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RESILIENCY

Change Everything Without Changing Anything

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HOW TO CHANGE EVERYTHING WITHOUT CHANGING ANYTHING

BUILDING RESILIENCE IN OUR YOUTH

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OBJECTIVES & GOALS

Students will discover and be exposed to a variety of TOOLS (strategies and techniques) to foster and promote resiliency. Through exploratory, hands on activities and lessons, students will realize their most powerful resources are always readily available and accessible.

GOALS AND THEIR ALIGNMENT TO THE 7 C'S ATTRIBUTES:

01	Perspective; Modify. Change. Adapt.	CONTROL
02	Identify Triggers - Implement Tools	COMPETENCE
03	Shift Your Energy	COPING
04	Relate - Don't Compare!	CONNECTION
05	Reflect on our TOOLS	CONFIDENCE

HOW TO CHANGE EVERYTHING WITHOUT CHANGING ANYTHING: PERSPECTIVE

STUDENTS' TOOLBOX

- PERSPECTIVE IS THE KEY
- CONNECT – DON'T COMPARE
- SHIFT YOUR ENERGY: CHANGE AND ADPAT
- APPLY MULTISENSORY STRATEGIES
- REFLECT

FOR TEACHERS

As a result of these lessons students will discover what they can CHANGE versus feeling powerless investing their energy in what they cannot . Much of the tools and strategies implemented in this unit involve the ability to change our PERSPECTIVE, make meaningful connections and shift our energy.

FLORIDA STANDARDS

RESILIENCY EDUCATION

Standard 1: HE.912.R.1. Character

- HE.912.R.1.3 Adjust behavior to respect the needs of others.

Standard 2: HE.912.R.2. Personal Responsibility

- HE.912.R.2.2 Analyze different perspectives to inform responsible decision-making.
- HE.912.R.2.4 Implement strategies and monitor progress in achieving a personal goal.
- HE.912.R.2.6 Analyze how actions and reactions can influence one to respond in different situations. Clarification: Emotions not governing behavior.
- HE.912.R.2.7 Evaluate strategies that assist with managing challenges or setbacks. Clarification: Time management, setting boundaries, setting realistic goals, self-care.
- Standard 4: HE.912.R.4. Critical Thinking and Problem Solving:
- HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.
- HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.
- HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.

Standard 3: HE.912.R.3. Mentorship and Citizenship

- HE.912.R.3.3 Analyze situations and demonstrate strategies to engage in respectful debate. Clarification: Group projects, class discussions

Standard 4: HE.912.R.4. Critical Thinking and Problem Solving

- HE.912.R.4.1 Analyze the importance of character and grit to achieve successful outcomes.
- HE.912.R.4.2 Generate and apply alternative solutions when solving problems or resolving conflict.
- HE.912.R.4.3 Describe ways to anticipate, avoid or de-escalate conflicts.

OVERVIEW

BUILDING RESILIENCE

Students will discover what they can CHANGE versus feeling powerless and frustrated trying to change and "fix" what they cannot.

Students will learn little by little to identify what triggers their thoughts, actions and reactions as well as how to quickly reach for their favorite tool to quickly re-direct their thoughts, attitudes, mindset, and energy - gaining insight into themselves and their abilities to change everything about a situation without changing anything about a situation.

By EMPOWERING students with the ability to handle and grow from challenges we inherently BUILD RESILIENCE.

MISCONCEPTION

✗ Resilience is something you are born with.

TRUTH

Resilience can be taught and developed. Resilience can be built with strategies that are used in everyday life.

“It’s a set of practical skills that can be developed with practice and patience,” he says. “Resilience is not a fixed state; it is a capacity, a skill that can be developed. Challenges become opportunities to grow and learn. A growth-mindset pattern of thinking experiences failure as temporary, criticism as a guide for growth, and problems as opportunities” (Source 1).

OVERVIEW

HOW DOES RESILIENCY INSTRUCTION BENEFIT OUR STUDENTS

As students' resilience increases it will have a positive effect on the facets of education that contribute to students increased academic achievement and involvement in school activities.

