RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

A collection of techniques and training materials to deliver a Resilience and Mindfulness (R&M) program for assertiveness, negotiation, decision-making, social problem-solving, and relaxation.

The skills taught using an R&M program can be applied to many contexts of life, including relationships with peers and family members as well as achievement in learning or other activities.

Designed and collated by the YPW Team

Ely, Littleport & Witchford Locality

January 2016
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DEFINITIONS

Resilience – what it is in ordinary language!

**Basics** – the basic necessities needed for life:
- Somewhere to live
- Some money to buy food and stuff
- Feeling safe
- Being able to get to places - transport
- Having good and healthy things to eat – ‘we are what we eat!’
- Exercise and fresh air
- Playtime and leisure
- Being free from prejudice and discrimination - “*What are our rights?*”

**Coping** – getting by in everyday life:
- Understanding boundaries and how to keep within them
- How to be brave when you need to be
- How to solve problems (learning to listen to yourself and advise yourself just as you would a friend)
- Put on rose-tinted glasses when things seems bad (focus on the positives!)
- Follow your interests
- Know how to calm yourself down
- Remember that tomorrow is another day
- Knowing who we can lean on, if we need some help

**Learning** – learning not only includes school education but also our life skills, talents and interests:
- How to make school life work for us and get as much as possible out of it
- Mentors – what they are and how they can help us?
- How to build a life plan
- How to organise ourselves
- Make sure we recognise our successes
- How to develop life skills
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**Belonging** – our relationships with family and friends:
- Finding the places we belong and feel safe
- How to be savvy with good influences!
- How to keep relationships going
- The more healthy relationships the better
- Take what you can from any relationship where there is some hope
- Get together with people we can count on
- Belonging involves responsibilities and obligations too
- Focus on good times and places
- Make sense of where we have come from
- Predict a good experience of someone/something new
- How to make friends and mix
- Understand our place in the world

**Core self** – working towards who we want to be:
- Having a sense of hope
- Understanding other people’s feelings
- Learn to really know ourselves
- How to take responsibility of ourselves
- Being proud of our talents
- Learning tried and tested ways to help ourselves (for specific problems) and using them

Mindfulness – what it is in ordinary language!

Being mindful means paying attention to the present moment, exactly as it is. **It is really hard to be anxious if you are completely focused on the present moment** – what you are sensing and doing RIGHT NOW ... and NOW ... and NOW.

This is different to what we usually do when we are anxious: get stuck in our heads and think about everything that could go wrong.

Our anxious brain likes to hang out in the unknown future and think about all the bad things that could happen. An anxious brain is very creative and can come up with the most amazing worst-case scenarios! Our anxious brain also likes to obsess about the past and dwell on regrets.

When we do this, we can’t notice the pleasant experiences all around us.
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RESILIENCE – THE BASICS

Resilience research doesn’t always say that much about the basic things we need in life to get by, but from our practice and parenting experience, we think that attending to the Basics is seriously important. So the ideas in this section are all about sorting out seemingly simple things. But as anyone who’s ever had no fixed abode will know, having a decent roof over your head is something worth prioritising. And for some people, it’s no good going on about other things in their life, like careers or school work for example, unless you get some of these basics sorted first.

Some money to buy food and stuff

We cannot change where we live and how much money we have until we are adult – BUT we can learn:

- How to budget
- How to plan for our future
- To have the knowledge and understanding to know how to move towards the future we would like.

Feeling safe

- Everyone has the right to feel safe.
- We need to know what to do and who to tell if we do not feel safe.

Being able to get to places – transport

- Knowing our local area,
- What public transport there is and how much it costs.

Having good and healthy things to eat – ‘We are what we eat!’

- Understanding what foods help our bodies and brains work the best that they can.

Exercise and fresh air

- Our bodies are the most remarkable machines – but they need feeding and exercising to make sure they are ready for us to do what we ask of them.

Playtime and leisure

- Just as good food and exercise are good for us, so too is playtime and leisure:
- What interests us?
- How can we find out more?
- What can we do for fun and leisure that won’t cost us money?
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Being free from prejudice and discrimination - “What are our rights?”

- We all have rights
- It is important for us to remember that EVERYONE has rights – and that we all have a responsibility to respect them.

RESILIENCE – COPING

This is all about those things we and our children do to help us get by in everyday ways. Like those times when we need to be brave, solve problems and stand up for our own views and beliefs. It’s about putting on rose-tinted glasses when we need to, looking after our talents, finding ways to stay calm, remembering that tomorrow’s a new day and leaning on others when it's necessary.

Coping – Getting by in everyday life

- Understanding boundaries and how to keep within them.
- Why are boundaries important?
- What would happen if there were no rules or laws?

How to be brave when you need to

- Remember that tomorrow is always another day.
- When things seem really tough we need to tell ourselves that as each moment goes by we will never have to relive it.
- Sometimes learning to be still and quiet can help.
- Having knowledge and understanding always helps us to make the best judgement we can.

How to solve problems (learning to listen to yourself and advise yourself just as you would a friend)!

- Pretending you are talking to a friend really does help you solve problems.
- You can even answer yourself (but perhaps in a place no-one else can hear!)

Put on rose-tinted glasses when all seems bad (look at the positives!)

- Another way to help yourself when things are tough – try not to think of the bad things in your life; try to find good things – even if it’s the smallest thing.
- Our brains make different hormones which either makes us feel better or sometimes worse.
- Thinking about good things helps our brains to make a hormone that increases the good feelings.
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**Follow our interests**

- Learning stuff allows us to find what we are interested in and may help us to find a lifetime interest or even our perfect job.
- Being curious about the world around us and asking questions is a great way to live.

**How to calm yourself down**

- In your folder you will find some Mindfulness exercises, and we will guide you through some of them.
- Learning to use them helps us to calm down.
- These are great tools to have in your toolkit for life.

**Remember that tomorrow is another day**

- This relates to ‘being brave’.
- When the day is over and you go to sleep, although tomorrow may not be great it won’t be the same as yesterday.

