



Promoting Resilience and Mental Health in Young Adolescents



Session 1:

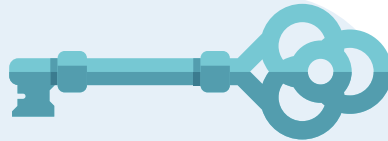
Thoughts, Feelings, Actions

Thoughts, Feelings and Actions:

Let's Get Prepared!

1. Secure a copy of *The Incredibles 2* disc set - you'll need disc 2. Select *Boundin'* on this disc.
2. Copy:
 - *Thoughts, Feelings, Actions: Change One and You Can Change Them All* handout (one per student).
 - Thoughts, Feelings and Actions wall signs. Laminate if you wish to protect against the wear and tear of repeated use.
 - *Reacting to Problems: Self Talk Can Change a Lot* handout (one per student).
3. Copy and clip the *Upsetting Situations* cards

Key Messages for the Session



- Our thoughts, feelings and actions influence each other.
- If we change the way we think about things, we can change how we feel and act.
- There are ways of thinking about things, and actions we can take that can help us feel better; and help us to handle everyday struggles.
- It's OK to feel badly when difficult things happen, but at some point, we have to move forward. Sometimes trying to change the way we think about the situation will help, but sometimes the situation and our feelings are too overwhelming, and we need to get help and support from others.
- The support of others is essential to 'rebounding'.

Session Outline



- 10 minutes: Introduction & Ground Rules (see *Getting Started* section)
- 5 minutes: Warm Up Activity - Stand Up/Sit Down
- 10 minutes: *Boundin'* video
- 15 minutes: Self Talk

Introduction

1. Establish ground rules with the group.
2. Introduce facilitators and describe the program for students, explaining that:
 - The groups will meet once each week for 4 weeks.
 - During the sessions, students will learn about
 - Talking with friends, parents and teachers;
 - Handling everyday struggles, feelings, worries and stress;
 - Solving problems; and
 - Taking care of our mental health.
 - How and where to get help when needed.

3. What is Mental Health?

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively, and is able to make a contribution to the community. (World Health Organization).

4. Ask students what they think this session's title means (Thoughts, Feelings Actions). Explain that our thoughts, feelings and actions guide us in our daily challenges.

Warm Up Activity: Stand Up/Sit Down

Objective:

Students will feel more comfortable participating in the session.

Method:

Ask students to stand up if the following statements apply to them; and to sit down, if the statements do not apply.

Stand up if you...

- Can curl your tongue up
- Are left handed
- Have a social media account (Facebook, YouTube Instagram...)
- Have brothers or sisters
- Did something you didn't think you could do (and surprised yourself!)
- Learned a new skill in the past year
- Have been angry with someone then when you heard their side of the story, weren't so angry anymore
- Like to cook
- Have ridden a horse
- Like spicy food
- Wanted to do something, but were afraid to try?
- Felt one way about something, then your feelings changed?
- Have tried something new, even when you were nervous?
- Like really hot weather?
- Have grandparents living in Ottawa?
- Have a rodent as a pet? (Younger brothers or sisters don't count.)
- Felt many feelings at the same time (good and bad feelings all mixed up together)?
- Have had fun with brothers or sisters?
- Have a birthday in the summer
- Have ever argued with your parents?
- Felt angry with a teacher?



Focus on Thoughts, Feelings and Actions

Explain to students that some of the questions in the warm up activity were about thoughts, feelings and actions. Tell students that the rest of the session will give them a chance to think about how our thoughts, feelings and actions are connected.

Bound/Rebound

Objectives:

Students will:

1. Appreciate the interrelatedness of thoughts, feelings and actions.
2. Accept that changing the way we think about things can change the way we feel and act.

Structure: Video clip and group discussion

Method:

1. Show *Boundin'* clip (see 'Preparation').
2. Distribute the *Thoughts, Feelings & Actions* handout. Tape the Thoughts, Feelings and Actions wall signs on the board or flip chart, so there will be space to record under each header. Try to arrange them in a triangle (as in the handout), so it will be easier to illustrate the inter-relatedness of thoughts, feelings and actions.
3. Ask students:
What were the little sheep's thoughts, feelings and actions:
 - Before he was sheared?
 - Right after he was sheared?
 - After he met the Jack-o-lope and started bounding?
 - After he was sheared for the 2nd time?
4. Record responses (or use a volunteer recorder) on the board or flip chart paper, under the appropriate heading.
5. Facilitate a discussion about how the little sheep's thoughts influenced his feelings and actions. Once he started thinking differently, he felt and acted differently. Note how an action (bounding) made him feel really good, and this influenced how he felt and thought. Because the 'bounding' made him feel good, he kept doing it.



10 min.

