



# TEACHER GUIDE

*UPDATED 8/2020*

# Mind Matters

THE POWER OF MINDFULNESS, HARDINESS AND POSITIVE MINDSET

CREATED BY:

**MARISA VICERE, MBA**  
JANA MARIE FOUNDATION

WITH SUPPORT FROM:

THE CENTER FOR RESILIENCE  
A MINDFUL VILLAGE



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WITH SUPPORT FROM

LEO FLANAGAN, PH.D.  
THE CENTER FOR RESILIENCE

AND

PETER MONTMINY, PH.D.  
A MINDFUL VILLAGE

This course was made possible by grants from Garrett Lee Smith Suicide Prevention in Pennsylvania Schools and Colleges Initiatives, American Association of University Women (AAUW) State College, CentrePACT, a program of Centre Foundation and Mount Nittany Health.

## Jana Marie Foundation Mission:

Jana Marie Foundation empowers young people to make positive choices, practice self-respect and maintain healthy relationships by providing opportunities for personal growth and creative expression. To learn more, please visit [www.janamariefoundation.org](http://www.janamariefoundation.org).

## Contact Information:

Jana Marie Foundation  
PO Box 651  
Pine Grove Mills, PA 16868  
[info@janamariefoundation.org](mailto:info@janamariefoundation.org)

## Resources:

The Center for Resilience  
New York, NY  
<http://centerforresilience.com>

A Mindful Village  
State College, PA  
[www.amindfulvillage.com](http://www.amindfulvillage.com)

# MIND MATTERS: COURSE SET-UP

## LENGTH OF COURSE

This course is designed to be a 2 hour interactive course. Participants will be led through a series of discussions and activities throughout the course.

## PREPARATION FOR PRESENTATION

***Make sure the room where you are presenting has the following resources:***

LCD projector and screen

Laptop computer with presentation (or jump drive)

Easel with flipchart

Markers

***Other materials you will need:***

Student guide (1 for each participant)

A cup of water for each participant

A sheet of red and green construction paper for each participant (1/2 will also work)

***\*\*PLEASE MAKE SURE YOU ARE THOROUGHLY FAMILIAR WITH THE MATERIALS IN THIS MANUAL BEFORE FACILITATING A SESSION.***

# COURSE OUTLINE

Approximate Time per section	Cumulative Time (minutes)	Topic	Slide	Exercises and Discussions
10 minutes	0:10	Welcome Course Roadmap	1 to 2	Ground Rules Parking Lot Pre-Assessment
15 minutes	0:25	Stress Defined	2 to 4	Stress Over Time What Causes Stress? Fire and Water Activity
15 minutes	0:40	Multi-Tasking	5 to 11	Multi-tasking Challenge Discussion: How Can I Better Manage My Time?
5 minutes	0:45	The Pillars of Resilience	12 to 13	
20 minutes	1:05	Mindfulness	14 to 18	Meditation Active Listening STOP
20 minutes	1:25	Hardiness	19 to 24	Hardiness Boat Anchors Staying On Course Shipmates Mantra
20 minutes	1:45	Positive Mindsets	25 to 32	Strengths Balanced Life Four Most Powerful Questions Equilibrium and Serendipity
15 minutes	2:00	Wrapping Up the Course	33 to 39	Five Facts of Life Control Circle

*\*The chart is meant to serve as a reference for approximate timing of the course.*

# MIND MATTERS

## SLIDE 1: INTRODUCTION

### Mind Matters

THE POWER OF MINDFULNESS, HARDINESS, AND POSITIVE MINDSET

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*Thank audience for attending.*

*Welcome participants and introduce yourself.*

Today's course will help you learn tools and techniques to assist with building resilience and will provide you with practical skills to help you bounce back from adversity.



