

Resilience Builders

YEARS 5 & 6

1. The feelings you have about what is happening to you and around you are called emotions; for example you may feel happy and delighted about being asked to a friend's party. Describe three emotions you have had recently, how you felt for each of them and the body language you showed.

2. If you were unsure about something your body language could be scratching your head, looking around, frowning a little and crossing your arms. With a friend pick five emotions from the List of Emotions A in Professional Practice Support – Resources section of the website and describe the types feelings you would have and body language you would show for each of them.

3. With two friends pick five emotions each and take it turns to role play the body language for each emotion and the other two try to guess it.

4. From the list, pick five pairs of emotions which are opposite in feelings and the body language you would show for each of them.

5. Having healthy relationships relies on you being in control of your emotions. With a friend discuss and describe five emotions that you need to show others to have good relationships and five that you should try to hide from others and keep to yourself.

6. Learning well and being a positive member of class also relies you being in control of your emotions. With a friend discuss and describe five emotions that you need to show in class to learn and behave well and five that you need to keep under control.

7. To be happy in yourself it is important to share how you feel with family, friends and teachers and also to listen to how others feel when they tell you; this is called having empathy. Describe five ways you share your emotions and listen to others share their emotions with your family and friends.

8. With two friends brainstorm five things that you can do to build good relationships. What are five things which can ruin relationships and how you can avoid doing them.

9. What are four positive emotions you enjoy feeling, the body language you show and describe a time/s you have felt them.

10. Describe four emotions you would feel if your teacher praised you for your effort to overcome a learning challenge and four others if he/she asked you to concentrate more and try harder in class.

11. What are four negative emotions you don't enjoy feeling, the body language you show and describe a time/s you have felt them.

12. Describe two times you have had a mix of both positive and negative emotions and what were the emotions; for example during an activity you could feel excited but scared of getting hurt.

13. There are times emotions build in intensity for different situations. For example, at the start of an activity you could feel a little scared, then become more afraid as you see more to becoming really terrified. Describe two times your emotions built in intensity and what were the emotions involved.

14. Describe how each of the following two emotions, being sad and being happy, could build in intensity to much stronger emotions, name them and how your body language would change. For example, you could be left out of an activity, then feel disappointed and lonely to feeling rejected.

15. Different people may show their emotions through body language in different ways to you. With a friend discuss and describe three times you have misread other peoples' body language for the emotions they were experiencing.

16. You live a more satisfying life when your positive emotions out-number the negative ones you feel. For three days this week write down all the emotions you experience during the day and draw your ups and downs on a graph. What are two things you will start doing to have more positive emotions every day.

Resilience Builders

YEARS 5 & 6

17. A gratitude journal is every night writing down three positive things that happened for you during the day and any acts of kindness you received from or did for others; they don't have to be big things, but those you felt positive emotions for.

18. Having a skill, talent or ability means that you are good at something like sport, Maths, music, drawing or cooking and you can choose to use it or not. Describe five things that you have skill, talent or ability in.

19. Having a character strength means that you use your own personal qualities to make others' lives better; they are your top five strengths. They include strengths such as being caring, kind, humble, honest, determined, persistent and curious. 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?

20. Describe two things you do or will start doing for each of your five strongest strengths to make others' lives better.

21. Describe what you think are the five strongest strengths for each member of your family. Ask them if they agree. This is an enjoyable and positive activity to do together as a family.

22. What are five Character Strengths that you admire in your friends, why you do and what do they do to show them in their everyday lives?

23. With two friends, share and discuss which Character Strengths you have in common from your top five strengths and two things you do to show each of them.

24. With a friend discuss and describe what five Character Strengths you believe people need to have to overcome life's challenges and strive, thrive and flourish?

25. Describe two things a person would do to show for each of the following Character Strengths – Creativity, Love of Learning, Zest, Social Intelligence and Self-regulation.

26. With two friends take it in turns to role play a Character Strength for twenty seconds and try to guess which one he/she is acting out. Do three each.

27. With two friends take it in turns to close your eyes and put your finger on a Character Strength. Each time spend twenty seconds describing why you think that Character Strength is important to have in your makeup to live a positive and worthwhile life.

28. The talks you have with yourself in your head are called self-talk. Positive self-talk spurs you on to lift your efforts and keep trying new things, whereas, negative self-talk tells you to give up. With a friend describe ten examples of positive self-talk you use or could use to encourage yourself to push on.

29. Using positive self-talk and your top five strengths increases the intensity of positive emotions and reduces the intensity of negative emotions. Describe two times you have used positive self-talk and your top five strengths to overcome challenges.

30. With two friends describe what positive self-talk and top five strengths each of you would use to overcome the challenge of being left out of an activity your friends are doing and which you really wanted to do. Also describe the type of body language each of you would show.

31. With two friends give examples of negative self-talk and body language that others may use when left out of an activity which they really wanted to do. Describe how it would make their emotions more intense to worsen the situation for them.