**Knowing who we can lean on if we need some help**

- We all know that there are some people who make you feel better about yourself than others.
- We need those people around us to help us, guide us and to help us make good decisions.
- It might seem cool to hang out with people who we KNOW are not very good, but actually it’s very un-cool!

**RESILIENCE – LEARNING**

*Learning – learning not only includes school education, but also our life skills, talents and interests*

The importance of finding out about and discovering new things. So it’s not just about sorting a person’s schooling, although this is really important, it’s also about less formal ways of learning, like making sure we develop interests, talents and life skills. It encourages us to follow up new and old interests, dare to have a vision for a life plan or a future full of doing new things. It reminds us of the value of getting organized, noticing our achievements and developing new skills.
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How to make school life work for us as well as possible and get as much as possible out of it

- We don’t know of anyone who loved EVERYTHING about school, but if you ‘trick’ your mind you can make sure school is the best it can be.
- You have a right to the best education for you.
- Use our ‘learning style’ quiz to find out how best YOU learn.
- Ask questions if you don’t understand something – there will be loads of your classmates who will be SO pleased if you do as they are not brave enough to ask!

Mentors – what they are and how they can help us

- This is linked to our session on ‘coping’ and finding good people to be around us.
- Mentors can be anyone who can help us understand things, do things we need help with or just have wisdom that helps us to take ‘shortcuts’ in life.

How to build a life plan

- Write a plan, draw it and make it.
- Whatever helps you to think about your life and what you want to change or to do. Go back to it often – it can change as often as you change but it’s a great help to see what your thoughts have been and what they are now.

How to organise ourselves

- Have a diary or a journal, what works for you?
- If you take responsibility for organising your life you are in control – always a very powerful place to be.
- Start with the small things like what you need day by day at school.

Make sure we recognise our successes

- When we work hard it’s really great when someone tells us – but it’s also important that we tell ourselves well done when we know we’ve done something we are proud of.
- Learning to recognise when we’ve done well and feeling good about it makes us want to do it again!

How to develop life skills

- All of the skills we are talking about are life skills.
- If we don’t feel good about ourselves it is hard to follow our dreams.
- Try to learn from anyone who has something interesting to say.
- Learn to listen.
- You won’t agree with everyone but that’s part of learning too!
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RESILIENCE – BELONGING

Belonging – our relationships with family and friends. Belonging to a group which accepts ‘you as you are’ will help to create a sense of self and identity.

This puts good relationships at the heart of things. It focuses on reminding us to have and look after healthy relationships and to tap into good influences instead of bad ones. It recommends concentrating on the good times and places, find people our children can count on and remain hopeful about building new contacts.

Try to find a place where you can think.

When times are tough you can go there. It may be just wherever you are – perhaps just closing your eyes and thinking. Maybe your room or a garden shed.

Have a safe place you can go to when you need to think things through.

Who are the people around you who you trust? Try to make sure you are near them when you feel you need them.

Things to consider:

- Finding the places we belong and feel safe
- How to be savvy with good influences!
- How to keep relationships going
- The more healthy relationships the better
- Take what you can from any relationship where there is some hope
- Get together with people we can count on
- Belonging involves responsibilities and obligations too
- Focus on good times and places
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RESILIENCE – CORE SELF

This puts the focus on our inner worlds – those thoughts and beliefs we have about ourselves that build our characters. This section concentrates on ways of being hopeful, finding our own sense of morality, using all of our senses to get a good solid idea of who we are. It encourages us to take responsibility for ourselves, face problems and seek help when it makes sense to do so.

Core self – working towards who we want to be

Having a sense of hope gives us the potential for change and the prospect that things in our lives can change for the better. It can help to make the most difficult challenges feel manageable.

- Having a sense of hope
- Understanding other people’s feelings
- Learn to really know ourselves
- Being proud of our talents
- Learning tried and tested ways to help ourselves for specific problems and how to use them

BUILDING RESILIENCE

The ads make it look so easy to be a teen — everyone seems to be laughing, hanging out with friends, wearing exactly the right clothes. But if you’re a young adult, you know that life can be pretty tough sometimes. You may face problems ranging from being bullied, to the death of a friend or parent. Why is it that sometimes people can go through really rough times and still bounce back?

The difference is that those who bounce back are using the skills of resilience.

The good news is that resilience isn’t something you’re born with or not — the skills of resilience can be learned. Resilience — the ability to adapt well in the face of hard times; disasters like hurricanes, earthquakes or fires; tragedy; threats; or even high stress — is what makes some people seem like they’ve “got bounce” while others don’t.

Here are some tips that can help you learn to be resilient; as you use these tips, keep in mind that each person’s journey along the road to resilience will be different — what works for you may not work for your friends.
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Get Together
Talk with your friends and, yes, even with your parents. Understand that your parents may have more life experience than you do, even if it seems they never were your age. They may be afraid for you if you’re going through really tough times and it may be harder for them to talk about it than it is for you! Don’t be afraid to express your opinion, even if your parent or friend takes the opposite view. Ask questions and listen to the answers. Get connected to your community.

Give Yourself Time
When something bad happens in your life, the stresses of whatever you’re going through may heighten daily stresses. Your emotions might already be all over the map because of hormones and physical changes; the uncertainty during a tragedy or trauma can make these shifts seem more extreme. Be prepared for this and go a little easy on yourself, and on your friends.

Create a Hassle-Free Zone
Make your room a “hassle-free zone” – not that you keep everyone out, but home should be a haven free from stress and anxieties. But understand that your parents and siblings may have their own stresses if something serious has just happened in your life and may want to spend a little more time than usual with you.

Stick to the Program
Spending time in school or at college means more choices; so let home be your constant. During a time of major stress, map out a routine and stick to it. You may be doing all kinds of new things, but don’t forget the routines that give you comfort, whether it’s the things you do before lessons, going out to lunch, or have a nightly phone call with a friend.

Take Care of Yourself
Be sure to take of yourself – physically, mentally and spiritually. And get sleep. If you don’t, you may be more grouchy and nervous at a time when you have to stay sharp. There’s a lot going on, and it’s going to be tough to face if you’re falling asleep on your feet.