There is an abundance of research supporting the practice of teaching Resiliency skills in the context of an educational institution. Educational establishments are optimal settings to prepare students for future success. They provide a place where students take risks, experience successes and failures, feel stress and anxiety, and have to navigate social hiarachies. School mimics life but should provide a supportive environment where we learn how to navigate life and all the ups, downs, roadblocks and joys that come from the human experience.

As students become more resilient, they are more likely to overcome common setbacks that could affect their willingness to continue in school (poor test scores, teasing, not making friends easily, new school/city).

Equipped with the right tools, common setbacks for students become opportunities for growth - to stretch, strengthen and build resilience. Attendance improves, achievement increases, and students BELIEVE they are integral members of the school community. Thus, contributing to the health of the organization and their peers as well as the community at large.

Lesson 1 - Toolbox Item:

PERSPECTIVE

OBJECTIVE:

A seemingly meaningless task of balancing a feather on one's palm leads to self-discovery, accomplishment, a plethora of RESILIENCY tools.
Bringing to light the overall purpose of the activity:

SUCCESS IS ACHIEVED by
CHANGINE ONE'S PERSPECTIVE - LITERALLY.

ACTIVITY 1 PROCEDURES:

- Have a feather placed on each student's desk
- Ask students to stand and instruct them to balance the feather on the palm of their hand for as long as they are able
- Gauge the students and monitor their behaviors
- Don't give them any direction other than to balance the feather on the palm of their hand **(Observe behavior and characteristics in your students approach)**
- Once students have the hang of it (most will for a few seconds), tell them to try balancing their feather using other methods
- Observe! Watch carefully what your students do and how they handle this activity
- Some students will try and balance the feather on their forehead, nose, shoulder, head, fore-arm
- Some students may try and toss the feather from palm to palm
- Encourage kids to have fun and to keep trying new skills

MATERIALS:

1. Peacock feathers or long feathers (12-18 inches)
2. Promethean or a board connected to a computer (optional but ideal) with a projector
3. As much open space as possible

Lesson 1 - Toolbox Item:

PERSPECTIVE

FOLLOW UP: ACTIVITY 2

There are several different activities and lessons to debrief regarding the ice-breaker activity and foster other Resiliency Tools: growth vs. fixed mindset, focus, meditation, shifting energy, confidence, connections, and control are amongst the many discussions and follow up activities that may be developed.

DISCUSSION QUESTIONS

Suggestion: Begin with more general questions and let the conversation flow.

- Did you enjoy the activity?
- Was it difficult or easy for you to balance the feather?
- Were you able to do so immediately?
- Did you succeed in balancing the feather for a few seconds?
- Did you watch your peers to see what they were/weren't doing?
- Where was your focus during the activity?
- What worked for you?
- Were you thinking of anything else while you were balancing the feather?
- Did you, on your own, decide to take the feather balancing a step further?
- Did you help a peer or did a peer help you?
- Did you treat this as a "competition"?
- Did any of you give up or get frustrated? Immediately?
- Did you or did you not feel comfortable during the activity?

ALTERNATIVE TO OPEN DISCUSSIONS

- Organize students into groups of 3-4
- Have them debrief on the discussion questions
- Ask one spokesperson from each group to share what was most "interesting" from their small group discussion with the rest of the class

PERSPECTIVE

FOLLOW UP: ACTIVITY 3

Key Questions

- What was the key/trick to Balancing the Feather on the palm of your hand?
- What did you learn from this activity?

PROCEDURES

1. After having a general discussion using the "Guiding Questions" from the previous page, probe students a little further.
2. Go to www.mentimeter.com (It is free).
3. Create a simple presentation (Presentations can be made on the spot - EXREMELY easy to use).
4. The purpose of using the online survey is that it is anonymous and INVOLVES the ENTIRE class in the discussion.
5. Responses populate as they are submitted (Samples on the next page).
6. You will receive a variety of responses, but some or several students may notice that they used RESILIENCY TOOLS:
    - Mindfulness
    - Focus/Concentration
    - Confidence
    - Communication
    - Problem Solving Approaches
    - Energy Focus/Shift
    - Risk Taking
    - Accomplishing a Task
    - Teamwork

