

Resilience Builders

YEARS 3 & 4

1. Your emotions are the feelings you have about people, places and the things that happen to you, such as being happy, sad, joyful, worried. With a friend think about the emotions you have and write down as many as you can.
2. With a friend take turns at using the body language you would show for each emotion on your list and try to guess which emotion your friend is showing.
3. Look at the List of Emotions C in the Professional Practice Support – Resources section of the website. Write down six positive emotions (for example, happy, excited), the body language you would show, things that would make you feel like each of them and how long your feelings would last.
4. Look at the List of Emotions C in the Professional Practice Support – Resources section of the website. Write down six negative emotions (for example, sad, bored), the body language you would show, things that would make you feel like each of them and how long your feelings would last.
5. How you handle your emotions helps you get on well with other people and live how you want to live your life. With a friend choose ten emotions from the List of Emotions C you think you would need to enjoy healthy relationships with other people.
6. Describe five emotions you would feel for both of these: if you moved to a new school and you were given your own new pet at home.
7. Describe five positive emotions you could feel in your classroom and five you could feel in the playground. With a friend role play the body language you would show for each one.
8. Describe five negative emotions you could feel in your classroom and five you could feel in the playground. With a friend role play the body language you would show for each one.
9. With a friend, discuss and describe how you would tell if a class mate is feeling negative emotions. What you can say and do to help him/her.
10. A goal is something that you really want to achieve and follow through on. With a friend set three goals for either in class or in the playground that you will both focus on achieving for the next week to make a positive difference to other students' emotions.
11. You use your physical strengths, muscles, to move around, eat, write ... and do what you have to do. You also have personal strengths, called Character Strengths, which you use every day to control your emotions to get on well with other people, to learn and think about things and to make decisions. From the list of Personal/Character Strengths in the Professional Practice Support – Resources section of the website what are five of your own strongest ones that you use every day?
12. What are three other Personal/Character Strengths that you would like to further develop in yourself to use every day and why?
13. With two friends come up with two positive things you will do at school, then at home and then in the community to show each of the following Personal/Character Strengths – kindness, hope and determination. Your goal is to show these actions for the next week.
14. With a friend look at the Personal/Character Strengths and pick the five that you think are most important for people to have a happy and full life and what they do for each of them. At home discuss with your family what they think are the most important strengths.
15. There are times in your life when other people do very special things to help you, and you may not have thanked them properly. Think of a time you think you may have done this and write a letter of thanks them. Include what they did for you, how it made a positive difference for you and how thankful you are for their act of kindness. Give it to them if you like; a sign of strength. Which Habits of Mind are best to use to do this? Which Habits of Mind are best to use to do this?

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16. Look at the FISH Thinking thinking tool from the website and with a friend fill in positive things you can do to make a positive difference to the lives of other people.

17. Pick any three Personal/Character Strengths and either draw a picture of what each of them look like in your mind or write a really short story about what each of them mean to you.

18. With two friends discuss and describe five skills you need to have to listen and communicate well when working in a team. Why is each important?

19. Different people handle situations differently and the strength of the emotions they feel also are different. For example something that may only worry one person may terrify another person. With two friends discuss the strengths of emotions you each would feel for being left out of a friendship group and then meeting a famous person you like.

20. As your emotions strengthen you need ways to reduce your tense feelings, called coping strategies. One very good way is using positive self-talk, which is telling yourself in your head that you can overcome this situation, such as, "I know with more effort I can push on through this." Describe a time you have used positive self-talk to calm yourself down.

21. With two friends describe three situations where you would feel under pressure and positive self-talk you could use to reduce your tense feelings.

22. Negative self-talk has the opposite effect on you to positive self-talk. It adds to your tense feelings and drags you down. With a friend, discuss and describe four coping strategies you could use to stop using negative self-talk and start using positive self-talk.

23. Some examples of good coping strategies include going for a walk, ride or run, drawing an outline of your body and filling in what different parts are feeling (hot ears, tummy ache...). With a friend come up with five other coping strategies you use or can use.

24. With a friend look at the List of Emotions C and pick five strong positive emotions and five strong negative and situations which could cause them. Also describe positive self-talk you could use to reduce the strong negative emotions.

25. Emotions can grow in strength from low, 0 to 3 in intensity, to medium, 4 to 7 in intensity, to strong, 7 to 10 in intensity. For example, from upset to angry to furious. With two friends look at List of Emotions C to come up with five groups of rising emotions.

26. With a friend discuss and describe how you can recognise when your emotions and other peoples' emotions are strengthening in intensity. What type of body language do you show and what messages do your body send you when this is happening?

27. With two friends discuss and describe five situations where you could become angry and two things you could do for each of them to calm yourself down such as squeezing a tennis ball. The most important thing is to act positively to settle yourself; anger won't go away on its own.

28. Read the Square Breathing wellbeing builder on page 88 and with a friend spend ten minutes practising this self-calming strategy. When you feel yourself becoming angry or tense use it immediately; no one knows you are doing it.

29. When you do things which spoil your relationships it is up to you to make things right by apologising, saying sorry. Think of a time you did this. Read the Sorting Out Problems wellbeing builder on page 134 and answer the questions you are asked.

30. Think of a time you did something wrong by someone else and really upset them. Write a letter of apology to them and make you say what you did wrong, how you think it made them feel, promise not to do it again and most of all say sorry and ask them to forgive you; this shows great character.

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31. All of us have problems come along in our lives and to have a healthy sense of wellbeing, we need effective ways to overcome and solve them. A problem is something that worries you and that you need to think about and act on to solve it. With a friend look at the Personal/Character Strengths list and pick five of the most important ones you think you need to solve problems and why you think so.