Materials:

- Disk 2 from *The Incredibles 2* disc set (select *Boundin'*)



- DVD player and TV
- Board or flip chart paper
- Tape
- Markers or chalk
- Individual Thoughts, Feelings and Actions Headers (copy headers, then cut and paste onto cardboard – laminate if desired)



- *Thoughts, Feelings, Actions: Change One and You Can Change Them All* Handout



Copy and paste onto construction paper (laminare if you wish), one for each group



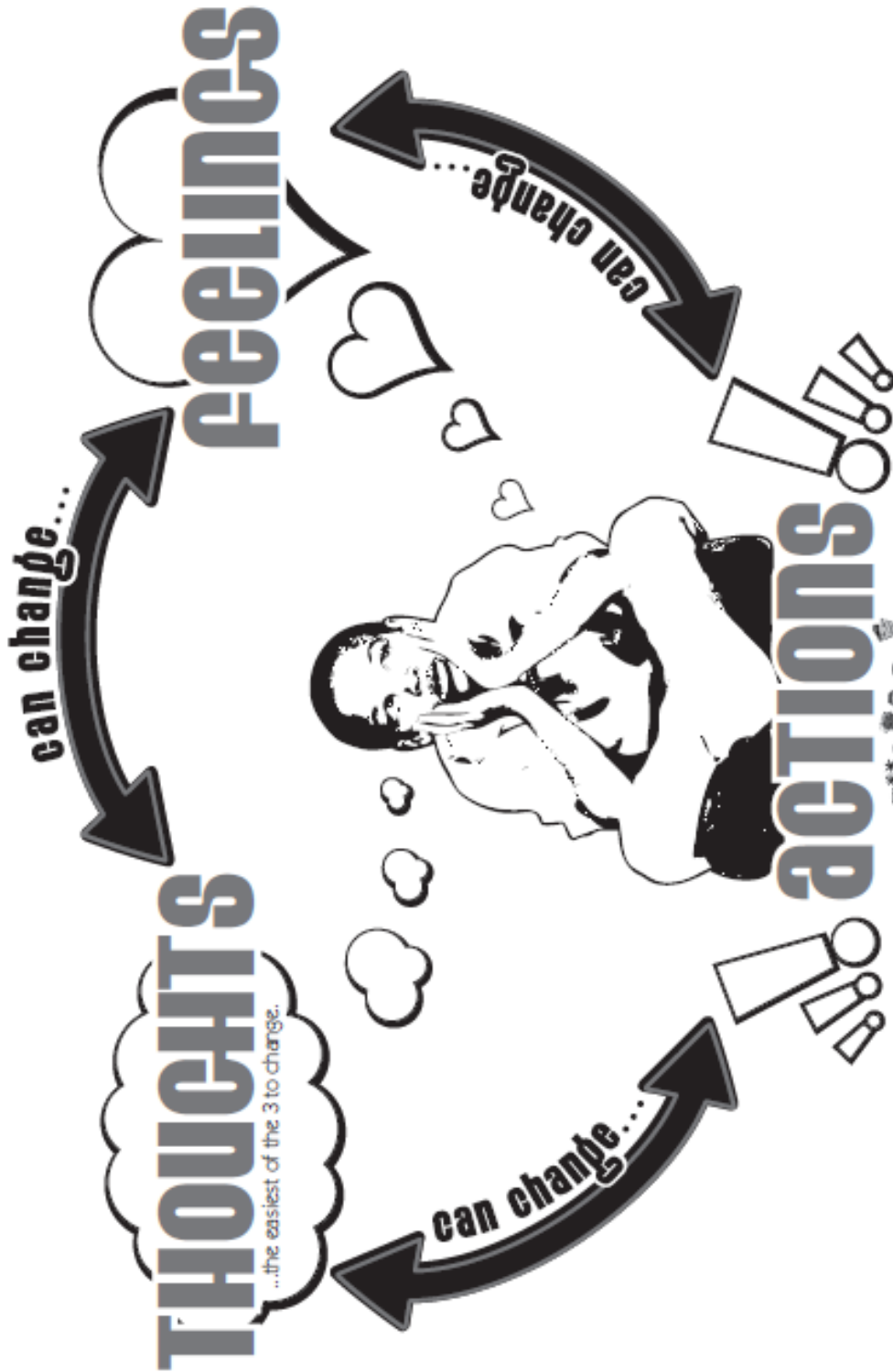
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change one and you can change them all.



Reacting to Problems: Self Talk

Objectives:

Students will:

1. Appreciate that we have some control over our feelings and reactions to stress and anxiety.
2. Outline/demonstrate a process for changing negative self talk.



15 min.

