



Living in Safety and Stability




5

Purpose: To provide participants with the skills, knowledge and confidence to cope better with difficult situations.

Participant learning objectives:

1. Increase awareness of participants' own health and wellbeing
2. Increase ability to identify and deal with emotions effectively
3. Increase understanding on strategies to promote resilience and emotional wellbeing

CONTENT	METHODS/ RESOURCES <i>Slides 52-61 can assist with this session.</i>	APPROX. TIME
<p>Juggling Life</p>	<p>Resources: 3-6 balls</p> <p>Remind participants of our discussions last week around managing emotions and the three-step rule to managing emotions effectively – (identify emotion, take action, and seek help).</p> <p>Tell participants to stand up and form a circle. Tell participants that you are going to throw a ball into the circle, and they must pass the ball onto another person whilst saying their name. After approximately 30 seconds, throw another ball into the circle, after 30 seconds another ball and so on – until the group are no longer catching the balls/ they are continuously dropping on the floor (It should look a little chaotic at the end!).</p> <p>Debrief: Ask participants how they felt managing one ball. Ask them how they felt trying to manage all the balls. What made it difficult? Explain to participants that the balls represent all the things/ stressors in our life e.g., friends, exams, school, jobs, family, health etc. Explain that change is happening all the time in our lives, sometimes it is expected, sometimes it is unexpected. We can increase our ability to adapt to new/ difficult situations and thus become more resilient (ability to recover from difficult situations) through the use of different tools/ techniques.</p>	<p>20 minutes</p> 

Managing Emotions in Context

Resources:
Sealed box/container
Post-its
Pens
Flip chart & markers

Ask the young people to think about an experience/situation in their lives where the outcome was not what they wanted e.g. not passing an exam, not getting the part in the school show they wanted, not getting to go on a trip, falling out with a friend etc. It may help the young people if the facilitator gives an example, or they can use a personal one if they wish. Once they have thought of a situation ask them to write it on a piece of paper and fold it over so no one can see it. Once they have all written their experience ask them to drop it into a box. All information is anonymous, however make participants aware that we will be using the situations to discuss further (possibility that their situation will be linked to them).

Now divide the young people into groups and ask each group to pick from the box. Each group will now have an experience/situation. Encourage them to discuss the situation. How do you think you would feel in that situation, what do you see as the worst-case scenario happening because of that situation, what could you do to turn the experience from a negative into a positive? Ask them to record their thoughts on flip chart.

Debrief: Ask participants to feedback their difficult situation and what was discussed. Ask them to highlight the strategies/ things they suggested that they could do to move on from that situation. As facilitator, highlight that sometimes things do not turn out the way we expected but we must learn from these experiences and move on. This moves us on to the concept of resilience.

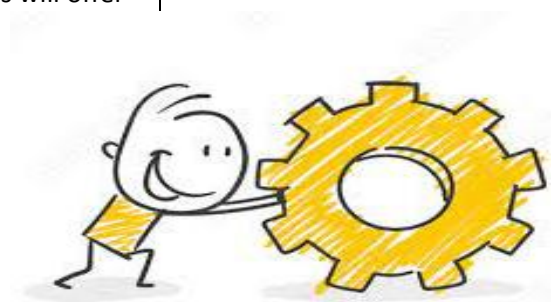
Tip: This activity could be done as a role-playing exercise wherein each group has to act out the situation and what they would do to move on from what has happened.

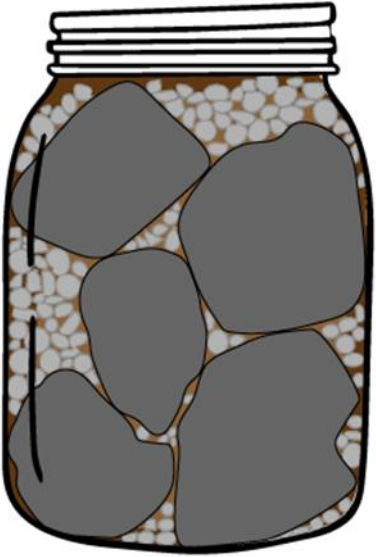
Alternative Activity: Ask participants to draw a timeline of their lives, detailing the positive and negative events/ times that have occurred to date. This illustrates that everyone goes through tough times. Again, we must learn from these experiences and move on.