By taking this course, you will:

- Define and identify sources of stress
- Develop a deeper understanding of how hardiness, mindfulness and positive mindset build resilience
- Practice a variety of techniques to help reduce stress and build resilience
- Utilize the four most powerful questions to explore interests and plan for the future

Everything in this presentation is based on science and is built for practical daily application. This course was developed by Marisa Vicere from Jana Marie Foundation, in partnership with Dr. Leo Flanagan from the Center for Resilience and Dr. Peter Montminy from A Mindful Village. This course was made possible by grants from Garrett Lee Smith Suicide Prevention in Pennsylvania Schools and Colleges Initiative, AAUW State College, CentrePACT, a program of Centre Foundation and Mount Nittany Health.

You will find this course to be very interactive. We ask that you try to remain present with us and fully engage in the activities.

*Please take a moment to go over housekeeping items – thank the hosting organization, provide directions to restrooms, safety procedures and any other important announcements.*

**Instructor Note:** On the bottom left hand side, you will notice that some slides have a person, , which represents and activity or a thought bubble, , which represents a discussion.

## ACTIVITY: CREATING A SAFE SPACE

*Please take a moment to create a list of “ground rules” to help create a safe and welcoming learning environment for all. This list should be placed somewhere in the room for all to see.*

*Set up: Prepare a sheet of flipchart paper or find a place on the whiteboard and write the title “Ground Rules.”*

*Facilitation: Ask the group to throw out ideas for an effective and safe learning environment. Examples include be nonjudgmental, remain respectful, participate, stay present, etc.*

## PARKING LOT

*Sometimes there are lots of questions – which is great! But this course is very limited in time. To help you stay on track please create a parking lot where off topic discussions or questions can be listed for later review, should time allow.*

*Set up: Prepare a sheet of flipchart paper or find a place on the whiteboard and write the title “Parking Lot.”*

*Facilitation: Let participants know that there is a lot of information and tools that you want to share. Encourage participants to be engaged and ask questions. If the topic is covered later or is out of the scope of this course, you will put it on the parking lot. If there isn’t time to come back to the question, offer to talk one-on-one after the class.*

## SLIDE 2: ROADMAP

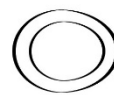
Building resilience can decrease stress and increase wellness



Stress Defined



The Pillars of Resilience



A New Outlook



During the next two hours we will discuss and examine the sources of stress in our life, define resilience and provide practical tools and techniques to help build resilience, and discuss the importance of focusing on what you can control.

## SLIDE 3:



Stress is any change, positive or negative, to which a young person must adapt.

(Joyce V. Fetro, Personal & Social Skills, 2000)

Stress is a natural part of every person's life.



## ACTIVITY: STRESS OVER TIME

### Materials Needed:

- 1 cup per participant
- Pitcher of water to fill cups

*(If possible, mind fill cups prior to the class, leaving one cup empty for you to demonstrate).*

*Facilitation: Begin to pour the water into one cup. Ask the group, "How heavy do you think this cup of water is?" Allow time for answers to be given. "Let's see..."*

*Give everyone a cup filled with water. Have participants hold the cup of water out in front of them so their arm is out straight and at shoulder height and parallel to the floor. Remind them not to let their arm drop. You can do it too!*

*The goal is to have them hold it there for a minute or two – so ask an open-ended question to the group and go around and have everyone answer (example – what did you do over the weekend?). Periodically ask, "Is the cup of water getting heavy for anyone?" or "My shoulder is starting to hurt a little bit, is anyone else feeling this?"*

*After everyone has answered your open-ended question, continue to hold the cup out in front.*

The weight of the cup doesn't matter. It depends on how long we try to hold it. At first it didn't really bother us, but as we are still holding it out in front, it feels like it is becoming heavier. That's the way it is with stress. If we continue trying to carry the burden, it will at some point become too heavy for us to carry – just like this cup of water. Eventually we will need to set it down and take time to rest, before we can carry on. When life's challenges start to pile up and pull us off balance, we need to take time to do those things that replenish and restore our overall well-being.