Structure: Large group/small group discussion

Method:

1. Tell students that during this activity, you'll be coming up with different ways of thinking about upsetting situations (situations where we feel worried, angry, nervous or upset). Select an upsetting situation from the *Upsetting Situations* cards.
2. Tape the Thoughts and the Feelings wall signs to the board or flip chart.
3. Distribute the *Reacting to Problems: Self Talk Can Change A Lot*, handout so students can follow along individually. Record the selected situation on the board/flip chart.
4. Ask students how they might feel if that situation happened to them. Record this feeling under the Feelings header.
5. Now ask students to come up with self-talk that might lead to feeling better or OK about the same situation. Record the self-talk that students come up with below the Thoughts header. Write OK under the corresponding Feelings header. This is positive self talk, and it helps us to improve, or to feel better about, a situation.

When something goes wrong or a problem happens, the thoughts that pop into your head are called automatic thoughts. Automatic thoughts are often negative thoughts. Someone having negative thoughts is thinking that people are doing things 'on purpose' or are out to get them.

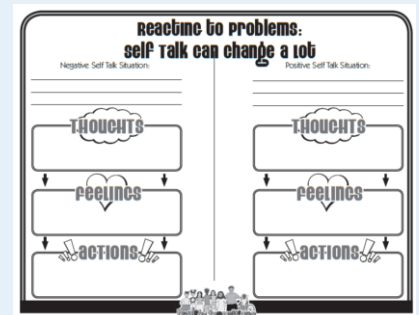
By practicing positive self talk, our thoughts will be positive and help us sort out what really happened. We can then react to a problem in a much more positive way.

Materials:

- Flip chart paper
- Markers
- *Upsetting Situations* cards



- Self talk handout



- Thoughts, Feelings, Actions wall signs



healthy transitions

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6. You can continue with as many situations as time allows. If appropriate, students can also work through situations in small groups, and can reconvene/report to the larger group. Ask students if they would like to offer suggestions for situations to work through.
7. Reinforce that self-talk affects how we feel about things that happen to us. Our self-talk influences our actions. The actions we take impact feelings (handling something well or doing something you didn't think you could do can make you feel very good inside).

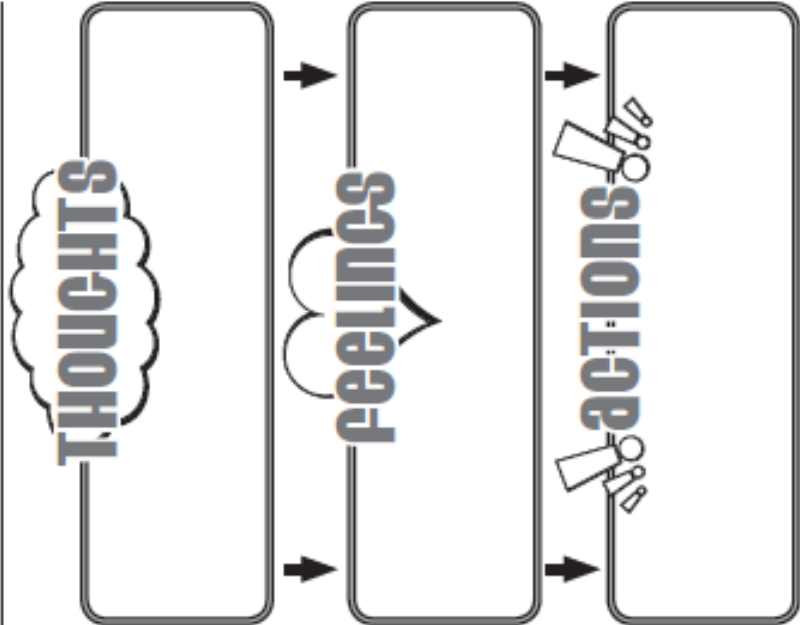
It is important to be sure to add that sometimes we are feeling so badly that trying to change our 'self talk' doesn't help much. Reach out to others who can help us (family, friends, or adults in our school or community).