30-40 minutes



<p>Promoting Resilience</p>	<p>Resources: Top tips for resilience Health & Wellbeing Wheel</p> <p>‘Brainstorm’ as a group what we mean by resilience. Some people may say things like bouncing back, adapting to a situation well, coping under pressure etc. The Oxford Dictionary definition of resilience is the ability to recover from difficult situations. It is about being flexible and open to change, being creative with how we deal with it, and maximising all our resources to help us through that change or event. Share with participants the top tips for resilience worksheet. Go through each one and ask participants to provide some examples of each strategy e.g., start a journal, join a gym, write down your goals.</p> <p>Now provide each participant with a copy of the health and wellbeing wheel. This will offer participants an opportunity to reflect on their own health and wellbeing and the strategies they may be using/ not using to make themselves more emotionally, socially and physically healthy, and thus their capacity to be resilient. Ask participants to follow the instructions on the sheet. They must self-reflect on each area and mark honestly where they see themselves on the wheel.</p> <p>Debrief: Do you have a circle? Are you surprised? Are there any areas you focus a lot on? Or any areas you tend to forget about?</p>	<p>30 minutes</p>
<p>Pledge</p>	<p>Resources: Post-it notes Pens</p> <p>Ask participants to look again at their own personal health and well-being wheel. Ask participants to focus on the area that they identified as the lowest e.g., Give, Take Notice. Provide each participant with a Post-it note and pen and ask them to write a pledge based on something they can do better/more of in their area of focus. For example, if they performed lowest on sleep, they could pledge to go to sleep 30 minutes earlier each night; if they performed lowest on give, they could pledge to lift any litter lying in their local park etc.</p> <p>You can ask each participant to write their name on the Post-it and stick it up at the front of the room for the facilitator to read out. Tell participants that you will follow-up with their pledge at the beginning of the next session. Remind participants that the larger and more ‘perfect’ their circle, the more they are maximising the resources and tools they need to become a more resilient person.</p>	<p>20 minutes</p>



<p>Jar of Importance</p> 	<p>Resources: Jar Rocks Pebbles/ Stones Sand Water (optional)</p> <p>This visual representation will showcase to participants their ability to accomplish more and be much happier if we use our time wisely and spend time doing the things that are important.</p> <p>Fill the jar with rocks. Ask participants if the jar is full. Then pour some pebbles in which will fall around the rocks. Ask participants if the jar is full now. Then fill in all the gaps with sand. Again, ask participants if the jar is now full.</p> <p>Tell participants that the jar represents their life – time is limited. The rocks represent important things such as family, friends, passions, health etc. The pebbles represent other things that matter such as your home, school you go to, exams etc. and the sand represents all the smaller stuff in your lives e.g., how many likes you get on social media, messages pinging through on your phone, latest game/ shoes you have got etc.</p> <p>Debrief: Tell participants that if you spend all your time worrying about the smaller stuff, you will not have enough time for the important things in life (if you fill the jar up with sand first you will not fit in all the rocks!). Tell participants to think back on their health and wellbeing wheel, if they focused more on the important things would they have a better circle? Does their pledge focus on the important things?</p> <p>Optional – add water to the jar to highlight that no matter how busy our lives are, we can always find time to look after ourselves – whether that be going out with friends, going for a walk, watching a movie etc.</p>	<p>20 minutes</p>
<p>Check-Out/ Evaluation</p>	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>

