



ARCHDIOCESE OF NEW YORK
DRUG ABUSE PREVENTION PROGRAM



RESOURCE GUIDE



Connect with Kids

- Bullying Prevention
- Alcohol and Marijuana Abuse
- Building Resilience



Connect with Kids

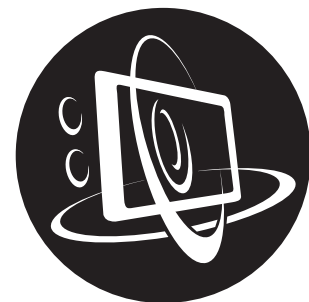


The Archdiocese Drug Abuse Prevention Program (ADAPP) is dedicated to serving, with excellence, the children, adults and families within the schools, parishes and communities of the New York Archdiocese. We strive to provide innovative, comprehensive services including counseling and education to prevent and intervene in the use of alcohol and other drugs.

Through an expansive partnership with *Connect with Kids*, ADAPP is committed to providing to our community the tools to help our children navigate through today's challenges—be it drugs and alcohol, bullying, online safety, stress and anxiety, or building life-long resilience. Open and honest discussions, armed with credible information, are a key to helping our children to make healthy choices and avert today's dangers.

This Resource Guide is designed to accompany the ADAPP DVD Mini-Segments on Bullying Prevention, Alcohol and Marijuana Abuse and Building Resilience. This guide includes the following materials for each topic:

- Discussion Questions
- Mini Fact Sheets
- Mini Tip Sheets for Parents
- Lesson Plans
- Information Resources



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Resource Guide Bullying Prevention



Discussion Questions

1. Describe how Erica Bryant was bullied online. How did her mom help her deal with it?
2. Do you know about cyber-bullying like this in your school or community? What can be done about it? What can you specifically do to ensure cyber-bullying does not happen in your school or community?
3. In the documentary, the counselor asked the students, "What is the difference between tattling and reporting?" What would your response be?
4. Have you ever witnessed bullying behavior and though you did not like what you saw, you chose not to do anything because you were afraid? Looking back at such times, do you wish you had responded differently? Explain your answer.
5. What is the role of courage in changing attitudes toward bullying? Explain your answer.
6. According to the documentary, what are the four best pieces of advice to avoid being bullied and/or changing bullying behavior? Add another piece of advice to this list that would deal very specifically with your community's bullying problem.



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Resource Guide Bullying Prevention



Mini Fact Sheet

Bullying is physical, verbal and/or emotional abuse, sexual harassment in person or online. In addition to physical abuse, bullies threaten, intimidate, tease, spread rumors and eliminate people from groups. Bullies frequently torment their victims such that they feel helpless, defenseless and are often in real physical and emotional pain. According to recent studies:

- One out of every four students is bullied.
- 30% of students in sixth through tenth grades have admitted to being involved in bullying as a bully, victim, or both.
- Most bullying happens on school grounds, not at home or on the way to school, although online cyber-bullying is a new concern.
- Every seven minutes, a child is bullied. 85% of the time, peers are present and nobody intervenes.

Signs that a child is being bullied can include:

- Clothes, books or possessions are ripped, excessively dirty, damaged or missing.
- Unexplained cuts, bruises or scratches
- A lack of friends or sense of belonging to any groups at school
- Frequent headaches, stomach aches or other physical complaints
- Suffering from bad dreams or bad sleep patterns
- High anxiety and/or low self-esteem

Signs that a child is a bully can include these tendencies:

- Dominant personalities with quick tempers
- Easily frustrated, even at the simplest of tasks
- Lack of empathy for others
- Difficulty in following rules
- Seems to enjoy violence
- Has a high sense of self-esteem
- Hangs out with other bullies or peers who enjoy violence



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Resource Guide Bullying Prevention



Mini Tip Sheet for Parents

WHAT PARENTS SHOULD KNOW

Bullying is like child abuse, rape, sexual harassment and racism: it is an imbalance of power. The aggressor often blames the target and targets often come to blame themselves. Bullying affects both the bullied and bullies. Targets of bullying are more likely to exhibit depression and anxiety. Bullies are much more likely than non-bullies to become adult criminals.

Consistent, fair discipline teaches self-control and responsibility. Remember to give lots of positive attention and spend time playing with, reading with and enjoying your child. Love does not have to be earned. Warmth and time spent together teach connection and empathy. Families in which discipline is inconsistent and where there is little warmth and adult attention are more likely to raise children who bully.