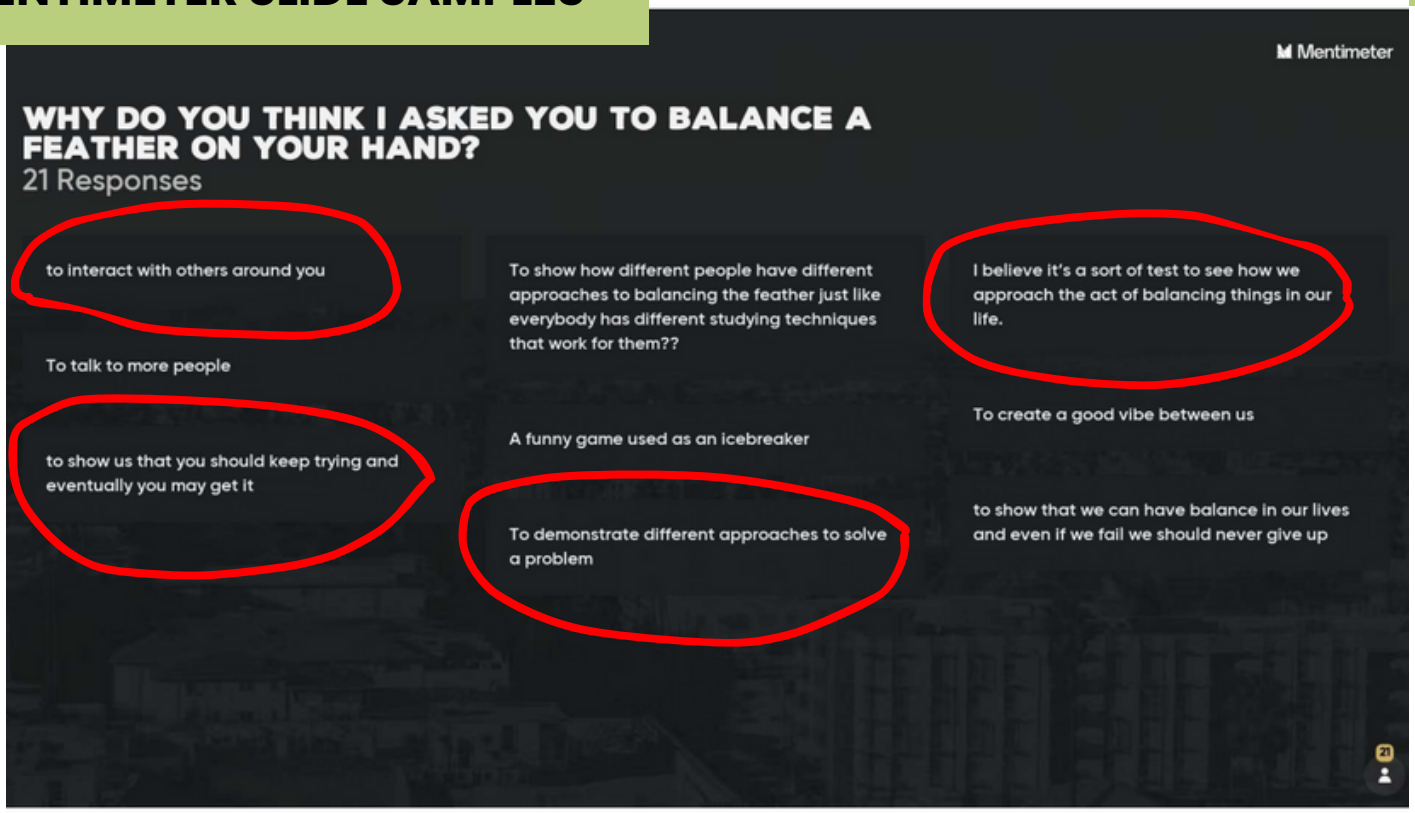
7. Highlight/point out (as part of the class discussion) the responses that help drive your next lesson while acknowledging all responses.