Take Control
Even in the midst of tragedy, you can move toward goals one small step at a time. During a really hard time, just getting out of bed and going to school may be all you can handle, but even accomplishing that can help. Bad times make us feel out of control – grab some of that control back by taking decisive action.

Express Yourself
Tragedy can bring up a bunch of conflicting emotions, but sometimes, it’s just too hard to talk to someone about what you’re feeling. If talking isn’t working, do something else to capture your emotions like start a journal, or create some art.

Help Somebody
Nothing gets your mind off your own problems like solving someone else’s. Try volunteering in your community or at your school, cleaning-up around the house, or helping a friend with their homework.
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Put Things in Perspective
The very thing that has you stressed out may be all anyone is talking about now. But eventually, things change and bad times end. If you’re worried about whether you’ve got what it takes to get through this, think back on a time when you faced up to your fears, whether it was asking someone on a date or applying for a job.

Teach Yourself to Relax
Learn some relaxation techniques, whether it’s thinking of a particular song in times of stress, or just taking a deep breath to calm down. Think about the important things that have stayed the same, even while the outside world is changing.

Talk About Things
When you talk about bad times, make sure you talk about good times as well.

Find your bounce

You can learn resilience. But just because you learn resilience doesn’t mean you won’t feel stressed or anxious. You might have times when you aren’t happy – and that’s OK.

Resilience is a journey, and each person will take his or her own time along the way. You may benefit from some of the resilience tips above, while some of your friends may benefit from others.

The skills of resilience you learn during really bad times will be useful even after the bad times end, and they are good skills to have every day.

Resilience can help you be one of the people who’ve “got bounce.”
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HOW TO BE MINDFUL

Imagine you are learning to sail.

As you are getting in the boat, you decide that you are going to focus on the present instead of worrying about what will happen at school tomorrow. You feel the warm sun and cool breeze on your cheeks. You look up and watch the sail catch the wind above you. Maybe you smell the salt water and hear the seagulls as they circle above. As the boat increases speed you enjoy the rush. All of your senses are alive and focused on the present moment.

This is sailing in a mindful way.

“Mindfulness means paying attention in a particular way; on purpose, in the present moment, and non-judgmentally.”
— Jon Kabat-Zinn

It would be just as easy to have this experience and not be present and mindful.

You might be thinking over and over about the test you have on Monday or worrying about why your friend didn’t call you back.

You wouldn’t notice the pleasant feeling of the sun on your face. You wouldn’t appreciate the thrill of the wind.

You may even get home and not remember very much about sailing or even feel like it was like a dream.

Mindfulness Tips

Come Back
When you catch yourself being caught up in worries about the future or guilt and regret about the past, just notice that it is happening and simply and kindly say to yourself, “Come back.” Then take a calming breath and focus on what you are doing right now.

Three Senses
Another helpful mindfulness trick is simply to notice what you are experiencing right now through three senses – sound, sight, touch. Take a few slow breaths and ask yourself:

What are three things I can hear? (Clock on the wall, car going by, music in the next room, my breath)

What are three things I can see? (This table, that sign, that person walking by)
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What are three things I can feel? (The chair under me, the floor under my feet, my phone in my pocket)

Think of these answers to yourself slowly, one sense at a time. It’s impossible to do this exercise and not be present and mindful!

Mindfulness Exercises

Bubbles
Begin by sitting in a comfortable position, with your back straight and shoulders relaxed.

Softly close your eyes. Imagine bubbles slowly rising up in front of you. Each bubble contains a thought, feeling, or perception. See the first bubble rise up. What is inside? See the thought, observe it, and watch it slowly float away. Try not to judge, evaluate, or think about it more deeply.

Once it has floated out of sight, watch the next bubble appear. What is inside? Observe it, and watch it slowly float away. If your mind goes blank, then watch the bubble rise up with “blank” inside and slowly float away.

Blowing Milk Bubbles
Fill a glass with milk, put a straw in the milk and be a kid again. Blow Bubbles! See how big a bubble you can make.

Pass the Water
Give each student a cup or glass. Fill one glass completely to the brim. The person with the filled glass then pours the water mindfully into the next glass trying to empty the first glass and not spill any. Continue around the group until the water returns to the first person.

Rocks
Fill a small box with rocks. Have each person pick a rock and then spend 5 minutes observing the rock with their five senses. Each person puts the rock back in the box and takes a turn describing the rock as the group tries to pick the rock described.

Sorting
Bring in a bag of M&Ms or Skittles. Have each person take a scoop full and then spend 15 minutes observing and sorting the candy without eating it!
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Oreo Cookies
Provide each student with a few cookies and have the take the time to mindfully eat the cookies.

Mandalas
Provide each person or have each person draw a Mandala diagram.
Use crayons or coloured pencils to colour the Mandala silently for about 15 minutes.

Counting
Have the group sit quietly for 5 to 10 minutes just noticing and counting the number of noises they hear in and around the room.
Have each group member describe how many they noticed, label sounds that surprised them and how it felt to just sit and count.

Swat the Balloon
Provide each student with a balloon to blow-up.
Then have everyone stand and swat the balloons try not to let one touch the floor.
Have the group do this without talking or laughing, noticing judgmental thoughts.

Coffee Filters
Bring in eye droppers, food colouring and coffee filters for each student.
Draw up the food colouring in each eye dropper and try to drop one drop at a time on the coffee filter.
Use different colours and observe and notice the unique designs.

The Mindfulness Body Scan

The body scan is a wonderful meditation to start your journey into mindfulness practices. You normally do the body scan lying down, so you get a sense of letting go straight away.

Set aside at least half an hour for the body scan. Find a time and a place where you won’t be disturbed and where you feel comfortable and secure. Turn off any phones you have.

This is a time totally set aside for you:
• To be with yourself, a time for renewal, rest and healing.
• A time to nourish your health and wellbeing.

Remember that mindfulness is about being with things as they are, moment to moment, as they unfold in the present. So, let go of ideas about self-improvement and personal development.

Let go of your tendency for wanting things to be different from how they are, and allow them to be as they are. Give yourself the space to be as you are. You don’t even need to try to relax.
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Relaxation may happen or it may not. Relaxation isn’t the aim of the body scan. If anything, the aim is to be aware of your experience, whatever it may be.