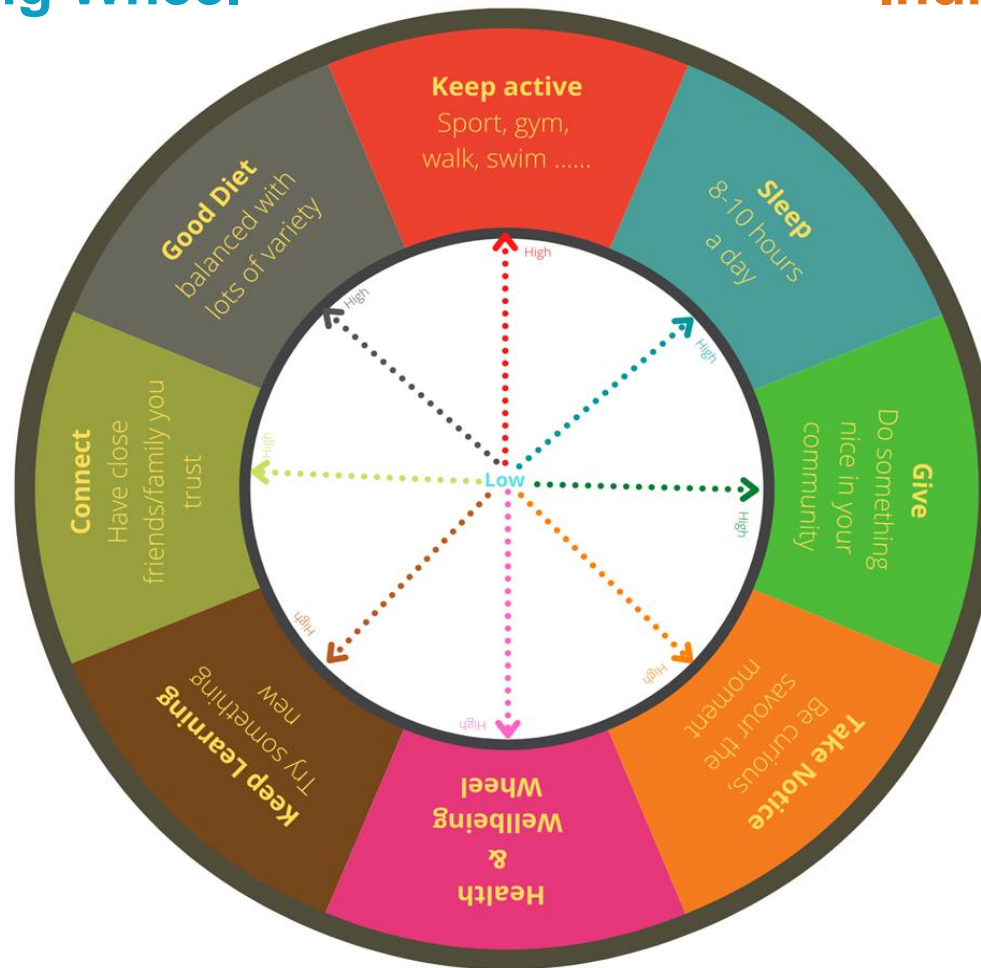
Top Ten Tips For Resilience

TOP 10 TIPS FOR RESILIENCE

- R** **Remain Positive** Look towards the future, think of what you want from life.
- E** **Establish Realistic & Achievable Goals** This helps give you focus.
- S** **Strategies** Plan your coping strategies. Don't be afraid to ask for help.
- I** **Identify** Identify your strengths and be confident in yourself.
- L** **Learn from Experience** Learn from experience and move on.
- I** **Introduce** Introduce a positive way of thinking. Focus on the good things in your life.
- E** **Enjoy** Make time to do the things you enjoy.
- N** **Needs** Take care of yourself. Keep healthy and fit.
- C** **Connect** Build healthy relationships with your family, friends and teachers.
- E** **Embrace Change** Don't dwell on the past. Put your energy into the present to shape your future.

Health & Wellbeing Wheel

Individual Exercise



- Consider each part of the wheel and your life
 - Put an X on each arrow using the following scale
 - High = I am good at looking after this area
 - = I am reasonably happy with how I look after this area
 - = I sometimes look after this area
 - = I occasionally look after this area
 - Low = I never look after this area
 - Join the X's . A circle shows a good balance
- Think about areas in your life that you want to change and how.