WHAT PARENTS CAN DO

Talk with your children in ways that encourage the sharing of information. Let them know you are concerned and you want to help, but most of all, let them know it is not their fault if they are being bullied. Be supportive and gather information about what has happened. Never approve of retaliation, because it will not solve and often escalates the problem. Even if your child is not being bullied, encourage your child to stand up for others.

Talk with the principal, the teacher and the counselor at school, not only to share your concerns but also to develop strategies to help your child understand that everyone involved will not tolerate bullying. Talk with school

administrators and teachers to find out about your children's relationships with peers during the school day and to see if they have observed any incidents of your child being bullied. Clearly state that you will not tolerate this behavior and develop a set of consistent rules and expectations relative to behavior. Be sure to offer praise when peaceful solutions are used to solve problems instead of violent or hostile ones.

Spend more time with your child to find out the details of how he or she spends their day and who their friends are. Encourage participation in activities that develop skills and offer opportunities to learn new ones. If necessary, seek help from a mental health professional such as a social worker.

Above all, you should expect the bullying to stop. If it does not, contact the school again. Help your children find ways to deal with or avoid bullies. Find a club or an organization for them to join outside of school to make new friends and establish a supportive group. Work together to create a list of adults who will help in bullying situations, and make sure they know telling about bullying is not tattling, but an important solution to the problem. Make sure your home is a safe haven.



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Resource Guide

Bullying Prevention



Lesson Plan:

You Be the Judge

PROJECT

Students will analyze short skits about bullying and determine the consequences for those involved.

OBJECTIVES

Students will ...

- Act out brief original scenarios about bullying
- Act as jury to decide if bullying occurred
- Determine consequences for behaviors

MATERIALS

- Copies of school policy on bullying
- Bullying scenarios
- Pens, pencils
- Paper
- Black/white/green board
- Open space for rehearsal and presentation

NOTE: Previous experience preparing, rehearsing and presenting skits will be helpful for this lesson.

PROCEDURE

1. As a class, review the school's policy on bullying.
2. Break class into groups of no more than four and give each group one of the bullying scenarios, provided below. Each group's task is to prepare a one- or two-minute skit of the scenario to present for the class. Allow 15 minutes to prepare their presentation.
3. Gather the groups back together and have each present their skits, one at a time. Explain to the class that after each presentation, the audience will need to do the following:
 - Identify the bully or bullies
 - Identify the victim
 - Identify the bystanders (if any)
 - Identify the type of bullying going on (physical, verbal, cyber, emotional, racial, other)

- Determine the consequences for the behaviors exhibited by all participants
 - Discuss other possible actions and outcomes
4. When all the groups have presented and all the consequences have been assigned, ask each student to write a response to one of the skits from the victim's point of view. Will the consequences make him or her feel better? Why or why not? What else, if anything, should be done?
 5. As an extension activity, have the students perform their skits and conduct judgment sessions for another class or a student assembly.

EVALUATION

- Did students understand the school policy on bullying?
- Did each group prepare, rehearse and present a skit based on a bullying scenario?
- Could students identify the participants in each scenario as well as the type of bullying going on?
- Did each group submit a written response?



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Bullying Prevention



Lesson Plan:

You Be the Judge Bullying Scenarios

1. Every day, Marta gets on the bus only to be bothered by the other girls in the front seats. They comment on her clothes and make fun of her backpack. Luckily, Shania lets her sit with her, but she does not talk to Marta.
2. Phillip has a lazy eye and must wear an eye patch. The guys in his class make pirate noises and pull on his leg asking where his peg leg is.
3. Josue, the new kid in class, speaks little English, and when he does, he has a very strong Brazilian accent. The kids in his class make fun of the way he speaks and laugh at him. The teacher tells them to calm down but does not punish anyone.
4. Whenever she is at her locker, Clara notices a boy from her class silently staring at her and watching every move she makes. It makes her really uncomfortable. She tells her friend Lashonda who tells her to ignore him, but he does not stop, even when she finally says something.
5. Ralph is sick and tired of being picked on in PE class for being much shorter than the other guys and finally decides to strike back one day. When one of the bigger guys says something, he turns around and knocks him down. The other kids in the class gather around and cheer the fight on until the teacher breaks it up.
6. Charlotte is having a party on Friday night and everyone is invited except Toya. Posts and comments about the upcoming party are all over other student's Facebook pages. Charlotte talks about her party to all her other friends even in front of Toya, and she makes sure Toya knows about the party and that she will be the topic of conversations when she is not there.