1. Loosen any tight clothing, especially around your waist or neck.
   You may like to remove your shoes.

2. Lie down on your bed or a mat with your arms by your sides, palms facing up, and legs slightly apart.
   If you feel uncomfortable, place a pillow under your knees, or just raise your knees. Experiment with your position – you may even prefer to sit up.

3. Begin by feeling the weight of your body on the mat, bed or chair.
   Notice the points of contact between that and your body. Each time you breathe out, allow yourself to sink a little deeper into the mat, bed or chair.

4. Become aware of the sensations of your breath.
   You may feel the breath going in and out of your nostrils, or passing through the back of your throat, or feel the chest or belly rising and falling. Be aware of your breath wherever it feels most predominant and comfortable for you. Continue for a few minutes.

5. When you’re ready, move your awareness down the left leg, past the knee and ankle and right down into the big toe of your left foot.
   Notice the sensations in your big toe with a sense of curiosity. Is it warm or cold? Now expand your awareness to your little toe, then all the toes in-between. What do they feel like? If you can’t feel any sensation, that’s okay.

6. As you breathe, imagine the breath going down your body and into your toes.
   As you breathe out, imagine the breath going back up your body and out of your nose. Use this strategy of breathing into and out of each part to which you’re paying attention.

7. Expand your awareness to the sole of your foot.
   Focus on the ball and heel of the foot, the weight of the heel, the sides and upper part of the foot, the ankle. Breathe into the whole of the left foot. Then, when you’re ready, let go of the left foot.
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8. Repeat this process of gentle, kind, curious accepting awareness with the lower part of the left leg, the knee and the upper part of the left leg.

Notice how your left leg may now feel different to your right leg.

9. Gently shift your awareness around and down the right leg, to the toes in your right foot.

10. Move your awareness up the right leg in the same way as before. Then let it go.

11. Become aware of your pelvis, hips, buttocks and all the delicate organs around here. Breathe into them and imagine you’re filling them with nourishing oxygen.

12. Move up to the lower torso, the lower abdomen and lower back.

Notice the movement of the lower abdomen as you breathe in and out. Notice any emotions you feel here. See if you can explore and accept your feelings as they are.

13. Bring your attention to your chest and upper back.

Feel your rib cage rising and falling as you breathe in and out. Be mindful of your heart beating if you can.

Be grateful that all these vital organs are currently functioning to keep you alive and conscious. Be mindful of any emotions arising from your heart area.

Allow space for your emotions to express themselves.

14. Go to both arms together, beginning with the fingertips and moving up to the shoulders. Breathe into and out of each body part before you move to the next one, if that feels helpful.

15. Focus on your neck.

Then move your mindful attention to your jaw, noticing if it’s clenched. Feel your lips, inside your mouth, your cheeks, your nose, your eyelids and eyes, your temples, your forehead and checking if it’s frowning, your eyes, the back of your head, and finally the top of your head.

Take your time to be with each part of your head in a mindful way.
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

16. Imagine a space in the top of your head and soles of your feet.

   Imagine your breath sweeping up and down your body as you breathe in and out. Feel the breath sweeping up and down your body, and get a sense of each cell in your body being nourished with energy and oxygen. Continue this for a few minutes.

17. Now let go of all effort to practice mindfulness.

   Get a sense of your whole body. Feel yourself as complete, just as you are. Remember this sense of being is always available to you when you need it. Rest in this stillness.

18. Acknowledge the time you’ve taken to nourish your body and mind. Come out of this meditation gently.

Endeavour to bring this mindful awareness to whatever activity you engage in next.
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Ten Steps to Mindfulness Meditation

1. Create time & space. Choose a regular time each day for mindfulness meditation practice, ideally a quiet place free from distraction.
2. Set a timer. Start with just 5 minutes and ease your way up to 15-40 minutes.
3. Find a comfortable sitting position. Sit cross-legged on the floor, on the grass, or on a chair with your feet flat on the ground.
4. Check your posture. Sit up straight, hands in a comfortable position. Keep neck long, chin tilted slightly downward, tongue resting on roof of mouth. Relax shoulders. Close eyes or gaze downward 5-10 feet in front of you.
5. Take deep breaths. Deep breathing helps settle the body and establish your presence in the space.
6. Direct attention to your breath. Focus on a part of the body where the breath feels prominent: nostrils, back of throat, or diaphragm. Try not to switch focus.
7. Maintain attention to your breath. As you inhale and exhale, focus on the breath. If attention wanders, return to the breath. Let go of thoughts, feelings or distractions.
8. Repeat steps 6-7. For the duration of meditation session, the mind will wander. Simply acknowledge this and return to your breath.
9. Be kind to yourself. Don’t be upset if focus occasionally drifts or if you fall asleep. When tired, meditate with eyes open and rearrange posture to more erect (but still relaxed) position.
10. Prepare for a soft landing. When the timer goes off, keep eyes closed until you’re ready to open them. Be thankful. Acknowledge your practice with gratitude.
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SESSION PLANS & RESOURCES
Session 1: The Basics and Introduction to Mindfulness