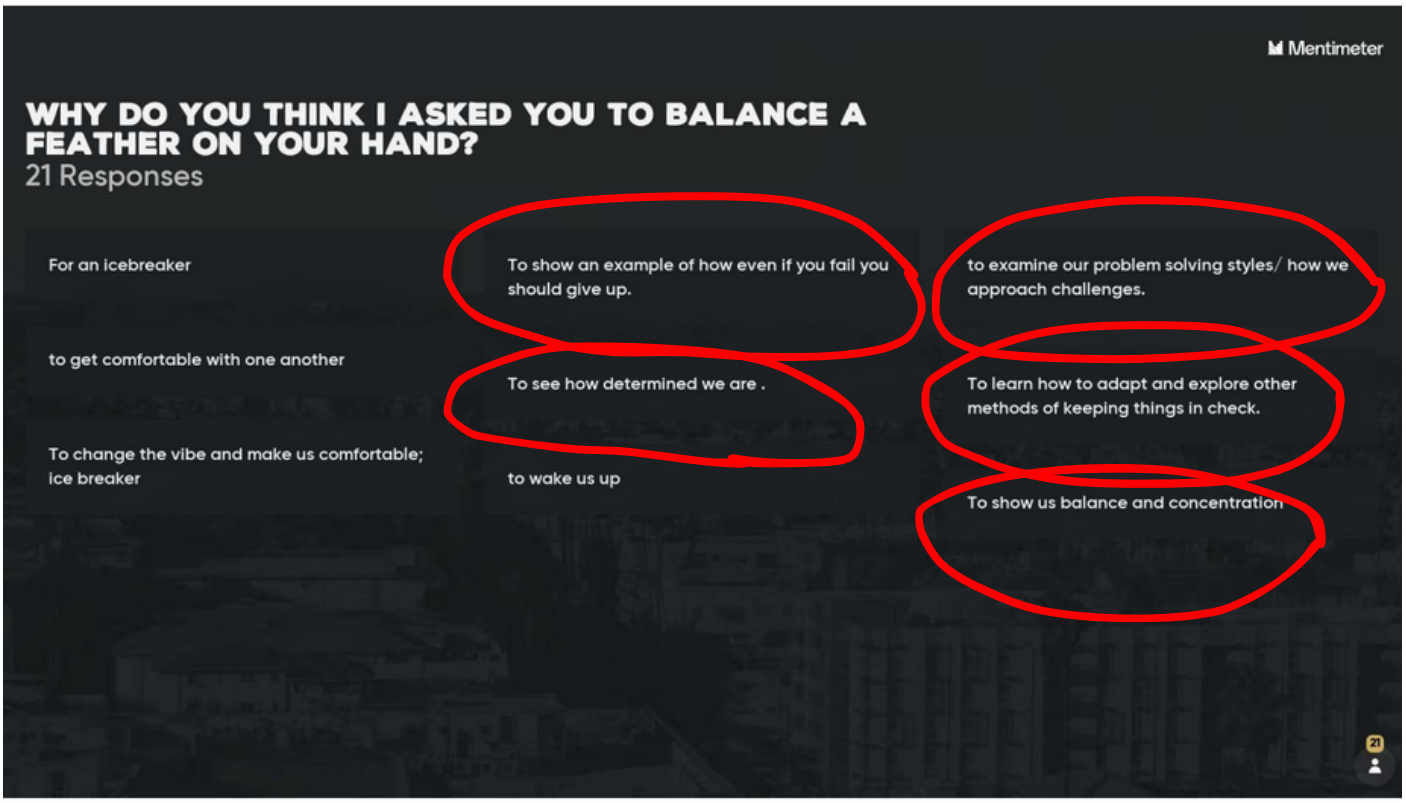
NOTICE MY STUDENTS' RESPONSES ON THE NEXT PAGE.

Lesson 1 - Toolbox Item:

PERSPECTIVE

MENTIMETER SLIDE SAMPLES





PERSPECTIVE

FOLLOW UP: ACTIVITY 4

Objective: Students will be guided to physically take part in a resiliency exercise that demonstrates that Resiliency is figuring out a new way to behave when the old way doesn't work anymore (PERSPECTIVE).

ACTIVITY 4: HAND ON RESILIENCE PROCEDURES:

1. Ask students to stand up and touch something (not their neighbors)
2. Ask students to touch something else (a different object)
3. Then, ask students whether or not they used their hands to touch the object (s)
4. Next, direct students to imagine they no longer have their hands. They must touch something WITHOUT using their hands.
5. Once students have the "Giggles" out of their system, display the following video for them on the promethean board (If you do not have a way to display, have students listen):
   - You Tube: https://youtu.be/Q_r-ttFGnwc
   - Courtney Clark Demo Video "Hands On Resilience"

6. Give the students a scenario where they would have to demonstrate Resilience by changing their Perspective or way of handling the situation.

