an assignment at home, and you realise that you didn’t save the right version of it?
     - What if your ex gf/bf goes out with your best friend?
     - What if you miss the bus for school?
     - What if your assignment is due tomorrow, and because you have been distracted by friends in class, you haven’t started it?
     - What if you realise you do not have enough credits to pass year 12?
     - What if you are in a class with a teacher that you don’t get along with?
     - What if you go out on the weekend and your friend gets really drunk?

2. Line activity YES OR NO
   - Aim: Being able to listen to, understand and accept other people’s perspective.
     - Do you agree with abortion?
     - Do you agree with same sex marriage?
     - Do you think energy drinks should be sold at school?
     - Do you think the drinking age should be increased to 21?
     - Do you think that in order to access Centrelink payments you should have to pass a drug test?
     - Do you think attending high school should be optional?
# WEEK 6. EMPATHY

## Lesson Plan

### Outcome:
Understand that empathy is the ability to recognise another person’s feelings and respond accordingly and respectfully.

### Warmup:
1. Celebrity emotions/ charades
   a. Play a version of celebrity heads where students have to guess the emotion they have been given. Or,
   b. Students to role play an emotion and class needs to guess what emotion they are feeling.
2. Match the facial feature to the emotion
   a. What emotion/s could these images be portraying?
   b. See appendix P. 20

### Content:
1. Walk the line
   - A masking tape line is placed on the floor in the middle of the class. Students divide with half the class about 5 steps off each side of the line, silently facing each other. The teacher reads off a series of questions, from less to more personal. If the student can answer yes to the question, they silently approach the line and stop.  
     - I have cried before  
     - I have said something to someone I care about that regret 
     - I’ve had to stay overnight in a hospital  
     - I have felt happy before.  
     - I’ve been bullied at school.  
     - I have experienced the death of a pet  
     - I have failed at something that I have tried  
     - I have been rejected before  
     - I have felt piece before  
     - I’ve lost a family member  
     - Someone has broken my trust before
2. How to respond?
   - Provide students with scenarios  
   - Students to think about what emotions the friend may be feeling.  
   - Determine how to respond to the friend RESPECTFULLY.  
     - A friend is being bullied through an online social media site  
     - A friend is being bullied at school  
     - A friends grandmother passes way  
     - A friend fails an exam  
     - A friend is cheated on by their bf/gf  
     - A friend is feeling unwell
# WEEK 7. SELF ESTEEM

## Lesson Plan

### Outcome:
Understand that self-belief is an important part of resiliency.

### Warmup:
1. Untie the knot
   - Students to get into a circle (approx. 8 ppl in each circle) and hold hands with people across from them (with 2 different people).
   - Students try to unravel themselves (without letting go of hands).
     - Have you done this game before?
     - Did you succeed/not succeed?
     - Did you use prior knowledge?

### Content:
1. Define Self Esteem
   - Create/provide definition and do a Y Chart- looks, feels, sounds like.
     - Self-esteem is formed by an individual’s opinion about themselves which describes their overall sense of self-worth or personal value. Self-esteem is an important aspect of personal success and happiness.

2. Same letter, different name.
   - In groups of 4-6, ask each team to write down on one piece of paper all the names of the people on their team. Once all the names are written down, select a letter of the alphabet from the envelope. Inform the teams what letter was chosen and give them two minutes to think of a positive word, or words beginning with the chosen letter that describes each person. For example, if the letter H was chosen and the names John, Amy, and Craig were on the list my team may come up with:
     - a. John - Hard worker
     - b. Amy - Honest, Humble
     - c. Craig - Handsome

3. M&M Challenge
   - Every Young Person gets a small packet of M&M’s.
   - For every colour, YP needs to write down / or do in a group and tell members:
     - Red- Something you do well
     - Yellow- Something you like about yourself
     - Blue-something you are working on/ future goals
     - Orange- something that makes you feel good about yourself
     - Green-something you learnt last week
     - Brown- treat yourself or give away
WEEK 8. CONNECTING & REACHING OUT

Lesson Plan

Outcome:
Understand that having meaningful connections with people and making and nurturing friendships will assist in developing resiliency.

Warmup:
1. People bingo
   - Find someone in the room:
   - That has the same shoe size
   - that is born in the same month as you
   - who listens to the same music as you
   - who you don’t normally hang out with
   - who you went to the same primary school with you
   - who likes the same food as you
   - who has a different favourite food
   - that is older than you
   - that has different eye colour than you
   - that has the same amount of siblings as you
   - that wasn’t born in Alice Springs
   - that goes for the same foot team as you
   - that doesn’t like sports

2. Hoolla-hoop
   - Hoola-hoop goes over one person’s arms. Everyone joins hands and stands in a circle. The hoola-hoop is passed around the circle whilst everyone is connected.

Content:
1. Linked-In. How are we connected?
   - Circle- throw the yarn to someone in the room that you have a connection with (outside of school)
     - Tom throws the yarn to Sarah – connection- Tom’s brother was in the same class as Sarah’s sister in year 12.