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Info</td>
<td>Learning: The Basics and Introduction to Mindfulness : SESSION 1</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>For participants:-</td>
</tr>
<tr>
<td></td>
<td>1. Introduction to a safe and nurturing environment (Being Safe)</td>
</tr>
<tr>
<td></td>
<td>2. Introduction to concepts of Rights of the Child (free from discrimination and prejudice)</td>
</tr>
<tr>
<td></td>
<td>3. IAG (healthy diet, play/leisure, exercise/fresh air)</td>
</tr>
<tr>
<td></td>
<td>4. Introduction to reflective thinking and Mindfulness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Tutor Activity (teaching method)</th>
<th>Learners Activity</th>
<th>Method of checking learning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Introductions to Resilience &amp; Mindfulness Activity 1 (icebreaker) The Cheap Art Installation Objectives: *Team bonding *Turn-taking *Thoughtfulness</td>
<td>Explanation of session (what goal is i.e. group contract) • Clear room – stand in circle • Throw ball of string to someone – ask them to come out with a group contract clause • Encourage all to take part – EVERYONE TO HANG ON TO THEIR END OF STRING! • When ‘spider web’ of contract clauses complete, without letting go, transfer ‘web’ to floor • Staff member to duck tape each web-arm to floor</td>
<td>*Working as an individual and part of a team *Communication *Working to consensus *Consideration of others</td>
<td>Recalling individual clauses in next activity</td>
<td>String Duck tape</td>
</tr>
</tbody>
</table>
### RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Group Contract</td>
<td><em>Point of reference for all group members</em>&lt;br&gt;<em>Easy to refer to bring group back together when/if necessary</em>&lt;br&gt;Students to use card speech bubbles to write in their clause&lt;br&gt;All (staff included) sign up in separate speech bubble to all clauses&lt;br&gt;Display contract on wall with blu-tac – refer back to it at any point necessary</td>
<td><em>Consensus and agreement</em>&lt;br&gt;<em>Co-operation</em></td>
</tr>
<tr>
<td>10 mins</td>
<td>Give out folders and learning journals</td>
<td><em>Encourage reflective thinking</em>&lt;br&gt;<em>To encourage building local knowledge/resources to extend resilience</em>&lt;br&gt;Explain that journals are their own personal journey with this group - Hand out ‘What’s this All About Then???’&lt;br&gt;Talk about ‘learning outcomes’ and how at the end of each session we will ask for 3 things they have learned (either information or about themselves) to be represented in their journals&lt;br&gt;Explain that the folders will be ‘a toolbox’ of ideas, information and things to do that they can add to</td>
<td><em>To reason and question own and others actions in a thoughtful and fair way</em>&lt;br&gt;<em>To build cathartic resilience through self-expression</em>&lt;br&gt;<em>To have a greater understanding of the resources and opportunities open to them</em></td>
</tr>
<tr>
<td>15 mins</td>
<td>Activity 2&lt;br&gt;What are our rights?</td>
<td><em>To learn what basic rights all young people are entitled</em>&lt;br&gt;<em>To encourage learning as a powerful aid to everyone’s life</em>&lt;br&gt;Hand-outs of UN Convention&lt;br&gt;Brief explanation&lt;br&gt;Introduce Rights cards – have group paste them on to A4 paper – one for ‘rights’ and one for ‘would likes’&lt;br&gt;Group discussion – would they put anything else in?</td>
<td><em>To understand basic rights and what to do if those rights are compromised</em>&lt;br&gt;<em>Learning to take turns and listen to others opinions</em></td>
</tr>
</tbody>
</table>
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

Activities for Session 1: The Basics and Introduction to Mindfulness

<table>
<thead>
<tr>
<th>Group Contract</th>
<th>Contract ideas – 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td>• Storm ideas – staff to write on rough paper as ideas come</td>
</tr>
<tr>
<td>❖ coloured card cut into speech bubble shapes</td>
<td>• Get all to write ‘a clause’ on to a speech bubble – give each the rough copy to circumnavigate any potential anxiety over spelling</td>
</tr>
<tr>
<td>❖ thick markers/chalkpaints</td>
<td>• Everyone (including staff) to sign up to the contract</td>
</tr>
<tr>
<td>❖ rough paper</td>
<td>• Display on the wall – refer back to the contract if necessary</td>
</tr>
<tr>
<td>❖ blu-tac</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children’s Rights Cards</th>
<th>Hyperlink to YSS location</th>
</tr>
</thead>
<tbody>
<tr>
<td>These cards are from <strong>CIDA and UNICEF</strong> (2008) <em>Bringing Children’s Rights Alive. Grade 6: Language Arts and Social Studies Lessons.</em></td>
<td></td>
</tr>
</tbody>
</table>

- **“Rights”** are things every child should have or be able to do.
- All children have the same rights.
- These rights are listed in the UN Convention on the Rights of the Child.
- Almost every country has agreed to these rights.
- All the rights are connected to each other, and all are equally important.
- Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm.
- As you grow, you have more responsibility to make choices and exercise your rights.

Hyperlink to YSS location
List - UN Convention on the Rights of the Child
Summary of the UN Convention of the Rights of the Child – unicef Canada
# RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

## Session 2: Belonging

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Info</td>
<td>Learning: Belonging and Mindfulness exercise: SESSION 2</td>
</tr>
</tbody>
</table>

### Learning Outcomes

For participants:
1. Help student understand their place in the world
2. Understand healthy relationships
3. How to keep healthy relationships
4. Get a portfolio of people who can be relied upon
5. Build a bank of Mindfulness exercises

### Resources

- *Youth Support Service*
- *Youth Support Service*

### Time | Objectives | Tutor Activity (teaching method) | Learners Activity | Method of checking learning | Resources |
|-------|-----------|---------------------------------|-------------------|----------------------------|-----------|
| 10 mins | Refer to and re-affirm group Contract Activity 1 ‘Who Matters’ Objectives: *Team-bonding* *Turn-taking* *Thoughtfulness* | Explanation of session (what goal is i.e. who is important to us, why do we need to keep them)  
- Activity sheets ‘Who Matters’  
- Ask students to fill out  
- Discuss – any undesired or unhealthy relationships? | *Working as an individual and part of a team*  
*Communication*  
*Reflective thinking*  
*Consideration of others* | Completed worksheets for portfolio | Worksheets  
Pencils |
| 15 mins | Activity 2  
‘What makes a good.....?’ |  
- Discuss from ‘Who Matters’ who are important in our lives  
- Choose people cut-outs and represent them (why they are important)  
- Display on wall with blu-tac | *Working as an individual*  
*Co-operation*  
*Consideration of qualities in others* | People cut-outs completed and on wall | Coloured people cut-outs  
Pens/pencils  
Art materials (sequins etc.)  
Glue sticks  
Blu-tac |
# RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

| 15 mins | Activity 3  
Personality quiz  
Objectives:  
To consider differences and similarities  
*to encourage tolerance of others | • Complete Personality Quiz  
• Discuss as a group why we all need different support at different times of our lives and for our differing personalities | *Learning to take turns and listen to others opinions | Completed worksheets in portfolio | Personality Quiz  
Worksheets  
Pens/pencils |
|---|---|---|---|---|---|
| 10 mins | Activity 4  
Introduction to Mindfulness | • Have cups and straws  
• Ask students to blow bubbles (without spilling)  
• Go to ‘guided bubbles’ Mindfulness script | *Encourage complete absorption in activity  
*to remind that we need to give rest and relaxation to our minds as much as our bodies | Photographic evidence | Plastic cups  
Straws  
Milk |
| 10 mins | Learning journal/DTT | • Complete journals, clear up | *Encourage leaving the session in a calm mind-set – looking to encourage as a way of life rather than confined to these sessions | Journals started  
Clear room (apart from art installation) | Pens/pencils |
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

Activities for Session 2: Belonging

Who Matters in My Life

Hyperlink to documents on YSS


WHAT MAKES A GOOD....................?