Sample Scenarios for Students:

- A. You have been assigned a group for a project, but your group members are not putting in much effort.
- B. You are in the lunch line and the student in front of you allows 2 other students to join him/her in the lunch line.
- C. A classmate sitting next to you is always trying to cheat off of you during exams.
- D. Someone you know keeps posting pictures with you included on Social Media. You don't like how you look in the pictures.

NOTE: Additional TASK CARDS/Scenarios can be found/printed from:
https://www.mygroupguide.com/wp-content/uploads/2020/02/Task-Cards-Conflict-Resolution-Teens.pdf

CONNECT

OBJECTIVE:

Relate don't COMPARE.

Students need to realize that we are more alike. than we are different.

You Are Not Alone - YANA (students love acronyms)

ACTIVITY 1: YANA PROCEDURES:

Set the scenario and explain to the students that it is important they follow the directions in order to truly benefit from the activity.

1. Tell all students to stand next to their seat.
2. Explain that several questions will be asked. While they are standing, they must close their eyes and listen to the question.
   - If the answer to the question is YES (as it relates to them) they must remain standing.
   - If the answer to the question is NO, they must sit
3. Guide students to keep their eyes closed until YOU (the teacher) prompt them to open their eyes.
4. Once the question is asked and students are either sitting or standing, then prompt them to OPEN their eyes.
5. All students stand again to participate in answering the next question
6. Connections are made regardless of whether students answer yes or no to the question.

NOTE: SAMPLE QUESTIONS ON NEXT PAGE.

CONNECT

SAMPLE QUESTIONS

(REMEMBER - STUDENTS ANSWERING "YES" STAY STANDING)

1. Were you born in the US? Florida? Miami?
2. Is English your 2nd Language?
3. Are you an ONLY child?
4. Are your parents divorced?
5. Have you ever been on an airplane?
6. Are you afraid of flying? Spiders? Cockroaches?
7. Do you play an instrument?
8. Have you ever cheated on a test?
9. Have you ever seen snow?
10. Do you eat while watching TV?
11. Do you have more than 2 siblings?

Questions can become EXTREMELY telling if you are trying to make a certain point, or you can keep the purpose of the activity simply to point out that we are more alike than different. Statements may also be used instead of questions to see if students agree or disagree.

1. Are you afraid to speak in front of the class?
2. Do you enjoy working in groups?
3. Do you know someone who suffers from addiction?
4. Do you wish something about your family was different?
5. Is there something you wish you could change about yourself?
6. Do you feel lonely sometimes?
7. "No man is an Island" (YES OR NO)
8. I rather work alone.

Lesson 3 - Toolbox Item:

ENERGY SHIFT

OBJECTIVE

Students will recognize that listening to certain songs immediately elicits a shift in mood, feelings, reactions resulting in Shifting our ENERGY.

Music is a POWERFUL TOOL for students to include in their RESILIENCY

ACTIVITY 1 : *MUSIC MOVES ME*
PROCEDURES:

1. Have students take out a paper and fold into 3 columns
2. Have students number their rows
3. Column Headings:
   a. Song Title by _____
   b. Emotion/Feeling Song Evoked
   c. Heard the song? YES or NO
4. OPTIONAL: Post a word bank of emotions/feelings on the board that music may trigger (happy, angry, peaceful, hostile, pumped/motivated, sad, anxious/nervous, excited, hopeful)
5. Begin with your playlist. Play each song for a few seconds.
6. Have students write their immediate feeling when the song was played.
7. After all songs have been played, provide students with Song Title

NOTE: The subjective experience of music across cultures can be mapped within at least 13 overarching feelings: amusement, joy, eroticism, beauty, relaxation, sadness, dreaminess, triumph, anxiety, scariness, annoyance, defiance, and feeling pumped up (Anwar, Yasmin - Media Relations Representative at UC Berkeley).