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Bullying Prevention

Information Resources



ABCs of Cyberbullying for Students
www.cyberbullyhelp.com

Connect with Kids
www.connectwithkids.com

Kids Health
www.kidshealth.org

Love Our Children USA
www.loveourchildrenusa.org

National Institute of Mental Health
www.nimh.nih.gov

Safe Youth
www.safeyouth.org

Stop Bullying Now!
www.stopbullyingnow.com

Stop Bullying Now! Take a Stand. Lend a Hand
www.stopbullyingnow.org

Youth Crime Watch
www.ycwa.org



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Resource Guide

Alcohol and Marijuana Abuse

Discussion Questions



1. List at least three risks of drinking alcohol as a teenager. Are teens aware of these risks? How does learning about and having knowledge about these risks of teen drinking affect the decisions teens make to drink or not? How do you know?
2. Does knowing that alcohol and marijuana abuse can seriously affect your brain power deter or affect your decisions to try either one? Why or why not?
3. Describe K.T. Taylor's story of alcohol abuse. When did it start? Why did it start? What are the consequences she faces today? If K.T. were a friend of yours, what might you have said to her at the time she was abusing alcohol? What would you say to her now?
4. Explain what Susan Tapert, Ph.D., the brain researcher and clinical psychologist featured in the documentary, means when she says, "Certain parts of your brain can compensate for subtle amounts of damage elsewhere by working extra hard, but that compensation can only occur a certain amount, and then it begins to fade away." What does this say for K.T. Taylor's future?
5. What reason do genetic researchers give to help explain why some people who experiment with drugs become addicts and some do not? Do you accept this explanation? Why or why not? If true, what implications does it have for each person's life, including your own?
6. What is the one way to ensure that you will never become addicted to alcohol or drugs? Do you think this is a realistic goal to set for yourself? Why or why not?



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Resource Guide

Alcohol and Marijuana Abuse



Mini Fact Sheet

Does the early use of marijuana and/or alcohol lead to the future abuse of harsher drugs? National Surveys on Drug Use and Health, from 2002 to 2007, conducted by the U.S. Department of Health and Human Services Substance Abuse & Mental Health Services Administration, reported the following:

- Marijuana was the most commonly used illicit drug (14.8 million past month users).
- Past month marijuana use among adolescents ages 12 to 17 generally decreased from 2002 (8.2%) to 2005 (6.8%), and then remained constant between 2005 and 2007.
- About half (50.1 percent) of youths aged 12 to 17 reported in 2006 that it would be “fairly easy” or “very easy” for them to obtain marijuana if they wanted some.
- The percentage of adolescents who perceived great risk from smoking marijuana once a month increased between 2002 (32.4%) and 2003 (34.9%), and then remained relatively stable between 2003 and 2007.
- Adolescents who perceived great risk from smoking marijuana once a month were much *less likely* to have used marijuana in the past month than those who perceived moderate to no risk (1.4% vs. 9.5%).
- Adolescent past month use of cigarettes, alcohol, and illicit drugs declined between 2002 and 2007 but little change occurred between 2006 and 2007. Between 2002 and 2007, past month use by youth of cigarettes declined from 13.0% to 9.8%; alcohol from 17.6% to 15.9% and illicit drugs from 11.6% to 9.5%.
- Girls (12.5 percent) were as likely as boys (11.9 percent) to smoke.
- Among young adults ages 18 to 25, the level of current nonmedical use of prescription pain relievers has risen 12 percent (to 4.6 percent in 2007).
- Based on combined data from 2006 to 2007 National Surveys on Drug Use & Health, an annual average of 28.1% of underage drinkers (10.8 million persons aged 12 to 20) drank alcohol in the past month. By age group within the underage drinkers the rates were: 51.1% of those aged 18 to 20; 25.9% of those age 15 to 17; and 6.1% of those aged 12 to 14.
- Underage drinkers who drank in the past month (i.e., current drinkers) obtained their last alcohol drink as follows: 30.6% paid for the last alcoholic drink, 26.4% got it for free from a non-relative of legal drinking age, 14.6% got it for free from another underage person, 5.9% got it from a parent or guardian, and 8.5% got it from another relative who was of legal drinking age.
- An estimated 17.7 percent interviewed used alcohol in the month prior to the survey. Of all youths, 10.6 percent were binge drinkers (five or more drinks on the same occasion at least once in the past 30 days).
- Each day an average of 7,000 Americans tried marijuana for the first time, and about 69 percent of these new marijuana users were under the age of 18.
- Youths who perceived that their parents would “strongly disapprove” of their use of substances were much less likely to use those substances than youths who perceived that their parents would only “somewhat disapprove” or “neither approve nor disapprove.”