- People cut-outs
- Pens/crayons
- Flip-chart & pens

WHO? - 5 mins

- Brainstorm who are important in our lives – parents/carers, friends, mentors etc. using ‘Who Matters’ sheets
- Discuss any suggestions that clearly are not desirable influences

WHY? 20 mins

- Refer to Group Contract – reminder of respecting others and their views
- Ask students to represent their choices on the cut-out people – important to represent those qualities that make those people important in our lives

PLENARY

- How did that feel?
- Explain that staff members will be available to discuss any issues that may have arisen during this activity
- Evaluation
- Close
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

<table>
<thead>
<tr>
<th>Survivor Personality Quiz</th>
<th>Hyperlink</th>
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</thead>
</table>
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

Session 3: Learning

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Info</td>
<td>Learning</td>
</tr>
</tbody>
</table>
| Learning Outcomes | For participants:-  
|                 | 1. Encouraging students to learn how to cope with school(“Make school life work as well as possible”)  
|                 | 2. Expressing emotions (“Develop life skills”)  
|                 | 3. Understanding boundaries(“Develop life skills”)  
|                 | 4. Getting organised (“Help the young person to organise her/himself”) |
| Resources      | Human bingo sheets, picture of Sam, emotion cards, situation cards, balloons, flipchart paper and pens. |

<table>
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<th>Time</th>
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<th>Learners Activity</th>
<th>Method of checking learning</th>
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</thead>
</table>
| 5 mins| Introductions  
And introducing today’s topic. | Verbal – Explanation of session, breaks, ground rules etc. | Active Listening to gain understanding of boundaries and expectations. | | |
| 10 mins| Ice Breaker  
Aim of ice breaker: Encouraging members of the group to get to know each other, work together and to be comfortable to discuss feelings. | Either human bingo or split into two teams and ask them to race each other to sort the team into:  
- Height  
- Surnames  
- Birthdays | Communication and working as part of a team. | Participation in the activity. | Human bingo sheets. |
# RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>15 mins</th>
<th>Exercise one</th>
<th>Show a picture of ‘Sam’. Ask class to come up with a stressful situation related to school for Sam. Write this down on the flipchart paper. Ask students to think about what negative thoughts Sam could be having. Record these as a class and discuss the feelings that these thoughts will generate. Ask young people in groups to come up with alternative positive thoughts that will help Sam feel able to face the challenge/situation. Share these and write them down.</th>
<th>Contribute to discussion around stressful school situations.</th>
<th>Group - come up with scenarios for Sam. Flipchart paper with evidence of scenarios.</th>
<th>Picture of Sam. Flipchart paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins</td>
<td>Exercise two:</td>
<td>Aim of exercise: To identify feelings about school. Instructions Lay out the situation and emotions cards. Each young person to take a situation card and ask them to identify an emotion card that they feel matches the situation. Ask the young person to explain why they have chosen that feeling. Ask other members of the group if they would have picked the same card and if not what emotion they would have chosen instead. Ask the members of the group if, in the future they would like to change any of the feelings they have identified? Are they happy with this or, again would they like to change this, if so, how might they do this?</td>
<td>Identifying emotions related to the scenarios will encourage the distinction between feelings and reactions.</td>
<td>Participation in the exercise. Group discussions.</td>
<td>Situation and emotion cards.</td>
</tr>
</tbody>
</table>
RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td>Updating the journals</td>
<td>Reflective work.</td>
</tr>
</tbody>
</table>
| 10 Mins | Mindfulness Exercise     | **SWAT THE BALLOON**  
Provide each student with a balloon to blow-up. Then have everyone stand and swat the balloons, try not to let one touch the floor. Have the group do this without talking or laughing, noticing judgmental thoughts. | Balloons |

Activities for Session 3: Learning

**Human Bingo**

There are lots of ideas for the bingo cards on the internet.

Hand out “bingo” sheets with get-to-know-you questions.

Explain that they need to move around the room and try to fill each on their bingo sheet with a different person’s name.

When they have the whole sheet completed they should yell “bingo!”
**Resilience and Mindfulness**

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>Situation and Emotions Cards</th>
<th>Lay out the situation and emotions cards. Each young person to take a situation card and ask them to identify an emotion card that they feel matches the situation. Ask the young person to explain why they have chosen that feeling. Ask other members of the group if they would have picked the same card and if not what emotion they would have chosen instead. Ask the members of the group if, in the future they would like to change any of the feelings they have identified? Are they happy with this or, again would they like to change this, if so, how might they do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANGRY</td>
<td>SAD</td>
</tr>
<tr>
<td>EXCITED</td>
<td>INSECURE</td>
</tr>
<tr>
<td>PROUD</td>
<td>HAPPY</td>
</tr>
<tr>
<td>UPSET</td>
<td>SCARED</td>
</tr>
<tr>
<td>RESERVED</td>
<td>SHY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Style Quiz</th>
<th>An exercise to determine how someone learns best so they can find more effective ways to study.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperlink</td>
<td></td>
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</tbody>
</table>
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