MATERIALS:

1. The ability to play music off of a playlist,
2. I have created the playlist on SPOTIFY to share

ENERGY SHIFT

ACTIVITY 2: FOLLOW UP

Objective:

Have students identify and create their own TOOLBOX of songs as RESILIENCY RESOURCES to change EVERYTHING about a situation simply by changing the STATION.

ACTIVITY 2: *MUSIC MOVES ME* PROCEDURES:

1. Have students create a playlist for themselves organized by the emotion they would like to elicit. Groups should include:
   a. happy/joyful/excited
   b. motivated/pumped
   c. calm/serene/hopeful/optimistic
   d. spiritual/inspired
2. Students can COLLABORATE/CONNECT through music and this experience.
3. Discuss how effective and impactful of a tool music is for EVERYONE if used to trigger the RESILIENT emotion.

Students will feel EMPOWERED that they can calm themselves down if in a stressful situation, of motivate themselves if they need a pick me up .

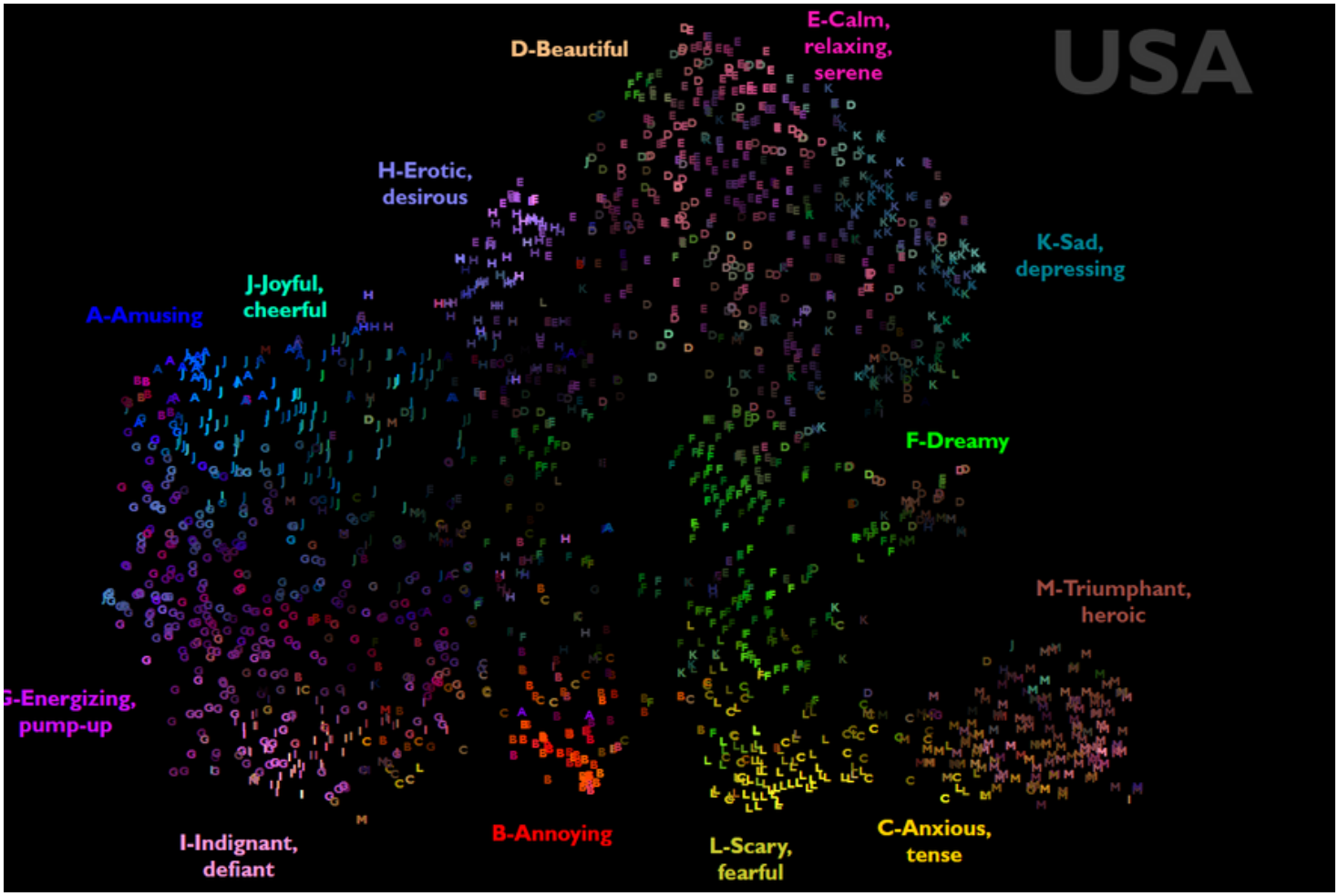
They have just discovered a way to CHANGE THEIR ENERGY - quickly and effectively!