Resilience Builders

YEARS 5 & 6

32. When things start to build up and you begin to experience negative emotions, it is important to have coping strategies you can use to reduce the intensity of these emotions. With a friend discuss and describe three activities you can do for each of the following types of coping strategies – exercise, social outlet, meditation (yoga), calming activities, proactive prioritising.

36. With a friend explore the Thinking Tools on the website to find one or more you can both use to solve the following problem – you are invited to a birthday party of another student who you don't think very highly of and don't want to go. What do you do? Don't forget to use your top five strengths.

39. The word stress is used to describe peoples' feelings when they are under pressure. Some stress is positive, some is negative and different people are stressed by differently by things. How would you describe what stress is for you and three times you have felt stressed?

41. Negative stress and feeling tense are perfectly normal parts of life, how they are handled is the key. With a friend brainstorm what are five things that cause you to worry and feel tense. Why do they stress you?

43. An exercise called Square Breathing (on page 88) is an effective self-calming activity; the best thing is that you can do it anywhere and nobody knows you are doing it. For ten minutes practise Square Breathing to calm yourself. Concentrate hard. How did you feel after doing it.

33. With a friend describe ten things friends, family and teachers can say and do to help you overcome negative emotions to see the bright side of life.

35. Problems are a normal part of life for everyone. We all need effective ways to overcome them and find positive solutions. In Thinking Tools on the website there are plenty of problem solving strategies for you to use; look at CAP – Consider All Possibilities, Ideas, Questions, Bridge, Fact or Fiction and Points of the Compass. Describe two approaches you use to solving problems.

37. With a friend use the Points of the Compass thinking tool to look the following problem from a number of angles – Billy's younger brother, Jake, is in Year 1 and wants to be with him at recesses and at lunchtimes. This stops Billy playing with his friends. What does he do?

40. Positive stress, called eustress, is being pumped to shine in what you are doing, like elite athletes. With a friend brainstorm what are five things which fill you with positive stress.

34. Receiving an encouraging and positive text from family and friends when you are feeling under pressure is very effective in helping you cope with a situation. With a friend come up with ten texts you could send to lift others' spirits.

38. With a friend brainstorm three problems that people your age may experience in their lives and ways to solve them using a Thinking Tool you both like.

42. There are warning signals as you become stressed. You may feel physical effects such as head and stomach aches, emotional effects such as anxiety and loss of interest and behavioural effects such as disturbed sleeping and forgetting things. On an outline of your body draw the warning signals that tell you that you are becoming stressed.

45. When you have problems it is a sign of strength to speak up and ask for help from others. For school, at home and in your community, think about three things for each of them that you should ask for help with.

44. With your family come up with ten things you can do to help each other calm down and put the list on the front of the fridge.

Resilience Builders

YEARS 5 & 6

46. There are problems you have that you have the Character Strengths and strategies to solve yourself. The most common issue is when you ignore them and hope that they will go away, they won't. With a friend discuss and describe three problems you have solved yourself and how you solved them.

47. With a friend come up with five big issues that you need adult help with to get through and who are the best adults to ask. Describe how you will approach and ask them.

48. With a friend come up with five smaller issues that your brothers, sisters and friends can help you with to get through. Describe how you will approach and ask them.

49. How can you use your top five strengths, positive self-talk and emotions to let you know when you must ask for help because the issue is too big for you to handle.

50. With a friend come up with five phrases that you can use to ask for help from family, from friends and from teachers.

Resilience Builders

YEARS 5 & 6

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 empathy for the needs and feelings of others involved.
 - 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.
-
1. The new class lists for next year's Grade 6 are published and you have none of your friends in the class you are in. You are unhappy and want to do something to fix the situation.
 2. You have to walk with your younger sister to school every day to make sure she is safe. For the last three days she has been very slow in getting ready for school and you have been late for class. Your teacher is not happy at all with you and you are starting to feel stressed.
 3. Every time your class works in groups there are 3 or 4 other students who mess around and spoil it for the rest of the class; it's just not fair! Your class really enjoys doing group work because it's fun and you like hearing others' ideas.
 4. On the way home from school, you and your friends are threatened and pushed around by a group of Year 9 students from another school. This has been happening 2 or 3 times every week.
 5. A new student starts in your class from another school and nobody is treating him fairly. He sits on his own at recesses and lunchtimes and he is not asked to join in any fun activities the rest of your friends are doing.
 6. Charlie has been sending nasty texts to you and friends in your group. He laughs and says he is just joking, but you and your friends think Charlie has gone too far and is bullying all of you.
 7. The Principal has asked you to speak at a whole school assembly about project your class has been doing in the community. You are scared of speaking in front of a lot of people and your emotions have intensified to being terrified to do it.
 8. You have practised and trained very hard for two months for your favourite event, long jump, at the school sports. On the day you finished 5th and finished behind other students who didn't even train for it.
 9. You missed four days of school last week because you were sick and fell well behind in the Maths and you don't understand how to do it. You ask your teacher for help and she offers to help you at lunchtime, which means you can't mess around with your friends.
 10. A few of your class think it is funny to stand in front of Grade threes and make them walk around them. Then they trip them over and the younger students become very upset and cry.