### DEBRIEF:

- How can you lessen the burden of stress in your life?
- What can you do if we feel the pressures building up?
- How can you help those around you if you are feeling overwhelmed?

## STRESS DEFINED, CONTINUED

“Stress is any change, internal or external, positive or negative, to which a young person must adapt; simply stress is anything that causes physical and/or mental wear and tear on the body and mind” (Fetro, 2000). “Stress is a natural part of every person’s life.”

### DISCUSSION: WHAT CAUSES STRESS

*Facilitation: Ask, “What are some things that may result in stress?”* Students may use page 3 in their workbooks to log responses, should they choose.

*Using a piece of flipchart paper or space on a whiteboard, please record the answers. Some examples include:*

- Bullying
- Name calling
- Social isolation
- Body image
- Academic difficulties
- Unsafe neighborhood
- Big sporting event, art show, dance recital, etc.
- Not getting what you want
- Dating
- Abuse/Neglect
- Siblings
- Parents
- Tests
- Time (let’s explore this further!)

### ACTIVITY: WHAT ADDS FUEL TO YOUR FIRE? WHAT PUTS OUT YOUR FIRE?

#### Materials needed:

- Student workbook, page 4
- Writing utensil for each participant

*Time for self-reflection:* Please take a moment to consider the sources of stress in your life. During those times when you begin to feel overwhelmed or stressed, what adds fuel to the fire? In other words, what adds stress in your life? These can be written on the logs.

What are some things you can do to lessen or put out those flames? What ways do you cope with stress or difficult times? These can be written on the water drops.



Multi-tasking results in a loss of time and productivity



*Phone checked every 6 minutes*



One of the biggest stressors we just mentioned is this idea of time. Have you ever come home at the end of the day and just felt exhausted? For many, it is a pretty regular occurrence. So where does our time go?

According to Psychologist Jeffrey Janata, Ph.D., a perception of lack of control in our lives leads to a feeling of stress. By developing time management skills and considering where our time is spent, we can enhance our sense of control (Janata, 2008).

For an example, we are going to consider the use of smart phones. According to Pew Research Center's Teens Relationships Survey in 2015, 88% of American teens ages 13 to 17 have access to a mobile phone of some kind, and 73% have smart phones. Cell phones, specifically smart phones, help you remain connected, allow access to information quickly, and can add value to your life, however, they can also affect your time management.

On average, Americans check their phone every six minutes (Kleiner Perkins Caufield and Byers 2013 annual Internet Trends Report). That means, on average, Americans look at their phones 10 times per hour.

As a teenager, you should be getting about 9 hours of sleep per night, leaving 15 hours of awake time (Nationwide Children's Hospital, n.d.). Meaning, statistically speaking, you check our phone 150 times each day.

How can this affect our time management?

A study performed by the University of Loughborough discovered it takes an average of 64 seconds for someone to recover from an email distraction. So assuming that while looking at your phone you check your messages, your brain would miss out on fully processing 2.56 hours of information a day from simply interacting with your smart phone.

But you are probably thinking to yourself right now, "but I can multi-task!" Let's see.

## SLIDE 9 - 10

Multi-tasking results in a loss of time and productivity

### MULTI-TASKING CHALLENGE

I AM AN EXCELLENT MULTITASKER

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25



Multi-tasking results in a loss of time and productivity

### MULTI-TASKING CHALLENGE

I AM AN

1 2 3 4



## ACTIVITY: MULTI-TASKING CHALLENGE

### Materials Needed:

- Student workbook, page 5
- Writing utensil

### Part 1:

*Set up: Ask, “Who thinks they are good at multitasking?”*

*Facilitation: In the workbook, there are two lines under the “Part 1” heading. Provide directions, “When I say begin, on the first line, write “I Am an Excellent Multitasker. Then on the second line, write the numbers 1 through 25. When I say begin, start, and then when you are finished, look up. Are you ready? Begin!” (Instructor, please time the exercise. Keep track of how many seconds it takes until the last person looks up.)*

## ACTIVITY: MULTI-TASKING CHALLENGE, PART 2

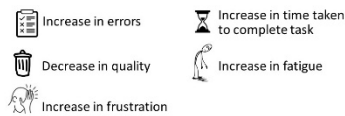
“Great! Now we are going to try the exercise again, but with a little twist.”