ENERGY SHIFT

ACTIVITY 3: STEAM EXTENSION

MUSIC, SCIENCE AND MATH TEACHERS:

You will have a field day with this interactive graph exploring different known songs (without lyrics) and what percentage of EMOTION the song elicits.



36% Calm, relaxing, serene, 24% Beautiful, 24% Romantic, loving, 20% Awe-inspiring, amazing, 20% Compassionate, sympathetic, 20% Sad, depressing, 20% Tender, longing, 16% Proud, strong, 12% Dreamy, 12% Eerie, mysterious, 12% Entrancing, 12% Joyful, cheerful, 8% Exciting, 4% Bittersweet, 4% Energizing, pump-up, 4% Erotic, desirous, 4% Euphoric, ecstatic, 4% Indignant, defiant, 4% Painful, 4% Transcendent, mystical (University of Berkeley)

RESOURCES AND REFERENCES

WEBSITES:

1. WWW.POSITIVEPSYCHOLOGY.COM/RESILIENCE-ACTIVITIES-EXCERCISES **(THROUGHOUT)**
2. HTTPS://PARENTANDTEEN.COM/ **(OVERVIEW SECTION)**
3. YOU TUBE: HTTPS://YOUTU.BE/Q_R-TTFGNWC (COURTNEY CLARK - HANDS ON RESILIENCE - **CONNECT SECTION)**
4. WWW.MYGROUPGUIDE.COM/WP-CONTENT/UPLOADS/2020/02/TASK-CARDS-CONFLICT-RESOLUTION-TEENS.PDF **(CONNECT SECTION)**
    - NOTE - PDF OF TASK CARDS ON THE SITE
5. WWW.GREATERGOOD.BERKELEY.EDU **(ENERGY SHIFT SECTION)**
6. WWW.OCF.BERKELEY.EDU/~ACOWEN/MUSIC.HTML# **(ENERGY SHIFT SECTION)**

Janette Perez

When presented with the opportunity to potentially be selected to present on RESILIENCY - I thought "Why Not?" Recently- when I share my STORY- it elicits very similar responses, reactions and emotions from whoever is listening; Typically followed by, "Wow! You have quite the story to share. Your story will help others and make a difference - I felt obliged to share a little of my story...

January of 2021 - I was HOPELESS and BROKEN. I had undergone a major surgery that had left me in a wheelchair with little hope of recovery. I had just gotten divorced; I did not believe I would work again. I was demoralized and unrecognizable to myself. My hopelessness, however, came from my addiction to alcohol and my belief that I would never recover. I believed I would never escape my hopeless state of existence, nor would I ever be worthy of anyone's love or respect again. I believed I had disappointed my family and community to the point of no redemption.

Being CONNECTED to other human beings SAVED me. The power of those connections - identifying, relating, community, my students - MY CHILDREN and family gave me hope. Hope came in the form of love for me. And, with enough HOPE, a person is able to tap into a seed of hope. Hope opens the door to our resilience. Contributing to my community, Gratitude, Perspective, The Power of Positive Thinking - It's ALL True; It ALL WORKS. We can help nurture and develop these skills in our youth - through HONEST CONNECTIONS.

RESILIENCY HITS CLOSE TO HOME FOR ME BECAUSE I VOWED NOT TO BOUNCE BACK. I NEVER WANT TO BOUNCE BACK. I BOUNCED FORWARD.

RESILIENCY TAKES WORK.
IT CAN BE DEVELOPED.
IT CAN BE STRETCHED.
IT CAN BE STRENGTHENED
IT CAN BE TAUGHT.

Keep planting seeds of hope...