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Alcohol and Marijuana Abuse



Mini Tip Sheet for Parents

WHAT PARENTS SHOULD KNOW

If you think your child or teen might be abusing drugs or alcohol, the Nemours Foundation suggests asking yourself the following questions. Answering “yes” to any of these questions may signal that your child is using drugs—or other health issues such as depression or an eating disorder. The American Academy of Child and Adolescent Psychiatry suggests consulting a physician to rule out physical causes of the warning signs.

- Does my child seem withdrawn, depressed or tired? Have sleeping or eating patterns changed?
- Has my child become hostile or uncooperative?
- Have my child’s relationships with other family members or friends changed?
- Has my child drastically changed his or her appearance, interests or favorite activities?
- Does my child experience headaches, nosebleeds or other physical problems?
- Have I noticed the odor of chemicals or drugs around my child?
- Do aerosol products at home seem to be used much too quickly?

WHAT PARENTS CAN DO

It’s important to talk openly about the dangers of drug use—again and again. Children Now, a research and action organization, offers the following tips for discussing drug abuse with your child:

- Listen carefully. Student surveys reveal that when parents listen to their children’s feelings and concerns, their kids feel comfortable talking with them and are more likely to stay drug-free.
- Role play about ways to say “no” without becoming a social outcast. Consider statements like, “My mom would kill me if I used drugs.”
- Encourage choice. Allow your child plenty of opportunity to become a confident decision-maker.

- Provide age-appropriate information that fits your child’s stage of development.
- Establish a clear family position on drugs. It is OK to say, “We don’t allow any drug or alcohol use.”
- Be a good example. Children will do what you do much more readily than what you say.

Substance abuse can seem to be an overwhelming issue to deal with, but it doesn’t have to be. The Partnership for a Drug-Free America offers the following strategies to help child can reap the rewards of a healthy, drug-free life:

- Be your child’s greatest fan. Compliment his or her efforts, strength of character and individuality.
- Involve your child in adult-supervised after-school activities. Ask your child what types of activities he or she is interested in and contact the school principal or guidance counselor to find out what’s available.
- Get to know your child’s friends and their parents. Call other parents and check-in to make sure they share your views on alcohol, tobacco and other drugs. Steer your child away from any friends who use drugs.
- Call teens’ parents if their home is to be used for a party. Make sure that the party will be alcohol-free and supervised by adults.
- Set curfews and enforce them. Let your child know the consequences of breaking curfew.
- Set a no-use rule for alcohol, tobacco and other drugs.
- Sit down for dinner with your child at least once a week. Use the time to talk—and turn off the television.
- Get—and stay—involved in your child’s life.



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Resource Guide

Alcohol and Marijuana Abuse



Lesson Plan:

The Risk Spectrum Game

PROJECT

Students will assign risk levels to specific consequences of alcohol and/or marijuana abuse and discuss how knowing the consequences can act as a deterrent to abuse—or not.

OBJECTIVES

Students will ...

- Participate in risk spectrum game as a contestant and/or discussion participant
- Understand the consequences of abuse of alcohol and/or marijuana

MATERIALS

- 10 pieces of 8 X 11 paper, each with a number from 1 to 10
- Masking tape or another way to mount numbers 1 to 10 in order on the front wall of the classroom
- “Consequence Cards”—Before class begins, prepare a set of “Consequence Cards” on index cards, each with a possible consequence caused by drinking alcohol or by smoking marijuana. Examples might include:
 - ♦ Stopped by a policeman after drinking; lose your driver’s license for a year
 - ♦ Caught by parents after coming home drunk/stoned; get grounded for a month
 - ♦ Threw up in room after getting home drunk; had to clean it up
 - ♦ Smoked pot in room on coldest day of year; had to open the window for an hour to get rid of the smell and freeze
 - ♦ Drove car after drinking/smoking; crashed it
 - ♦ Lost best friend in drunk driving accident
 - ♦ Didn’t drink/smoke at a party while friends did; had to drive everyone home
 - ♦ Didn’t drink/smoke at party; had a good time anyway
 - ♦ Lost a good friend who fell asleep at wheel due to zoning out after smoking pot