2. Defining connection
   - Why do we need connection?
   - Brainstorm 5 people you can connect to (in times of need)
   - Brainstorm 5 services you can reach out to
     - What are the details of these services (numbers/ address etc)
**WEEK 9. RESILIENCY BOARD**

**Lesson Plan**

<table>
<thead>
<tr>
<th><strong>Outcome:</strong></th>
<th>To fill up the Resiliency board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warmup:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td>Reflect on what has been learnt throughout the past 8 weeks and create something that will promotes Resiliency:</td>
</tr>
<tr>
<td></td>
<td>- affirmations</td>
</tr>
<tr>
<td></td>
<td>- list of resiliency- strategies</td>
</tr>
<tr>
<td></td>
<td>- quotes</td>
</tr>
<tr>
<td></td>
<td>- pictures</td>
</tr>
<tr>
<td></td>
<td>- synonyms</td>
</tr>
<tr>
<td></td>
<td>- what is NOT resilience</td>
</tr>
</tbody>
</table>
## WEEK 10. AMAZING RESILIENCY RACE

### Lesson Plan

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Have Fun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmup:</td>
<td></td>
</tr>
<tr>
<td>Content:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Students have to guess the clues which take them to different locations of the school, representing the different topics covered throughout the term. This is to be completed as an entire Mentoring Group.</td>
</tr>
<tr>
<td></td>
<td>- To be organised by Taegen and Emma</td>
</tr>
<tr>
<td></td>
<td>- Prize for the winning class</td>
</tr>
</tbody>
</table>
APPENDIX

WEEK 2

WARM-UP ACTIVITY 1- LIST OF EMOTIONS (A–Z).

We have a complex thinking system. Being aware, listening to and responding to our emotions is one of the keys to facing and responding to tough times. (Adapted from salutegenics.com.au)

List of Emotions

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

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

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

D

E

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

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

H

Resiliency
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy / Hollow / Hostile / Hassled / Homesick / Humble / Hateful / Honoured / Hurt / Helpful / Hopeful / Hyper / Helpless / Hopeless / Hysterical / High / Horrible</td>
<td>I</td>
</tr>
<tr>
<td>Jaded / Joyous / Jumpy / Jealous / Jubilant / Jinxed / Judgemental</td>
<td>K</td>
</tr>
<tr>
<td>Keen / Kind</td>
<td>L</td>
</tr>
<tr>
<td>Likeable / Lovable / Logical / Loving / Lazy / Lonely / Low / Left out / Loser, like a / Loyal / Lethargic / Lousy / Lustful</td>
<td>M</td>
</tr>
<tr>
<td>Mad / Mixed up / Manic / Merry / Motivated / Manipulated / Miserable / Mystified / Maternal / Misunderstood</td>
<td>N</td>
</tr>
<tr>
<td>Nasty / Nervous / Nostalgic / Needy / Numb / Negative / Nice</td>
<td>O</td>
</tr>
<tr>
<td>Oblivious / Opposed / Overwhelmed / Obsessed / Optimistic / Owed / Odd / Outraged / Offended / Overlooked</td>
<td>Q</td>
</tr>
<tr>
<td>Quarrelsome / Quiet / Queasy</td>
<td>P</td>
</tr>
<tr>
<td>Pain / Persecuted / Panicked / Petrified / Preoccupied / Paranoïd / Pissed off / Pressured / Passionate / Playful / Pushy / Pathetic / Pleasant / Put out / Peaceful / Possessive / Puzzled / Peeved / Powerless / Powerful</td>
<td>R</td>
</tr>
</tbody>
</table>

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

T

Taunted / Thrilled / Touchy / Teased / Trapped / Turned off / Tempted / Tired / Tense / Torn
Threatened / Touched

U

Unprotected / Uprooted / Useless

V

Vain / Vicious / Vivacious / Valued / Violent / Vulnerable

W

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

Z

Zany / Zealous
WEEK 2

ACTIVITY 2: MATCH THE EMOTIONS.
WEEK 2

ACTIVITY 4- Mapping emotions to your body
WEEK 3

ACTIVITY 1- DEFINE IMPULSE CONTROL

Think-Impulse Strategy Card

1. Stop. Think.
   delay your response

2. Breathe!

3. Three Responses
   Don’t say anything until you have thought of three responses

4. Respond.
### Scenario One
At lunch you line up at the canteen, someone pushes in front of you.

### Scenario Two
The person next to you keeps tapping the desk during an exam.

### Scenario Three
The person you are talking to has a different opinion to yours.

### Scenario Four
You are online and notice a friend on Facebook has “unfriended you”.

### Scenario Five
You are saving up to buy a new Tablet/iPad, but see a new pair of shoes to buy that will cost $80.

### Design Your Own
How to make Positive Affirmations

1. Personalize your affirmations with words like "I," "me," and "my." You can't always control circumstances or other people, so make your affirmations about what you can control---yourself. Make your affirmations state your own goals, wants, and values---not someone else's.

2. Affirmations are best stated in the present tense, because, if affirmations are in future tense ("I will...") your subconscious mind feels no urgency to act NOW. If you feel like a hypocrite stating affirmations in the present tense (as in "I am slender and healthy") then state your affirmations as a process (as in "Each day I am becoming more slender and healthier.")

3. Make your affirmations believable and realistic. Begin with small, obtainable goals, and work your way up to bigger accomplishments. "My self-control is perfect." is probably more believable as "I have self-control most of the time."

4. State affirmations in the positive. To say "I won't have a bad report card," only focuses your attention on the behaviour you want to avoid. Instead say "My report card will be good."

5. Make affirmations short and easy to remember.

6. Repeat your positive affirmations often and positive thinking will become routine.
WEEK 6

WARM-UP ACTIVITY 2: What emotion/s could these images be portraying?

_____________________
_____________________
_____________________
_____________________
_____________________
_____________________

Resiliency