*Facilitation: Have participants use the two lines below part 2. Provide directions, “When I say begin, you will alternate lines, so write the letter “I” on the 1st line, and then the number “1” on the second, then “A” on the top line, “2” on the second, “M” on top, “3” on bottom...and so on until the saying and numbers are completed. Are you ready? Remember to look up when you are finished. Begin!” (Instructor – please remember to time. This time, it will take longer.)*

“Thank you. So the 1st time, your times were \_\_\_\_\_ the 2nd time, your times were \_\_\_\_\_. Faster right? No!”

“Now take a look at your work product—can you read it? Did you misspell any words? Did you find it more frustrating to complete the task?”

Multi-tasking results in a loss of time and productivity



So what can you do to help with time management in your life?



This second version highlights some of the troubles of multi-tasking. When trying to switch between multiple tasks you tend to make more mistakes, have lower quality of work, have an increase in frustration, and actually spend more time completing the task. It also can cause more fatigue.

“What happens is whenever you need to pay attention, you use the part of our brain called the prefrontal cortex. This part of our brain helps you with problem solving, processing complex thoughts, decision making and more.

Human brains, however, aren’t designed to handle multiple tasks at once. So when you attempt to multi-task, the brain splits – leaving it frantically trying to switch between each task continuously. This makes it impossible to fully concentrate on any task. This is why sometimes you’ll be on the phone and walk out to the kitchen to grab something from the refrigerator, but by the time you get to the kitchen you’ll completely forget why you walked into the room.

It takes time for your brain to recover from completing a complex task. In the case of checking email, it took 64 seconds. During that time, you’re unable to do any deep thinking or have strong comprehension of either of the tasks. The implications of this go beyond cell phone usage. Listening to music while studying, or texting while driving, or having the TV on while trying to read are all forms of multi-tasking.

#### DISCUSSION:

*Take a few minutes to have the students brainstorm ideas of how this could or does affect them.*

So knowing this information, what could you do to help improve time management in our own lives?

SLIDE 12: IF SPLITTING INTO MULTIPLE DAYS, PLEASE TAKE A FEW MINUTES TO GO OVER RESOURCES.

#### KNOW YOUR RESOURCES



Wrap up day 1. While stress is a normal part of life, there are times where it can feel overwhelming. If you are ever feeling overwhelmed or worried about your mental health, there are lots of people who can help. Here are a few of the available resources.

*School and community resources: School counselors, trusted adults, SAP programs, etc.*

*National Suicide Prevention Lifeline: 1-800-273-8255*

*Crisis Text Line: Text PA to 741741*



STOP HERE FOR DAY 1

## SLIDE 13

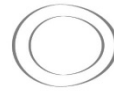
Building resilience can decrease stress and increase wellness



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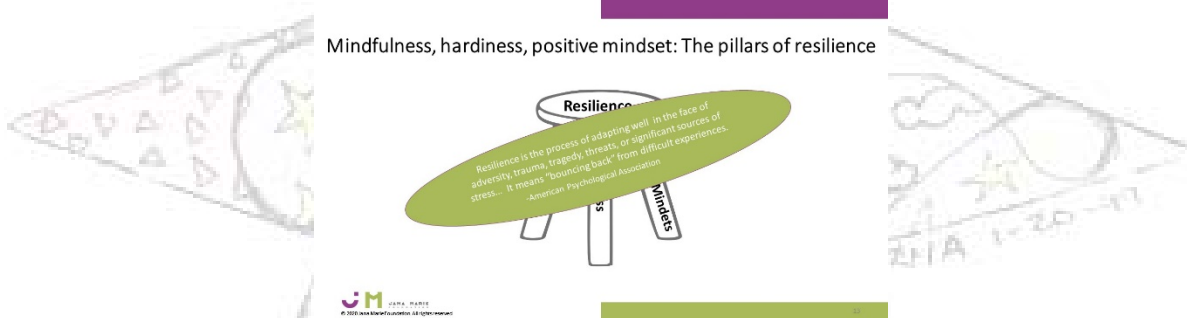
A New Outlook