35. Different problems need different approaches to solve them. Problem, Issue, Options, Effects, Solution is another good thinking tool to use from the website. With two friends use it to look at this problem – a group of your friends are chasing the Prepies around and some of the little ones fall over and hurt themselves. What should you do?

38. Stress is when you feel uptight, unsafe and tense about something. Describe three times you have felt stressed and what you did to reduce it.

40. When you are stressed you may feel angry, anxious, upset, scared and tired. With a friend discuss and describe 1. something which can stress you that someone else does to you 2. a new thing you have to do 3. something hard you have to do 4. something you are afraid of.

43. With two friends describe two things you can do to calm yourself down for each of these – 1. you feel afraid 2. you feel sad 3. you feel angry 4. you feel left out and lonely 5. you feel let down by a friend 6. your family is unhappy with the way you are acting.

32. Cooperative skills are things you think, say and do to build trusting and strong relationships to achieve what you set out to do together, such as smiling, making eye contact, listening before speaking. To be a good team member in class and in the playground, with two friends discuss and describe five things that you will do every day and the cooperative skills you will need to develop further; make these goals for this and next week.

34. To organise your thinking to work out good ways to solve problems you may have, look at the Thinking Tools on the website. A good one to use is Positives, Negatives, Effects, Decision. It helps you decide what are the good things, the bad things and the effects for each of them. Use it to think about this problem – your best friend wants you to do something together at lunchtime, but ten of your class want you to play a fun game with them. What do you do?

36. When you have a problem with your friends you can do a number of things to solve it. You can ask a teacher or your family, ask your other friends, try to ignore it, ask them to leave you alone or walk away and avoid them. With two friends come up with two problems for each of the above problem solving approaches.

39. Draw an outline of your body and write in the feelings you have in different parts of your body when you are stressed.

41. When you feel tense it is important to have ways to calm yourself down. With two friends discuss and describe five things you do or could do to calm yourself down. Don't forget Square Breathing.

37. With a friend discuss and describe what you would do for each of these problems using the CAP: Consider All Possibilities thinking tool from the website – 1. you get into trouble from your teacher for causing a problem in class when it was really your friends 2. you get called names by others in your class 3. they leave you out of games in the playground.

42. To reduce stress some people go for a run, walk or ride, others listen to music, others speak to friends, family and teachers, others play with their pets and others do nothing. Describe the strengthening of emotions that a person who chose to do nothing would feel.

33. With two friends discuss and describe a time/s you have worked really well in a cooperative group together to achieve what you set out to do. What were three positive emotions you felt?

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44. You are in control of you, no one else. What do you think are the five most important Personal/Character Strengths you need to show self-control in the classroom and in the playground and why you chose each of them?

47. When problems aren't acted on they often lead to more serious ones. Describe who you ask for help and how you would ask for the following problems –
1. your friend is really upset because he is being bullying by older students
2. a student in your class won't give your pens back
3. you are left out of your friendship group
4. you feel scared when walking home from school.

45. A sign of strength is to ask others for help when you don't know what to do solve a problem that is really worrying you; you don't want your emotions to strengthen further. The size of problems change and with a friend describe three things that you would have to ask your family for help to solve, three for your friends for help and three for your teachers for help.

48. A big part of growing up well is having adults you can trust to share your problems with. They could be family, teachers, Grand-parents and other relatives. Describe four or more adults who you really trust and that you can ask for help when you have problems.

46. It is important to know how to ask for help properly. Start with, "I would like your advice on what to do to solve ... (describe your problem). This is what I have tried so far ... (describe what you did) ... but it hasn't worked." With a friend, think of three problems you would need to ask for help to solve and describe what you would say for each in asking for help.

49. What do you think are the five most important Personal/Character Strengths you need to use to ask for help when you don't know how to solve a problem and why you chose them?

50. Look at the X Diagram thinking tool from the website. Think of a big problem you have had and what you felt when you asked trusted adults to help you solve it; fill in your feeling in the X Diagram.

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EXTENSION RESILIENCE BUILDERS

The following Resilience Builders are designed to help you use all of the things you have learnt to overcome ten different situations and events.

For each resilience builder describe:

- Three emotions you could experience and the body language you could show.
 - Two sets of three emotions as they became more intense.
 - The three most suitable Character Strengths you could use to help you.
 - Two things you could do to show you care for the needs and feelings of others.
 - Two examples of positive self-talk you could use to lift your efforts.
 - Two things you could do to calm yourself down.
 - Two people you could ask for help and what you would say.
 - Two Habits of Mind which are best to use to do this.
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1. When you mess around in class you teacher always catches you and tells you off. It's not fair because your friends mess around too but never get caught.
 2. A new girl from another school is teased and called names by the other girls in your class and she sits on her own at lunchtime because nobody plays with her. She looks very sad.
 3. Everyone in your family was busy this morning and you forgot to bring your lunch to school. You are really hungry.
 4. When your cousins come to visit every weekend, all they want to do is play on the computer and play station. You really want to go outside and play soccer, but they won't.
 5. The grade 3 & 4's are going away on camp for three days and you are supposed to go. You have never been away from your family before and are really scared of what might happen.
 6. You watch your favourite TV show at the same time every night, but tonight your big sister turns over the channel to watch netball.
 7. You and your family has moved into a new house in a different area and you and your little brother have to change schools. You both don't know anyone at your new school and you are both starting to become more and more scared of going.
 8. You have been asked to go to your friend's birthday party and you are excited because all of your friends are going too. But you don't have nice clothes to wear.
 9. The principal has asked you to talk to the Parents Club about the interesting things your class has been doing along with students from other classes. You have never spoken in public before and feel uncomfortable.
 10. Your Mum has been caught up in traffic and hasn't arrived at school to pick up you and your little sister. She has never been late before and you and your sister start to worry.