Session 4: Coping

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
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<th>Learners Activity</th>
<th>Method of checking learning</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 mins</td>
<td>Introductions And introducing today’s topic.</td>
<td>Verbal – Explanation of session, breaks, ground rules etc.</td>
<td>Active Listening to gain understanding of boundaries and expectations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 mins</td>
<td>Ice Breaker Aim of ice breaker: Encouraging members of the group to get to know each other, work together and to be comfortable to discuss feelings.</td>
<td>Agony Aunt Pair-up: say something that you or a friend may need advice on and ask your agony Aunt, then swap.</td>
<td>Communication and working as part of a team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 mins</td>
<td>Exercise one inspirational Quote</td>
<td>Come up with your own inspirational Quote in small groups</td>
<td>Contribute to discussion around inspirational quotes and the process around this</td>
<td></td>
<td>Paper and pens</td>
</tr>
</tbody>
</table>
## RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
<th>Reflection</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 10 mins | Exercise two: Mind Map  | Mind map any ideas you have of what it is in your life that makes your day a happy day, then note down the people who help to make your day happy. List:  
  - Exercise  
  - Friends  
  - Bath  
  - Music  
  - Family  
  - Dance  
  - Sing  | Identify positive things that happen throughout the day  
  | Participation in the exercise. Group discussions.  | Pen and paper |

| 10 mins | Personal Shield         | Draw your own shield, split it into four sections and then using your mind map exercise draw the four most prominent factors onto it.  | Making your ideas take shape and become more real  
  | Your shield will be full and have your ideas as pictures.  | Pens and paper |

| 10 mins | Writing in journal      | Write in your journal 3 things that you have found out about yourself or the world around you from today’s session  | Reflective thinking  
  | Journals  |  |

| 10 mins | Mindfulness Exercise    | Give hand-outs- Oreo Cookies, Give each student a few cookies and have them take the time to mindfully eat them.  | Oreos  |  |
**RESILIENCE AND MINDFULNESS**

*Learning skills that are useful now and for the rest of our lives*

## Activities for Session 4: Coping

<table>
<thead>
<tr>
<th>Inspirational Quotes</th>
<th>Hyperlink to YSS location</th>
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</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Inspirational Quotes" /></td>
<td><img src="image2.png" alt="Hyperlink to YSS location" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Shield</th>
<th>Hyperlink to YSS location</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Personal Shield" /></td>
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</tbody>
</table>
# Resilience and Mindfulness

**Learning skills that are useful now and for the rest of our lives**

<table>
<thead>
<tr>
<th>Automatic Thoughts</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling Stressed Poster</th>
<th>Hyperlink to YSS location</th>
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</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Feeling Stressed Poster" /></td>
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</table>
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

Session 5: The Core Self

<table>
<thead>
<tr>
<th>Time</th>
<th>Objectives</th>
<th>Tutor Activity (teaching method)</th>
<th>Learners Activity</th>
<th>Method of checking learning</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 10 mins | Refer to and re-affirm group contract                                        | Explanation of session (what goal is i.e. How do we learn and why some ways are easier for us than others)  
- Activity sheets ‘Learning style inventory’  
- Ask students to fill out  
- Discuss – how can this new knowledge help us at school and throughout life?  
- Why are we different? (Think about styles of learning – how it widens opportunity and scope not just for us, school, family etc., but to the wider community too. | *Working as an individual and part of a team  
*Communication  
*reflective thinking  
*Consideration of others                                                                 | Completed worksheets for portfolio                                                | Worksheets pencils |

For participants:-
1. Help student to understand themselves
2. Foster hope and aspirations
3. Build life-skills portfolio to provide tried and tested solutions to problems
4. Build a bank of Mindfulness exercises

Course Title: Resilience
Course Info: Learning: The Core Self and Mindfulness exercise: SESSION 5
Learning Outcomes:
1. Help student to understand themselves
2. Foster hope and aspirations
3. Build life-skills portfolio to provide tried and tested solutions to problems
4. Build a bank of Mindfulness exercises

Resources:  
- Activity sheets ‘Learning style inventory’  
- Ask students to fill out  
- Discuss – how can this new knowledge help us at school and throughout life?  
- Why are we different? (Think about styles of learning – how it widens opportunity and scope not just for us, school, family etc., but to the wider community too.  
- *Working as an individual and part of a team  
*Communication  
*reflective thinking  
*Consideration of others  
- Completed worksheets for portfolio  
- Worksheets pencils
# RESILIENCE AND MINDFULNESS

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 20 mins | **Activity 2**  
Salt sculptures | • Use Activity Sheet to introduce  
• Point out health & safety (i.e. don’t rub eyes whilst activity underway – offer non-latex gloves for anyone who prefers  
• Discuss how personal and unique this activity is and the private nature of it  
*working as an individual  
*Co-operation  
*Consideration of qualities in others | Completed salt sculpture  
Jars  
Chalks  
Salt  
Bamboo sticks  
Table covers  
Non-latex gloves  
Old A4 sheets of paper |
| 15 mins | **Learning journal/DTT**  
| | • Complete journals, clear up  
*Encourage leaving the session in a calm mind-set – looking to encourage as a way of life rather than confined to these sessions | Journals started  
Clear room (apart from art installation)  
Pens/pencils |
| 15 mins | **Activity 3**  
Introduction to Mindfulness | • Body Scan from script  
*Encourage complete absorption in activity  
*to remind that we need to give rest and relaxation to our minds as much as our bodies | Body scan script |
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

Activities for Session 5: Core Self

<table>
<thead>
<tr>
<th>Learning Styles Inventory</th>
<th>Hyperlink to YSS location</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Learning Styles Inventory Image]</td>
<td>![Hyperlink to YSS location Image]</td>
</tr>
</tbody>
</table>

Feelings Salt Sculptures

* 100ml lidded jars
* Salt
* Coloured chalks
* Wooden satay sticks
* A4 paper (recycled)
* Table covers
* Non latex gloves (for those who wish to use them)
* Flipchart
* Pens/pencils
* Animal mandalas for early finishers
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives

FEELINGS BUSTER – 10 minutes
Storm words for feelings – ask group member or elected staff member to write all words on flipchart – keep on visual display for group as Aid Memoire

INTRODUCTION TO SALT SCULPTURE – 10 minutes
Refer to Group Contract – reminder of respecting others and their views
Talk through feelings – and how if some are ‘too much’ to perhaps focus on an easier or more general level for this activity (although the exercise can be very cathartic - refer to earlier ‘feelings buster)

ACTIVITY 20 – 30 minutes
Explain the jar represents us and our feelings. At the moment it is empty.
The salt represents what is currently inside us: love, sadness, and happiness – all those feelings including the sometimes darker feelings.