- Paper and pencils for audience members to create additional “Consequence Cards”

PROCEDURE

1. Ask for six to 10 volunteers from the group to play the game. Each volunteer is given an index card with a possible consequence caused by drinking alcohol or smoking pot. The student will read this card aloud and stand under the number that he/she feels the consequence represents, No. 1 being a small consequence and No. 10 being a severe consequence. There may be more than one person under each number.
2. Ask the audience to wait to make comments until all the cards have been read and all the volunteers have placed themselves under a number.
3. When they have all selected a number, ask the group the following questions:
 - Do you generally agree that the consequences are in the right order, from a small consequence to more severe? Which ones would you move and why?
 - What can you tell about the person by how he/she rates the risk value of this consequence? What can you tell about yourself by how you would rate it?
4. Have the students in the audience think of other severe consequences of drinking alcohol/smoking pot and have them write them on individual pieces of paper or index cards. Ask for another group of volunteers and play another round.
5. After the second round, ask the same questions from step three. Then ask: *In general, what conclusions can you draw from this activity?*
6. Have them write a response to the last question as a journal entry or a homework assignment.



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Resource Guide

Alcohol and Marijuana Abuse



Lesson Plan: The Risk Spectrum Game *(cont.)*

EVALUATION

- Did students participate in the exercise?
- Did students understand the analogy between the game and the consequences of drug and alcohol abuse?
- Did each student write a response?



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Alcohol and Marijuana Abuse

Information Resources



American Academy of Child
and Adolescent Psychology
www.AACAP.org

Children Now
www.childrennow.org

Connect with Kids
www.connectwithkids.com

Family Education Network
www.teachervision.fen.com
(free lesson plans and pamphlets)

Kids Health
www.kidshealth.org

Parents. The Anti-Drug
www.theantidrug.com

Partnership for a Drug-Free America
www.drugfree.org

Substance Abuse and
Mental Health Services Administration
<http://oas.samhsa.gov/nhsda.htm#NHSDAinfo>

U.S. Department of Health and Human Services
<http://ncadi.samhsa.gov/>



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Resource Guide Building Resilience



Discussion Questions

1. In the documentary, John Deasy, a school superintendent, says, “We know that students who are known well by at least one adult are less likely to disappear from school and be more engaged.” Do you agree or disagree? What kinds of adults is he talking about? How do you know if a teacher or some other adult cares about you? How does that make you feel?
2. What talents did Gina Keane’s teacher see in her? How did her teacher’s encouragement keep her focused on staying in school?
3. Gina Keane says, “Without a high school diploma you’re nothing in life.” What does that mean for your self-esteem? How does a high school diploma impact you financially? Career-wise? How does being able to set a goal for yourself keep you resilient?
4. What are the two surprising facts researchers have found about children and resiliency? Comment on these two findings.
5. How do parents and other adults make sure children do not lose their resiliency? Who has done this for you? How?



Connect with Kids

Resource Guide Building Resilience



Mini Fact Sheet

According to the study *Fostering Resiliency in Kids* by Bonnie Bernard (1991), resilient children have the following attributes in common:

- **Social competence.** They are comfortable being with, talking with, playing with, and initiating activities with others. They have a sense of humor and can laugh at themselves as well as situations, and they are flexible and adapt well to change.
- **Problem-solving skills.** They can think through challenges and find solutions
- **Autonomy.** They are independent and feel control over their situations and/or environment
- **Sense of Purpose and Future.** They can set plan and set goals and are generally optimistic in the way they view the world.

Experts agree that in order to learn and/or retain their resiliency, children need a sense of:

- **Skills.** They need to know what they do well and how to celebrate and improve their skills.
- **Being Needed.** They must feel a part of a positive, loving, accepting social group, found in their families, schools, and communities.
- **Community.** They need to belong and contribute to their communities.
- **Control.** They must be able to say, "I am in charge of my future. I know how to ask for help to get there and where to find training and education. I will work hard to reach my goals."
- **Role Models.** Adults must be positive, focused, flexible, organized and proactive.