Upsetting Situations

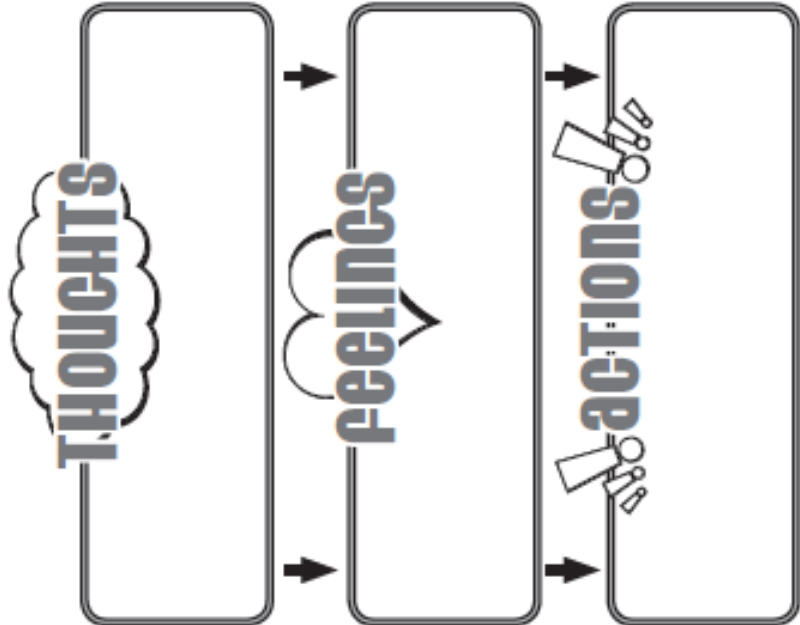
Big assignment is due	Person you like doesn't like you
You've forgotten to study for a big test	Some kids at school are talking about you behind your back
You text a friend three times and they do not reply	Parents won't let you do something you really want to do
Argument with a parent	You won't have internet or phone access for a few days
Your friends all went to a party and you weren't invited	You tried out for a team and didn't make it
Presenting a project to the class (You're really uncomfortable with public speaking)	You failed a test at school
Someone you have been friends with is spending more time with other friends instead of you	You got a bad report card

Reacting to Problems: Self Talk can change a lot

Positive Self Talk Situation:

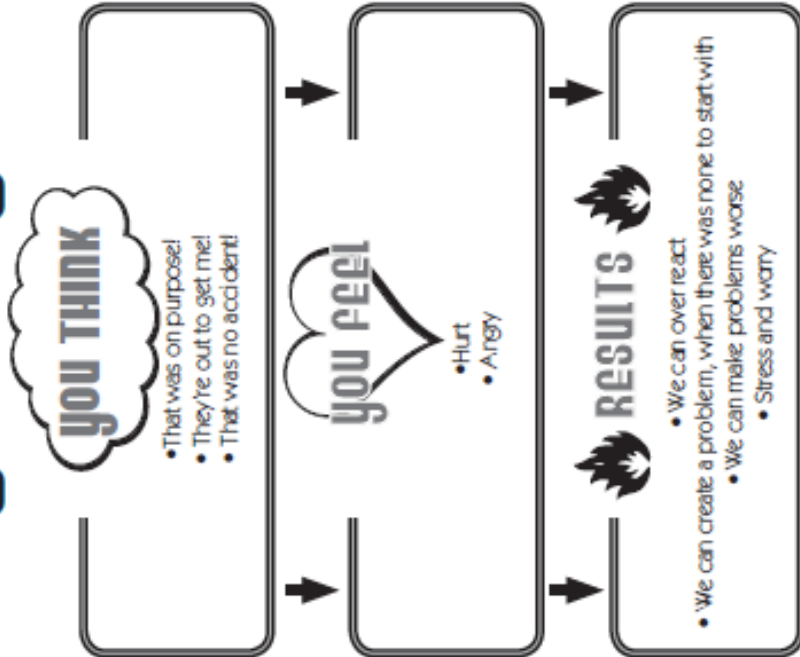


Negative Self Talk Situation:

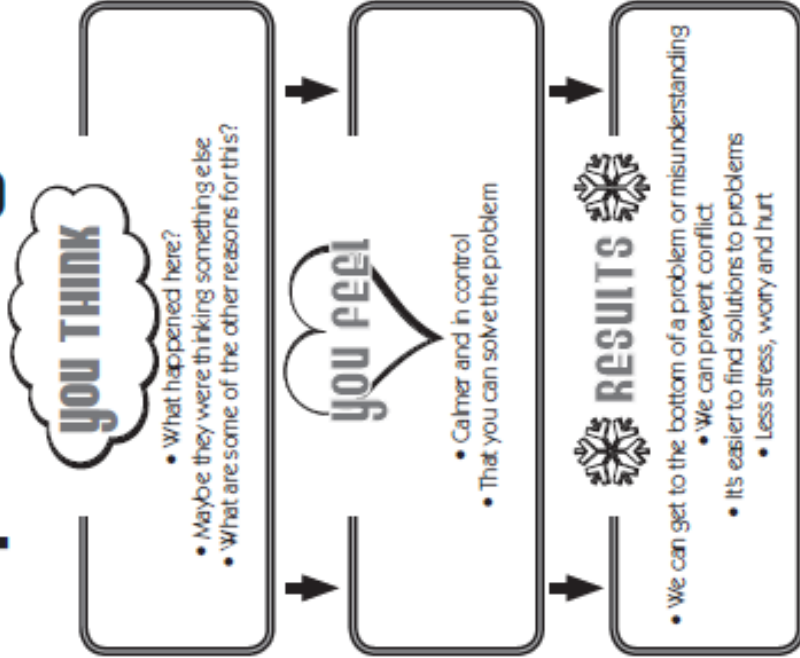


Reacting to Problems: Self Talk can change a lot

negative thoughts



positive thoughts



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