FILL THE JAR TO THE VERY BRIM WITH SALT
Think about what is currently inside us – how much of each feeling?
DIVIDE THE SALT (according to how much of each feeling inside of us) BETWEEN EACH PIECE OF PAPER (which can be labelled e.g. happy, sad etc.). AIM FOR AT LEAST THREE FEELINGS AND NO MORE THAN 6

CHOOSE A COLOURED CHALK FOR EACH FEELING YOU HAVE IDENTIFIED.
You should now have several pieces of paper with varying amounts of salt and a coloured chalk stick for each pile.

RUB THE COLOURED CHALK INTO THE SALT
The salt will gradually take on the colour – WHAT DEPTH OF FEELING? EXPLAIN THE MORE YOU RUB THE CHALK IN THE DEEPER THE COLOUR TONE.
When all the piles have been coloured in, then consider in which way they should be poured into the glass jar – which feeling is at the bottom, which middle? Should the jar be tipped –perhaps that’s how the feelings sit rather than horizontal layers.

POUR AND LAYER THE COLOURED SALT INTO THE JARS
Do some feelings blend into others? IF SO, USE A BAMBOO SATAY STICK DOWN THE SIDE OF THE JAR TO BLEND COLOURS

Place on the lid

PLENARY
• How did that feel?
• Point out that this is a very private exercise – no-one needs to know what the jar represents, if you’d rather not share- it is a beautiful jar of coloured salt
• Explain that staff members will be available to discuss any issues that may have arisen during this activity
• Evaluation
• Close
RESILIENCE AND MINDFULNESS

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Negative Feelings Illustration

Hyperlink to YSS location
**RESILIENCE AND MINDFULNESS**

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Other Resources and Activities for Final Session

<table>
<thead>
<tr>
<th>Group Painting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim of activity</strong></td>
<td>To encourage young people to work collaboratively, share group space, and negotiate personal boundaries.</td>
</tr>
<tr>
<td><strong>Suggested materials / equipment to use:</strong></td>
<td>Paint, brushes, water containers, water, palettes.</td>
</tr>
</tbody>
</table>

- Cover a large table with white paper and enough space for all group members to fit around the paper.
- On the table provide paint, water and brushes.
- Ask everyone to paint in the space in front of them for ten minutes.
- After ten minutes, ask each group member to move on to the next person’s space to their left and paint.
- Repeat this until all young people have moved around the table and have painted in all other people’s spaces.
- Encourage the group to then look at the painting they have created, collaboratively as a group.

<table>
<thead>
<tr>
<th>Visual Arts Practice for Resilience</th>
<th>Visual arts practice for resilience: A guide for working with young people with complex needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written by:</strong> Sue Winter, Lisa Buttery, Laura Gahan, Sam Taylor, and Emily Gagnon With Angie Hart and Hannah Macpherson.</td>
<td>Hyperlink to location on YSS</td>
</tr>
</tbody>
</table>
# Resilience and Mindfulness

Learning skills that are useful now and for the rest of our lives

## Individual Assets

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
</tr>
<tr>
<td>Mental Skills</td>
</tr>
<tr>
<td>Passion</td>
</tr>
<tr>
<td>Relationships</td>
</tr>
</tbody>
</table>

## Goal Setting and Decision Making

“If you have made mistakes, there is always another chance for you. You may have a fresh start any moment you choose, for this thing we call failure is not the falling down, but the staying down.”

-Mary Pickford

A Reference Tool for Goal Setting and Decision Making

Published by: Baylor University’s Community Mentoring for Adolescent Development

## Who Am I and Where I Am!

A presentation about some well-known people which includes some interesting examples of things they have said or done.

Hyperlink to location on YSS
# Resilience and Mindfulness

*Learning skills that are useful now and for the rest of our lives*

## Self Gather Questions

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like to do on a sunny day?</td>
</tr>
<tr>
<td>What do you do or like to do in your free time?</td>
</tr>
<tr>
<td>What is your favorite subject in school?</td>
</tr>
<tr>
<td>What is your favorite food?</td>
</tr>
<tr>
<td>What is the most fun thing you have ever done?</td>
</tr>
<tr>
<td>What do you wish on a? Are you cool?</td>
</tr>
<tr>
<td>Who do you admire?</td>
</tr>
<tr>
<td>Who do you tell all your secrets to?</td>
</tr>
<tr>
<td>What is something you wish you could do?</td>
</tr>
<tr>
<td>What do you think you will be doing in 10 years?</td>
</tr>
<tr>
<td>What do you like to do on weekends?</td>
</tr>
<tr>
<td>What do you think your friends would describe you as?</td>
</tr>
<tr>
<td>What would you like to go on a holiday to?</td>
</tr>
<tr>
<td>What do you like to do after school?</td>
</tr>
<tr>
<td>What do you like to do to make you feel good about yourself?</td>
</tr>
<tr>
<td>What do you want to do with your life?</td>
</tr>
<tr>
<td>What animal would you like to be? Why?</td>
</tr>
<tr>
<td>What's the most important person you want to be</td>
</tr>
<tr>
<td>What do you look like?</td>
</tr>
<tr>
<td>Tell me about three people you care about</td>
</tr>
<tr>
<td>Where do you want to go with when?</td>
</tr>
</tbody>
</table>

## Factors Affecting Resilience

### A Resilience Worksheet

Hyperlink to location on YSS
# Resilience and Mindfulness

*Learning skills that are useful now and for the rest of our lives*

<table>
<thead>
<tr>
<th>Mandalas</th>
<th>Drawing/Colouring Mandalas is a form of guided meditation that can promote peace and balance in a person’s life. Hyperlink to a selection of mandalas.</th>
</tr>
</thead>
</table>

[Image of a mandala]
RESILIENCE AND MINDFULNESS

Learning skills that are useful now and for the rest of our lives