When we teach children to build relationships with family, friends, teachers, co-workers and other community members, we help them understand how they fit in. By building these social relationships, children learn their own value, and in so doing, the seeds of hope and resiliency are planted.



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Resource Guide Building Resilience



Mini Tip Sheet for Parents

WHAT PARENTS SHOULD KNOW

Experts say all children are born resilient, but it takes several environmental factors to ensure that they maintain that resiliency. These factors include:

- Caring and support
- Clear and consistent expectations and goals
- Participation in home and community life.

There are both risk factors and protective factors concerning resiliency, defined as follows:

- **Protective Factors** are defined as general characteristics that “protect” a person from unnecessary risky behaviors. They include such factors as a strong and positive home life, clear expectations from parents and family, strong parent involvement and support in student activities, and bonds with athletic, school, or religious organizations.
- **Risk Factors** are defined as the general characteristics that tend to undermine stability in a person’s life. They include such factors as substance abuse within the home, lack of support or indifference from parents, extreme levels of stress in the home or school setting, perceptions of an approval of drugs and alcohol from family, school, or friends, and no or limited connections with athletic, art, music, or other school/community groups.

WHAT PARENTS CAN DO

Parents can help build resiliency skills in children by working on their own skills. The Nemours Foundation suggests developing the following attitudes and behaviors:

- Think of change as challenging, not problematic
- Learn to see problems as temporary; problems are opportunities for finding solutions, not barriers that stop all progress
- Learn how to set achievable goals and work toward them with optimism and persistence
- Solve problems as they come up, when they are manageable
- Seek to improve relationships with family, friends, colleagues and neighbors.
- Keep commitments
- Find familiar and new ways to have fun and relax.

When we can identify a challenge, focus on the process of meeting it, get ourselves organized to face it, and be positive and flexible in our approach to the challenge, then we are truly resilient and ready to teach our children how to be resilient, as well.



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Resource Guide Building Resilience



Lesson Plan: Resilient Heroes

PROJECT

Students will examine the life of a famous or historical person in terms of *The Seven Resiliencies*, adapted from Project Resilience.

OBJECTIVES

Students will understand *The Seven Resiliencies*, select and research the life of a famous historical person and analyze his or her accomplishments in terms of *The Seven Resiliencies* and apply *The Seven Resiliencies* to their own lives.

MATERIALS

- *The Seven Resiliencies* handout
- Resiliency Worksheet
- Access to research tools (media center, Internet, etc.)
- Paper, pens, pencils

PROCEDURE

1. Distribute and discuss *The Seven Resiliencies* handout. Ask students for examples of how a person shows the strengths on the list.
2. Ask the class: *We often think of heroes as people who show great resilience. Can you think of anybody in history, anyone famous, or even anyone you know who has shown great resilience in the face of great challenges? Keep a list of student responses on the board.* You might offer the following additional examples: Gloria Estefan, Oprah Winfrey, Lance Armstrong, Helen Keller, Annie Sullivan, President Teddy Roosevelt, Thomas Edison, Harriet Tubman.
3. Ask students to select a name from the list, or identify another hero to study.

4. Distribute the Resiliency Worksheet and explain: *Use this worksheet to analyze your selected person's life and accomplishments in terms of The Seven Resiliencies. Consider the following questions: How did he/she demonstrate some of the resiliencies? Did he/she have many of the strengths? Which was strongest? What did this person do or say to illustrate, or prove to you, that he or she demonstrated a resiliency?*
5. Allow time for students to use research materials to locate information. When they have completed their worksheets, gather as a class and share.
6. When everyone has had a chance to share, have them write a response to the following question: *Which of The Seven Resiliencies do you think you have? How have you demonstrated any or all of them in your life?* (Note: This can be a journal or homework assignment.) Decide if this will be shared with others or not.
7. Wrap up the activity by asking: *How are we all resilient at one time or another? How can we keep ourselves resilient so we can feel like we are secure throughout life?*

EVALUATION

- Did students understand *The Seven Resiliencies*?
- Did each student complete the assignment on a famous person?
- Did each student describe his/her own resiliencies?



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Resource Guide Building Resilience



THE SEVEN RESILIENCIES

(Adapted from Project Resilience by Steven and Sybil Wolin)

The following seven attributes describe ways you can show resiliency when facing challenges. Keep in mind that you—like most people—may show some, but not all, of these attributes/strengths when faced with difficult situations.

INSIGHT

Having **insight** means asking questions of yourself, even when the questions are difficult. If you answer honestly, you can learn and move forward. Having insight helps you understand the problem and how to best solve it. Insight helps you analyze the situation from as many perspectives as you can.

INDEPENDENCE

Showing **independence** means keeping a healthy distance between yourself and other people so you can think things through and do what is best for you. It also means knowing how to step away from people who seem to cause trouble or make things worse by their words or actions.

RELATIONSHIPS

Building **relationships** means finding connections with people that are healthy for both of you and keeping those relationships growing.

INITIATIVE

Taking the **initiative** means taking control of the problem and working to solve it. It means asking questions of yourself and answering them as honestly as you can, so you can move past a sticky situation. Sometimes people who take initiative become the leader in activities and teamwork.

CREATIVITY

Using **creativity** requires that you use your imagination or resourcefulness to express your feelings, thoughts and plans in some unique way. Remember that when you make something happen, it shows resiliency of spirit and a positive attitude.

HUMOR

Humor is the ability to find something funny in a situation, even when things seem really bad. Humor often gives you the perspective needed to relieve tension and make the situation better.

MORALITY

Being a person of **morality** means knowing the difference between right and wrong and being willing to choose and stand up for what is right.

Source: *Project Resilience*



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Resource Guide Building Resilience

Information Resources



Administration for Children and Families
<http://www.acf.hhs.gov/>

Connect with Kids
www.connectwithkids.com

Kids Health,
www.kidshealth.org

Lessons for Living
www.lessons4living.com

National Clearing House on Families and Youth
<http://ncfy.acf.hhs.gov/>

Resiliency in Action,
www.resiliency.com

“Fostering Resiliency in Kids: Protective Factors
in Family, School and Community”
by Bonnie Benard, M.S.W., West Ed,
www.WestEd.org

Youth Violence Prevention, Centers for Disease
Control and Prevention,
www.cdc.gov



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Resource Guide Building Resilience



NAME _____ DATE _____

Resiliency Worksheet

Name of famous "hero" _____

In the boxes below, describe how your chosen "hero" demonstrates or demonstrated any of the seven resiliencies listed.

Insight

Independence

Relationships

Initiative

Creativity

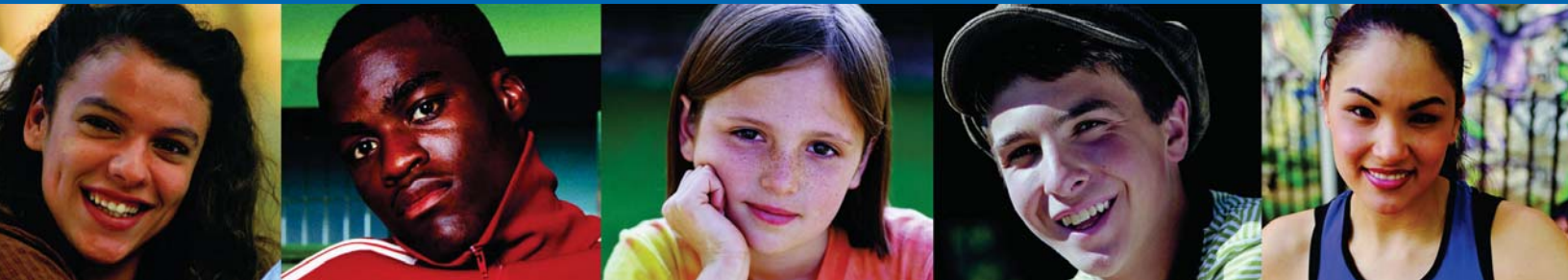
Humor

Morality



pre•vent (prĭ-vĕnt')

v. to keep from occurring, to avert, to hinder or stop from doing something.



Through an expansive partnership with *Connect with Kids*, ADAPP is committed to providing to our community the tools to help our children navigate through today's challenges—be it drugs and alcohol, bullying, online safety, stress and anxiety, or building life-long resilience. Open and honest discussions, armed with credible information, are a key to helping children to make healthy choices and avert today's dangers.

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