Stress is NOT the same for everyone. One's reaction often depends on the individual's perception of the situation or event. It can also be influenced by a person's past experiences. When you build resilience you develop tools to help you work on your reaction to stress. We are going to dive deep into resilience by defining the word and providing practical tools and techniques that you can implement in your life, should you choose.

## SLIDE 14

Mindfulness, hardiness, positive mindset: The pillars of resilience



There are many aspects to resilience, but today, we will focus on three characteristics or “pillars” that contribute to one's ability to bounce back from adversity.

- Mindfulness: paying attention in a particular way; on purpose, in the present moment, nonjudgmentally (Kabat-Zinn, 2005)
- Positive Mindset: a mental attitude that expects favorable outcomes
- Hardiness: a combination of attitudes that provides the courage and motivation to do the hard, strategic work of turning stressful circumstances from potential disasters into growth opportunities. (Maddi, 2006)

All three of these pillars help you build resilience. According to the American Psychological Association, “resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress...It means “bouncing back” from difficult experiences.

## SLIDE 15

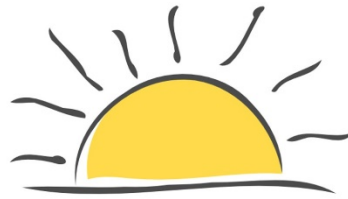
Mindfulness, hardiness, positive mindset: The pillars of resilience



As previously discussed, Dr. Kabat-Zinn suggests that mindfulness means paying attention in a particular way; on purpose, in the present moment, nonjudgmentally. In the fast pace of life, practicing mindfulness can help you live in the moment. Research studies have indicated that mindfulness practice is correlated with greater well-being in both mental and physical health.

## SLIDE 16

Mindfulness, hardiness, positive mindset: The pillars of resilience



### ACTIVITY: MEDITATION

Sit still for a minute. Take a deep breath. Notice how you are sitting. Perhaps your hands are in your lap, your back leaning against the back of the chair. If you don't mind, softly close your eyes and try to relax for a minute. Focus on your breathing—maybe you feel it in your nose, your mouth, your chest, your stomach.

*Say slowly:* Breathe in, I know I am breathing in. Breathe out, I know I am breathing out... *after a few repetitions, say:* You may notice your mind has begun to wander. That's okay, that's what we do. Just bring your attention back to your breathing... *Repeat for about 3 minutes.*

When you are ready, you can open your eyes and rejoin us.

### DISCUSSION / DEBRIEF

What is it that we just did? (*Meditation*) How do you feel? Could you remain focused on your breathing?

Emma Seppälä, Ph.D. listed 20 scientific reasons to start to meditate in an article posted on Psychology Today, which included:

- Increases immune function
- Decreases pain
- Increases positive emotion
- Decreases depression, anxiety and stress
- Increases social connection and emotional intelligence
- Makes you more compassionate
- Improves ability to regulate emotions
- Improves your ability to introspect
- Increases focus and attention
- Improves your memory
- Improves your ability to be creative and think outside the box
- And more!

(Seppala, 2013)

SLIDE 17

### Mindfulness, hardiness, positive mindset: The pillars of resilience

Mindfulness is the awareness that emerges through paying attention, on purpose, in the present moment, and nonjudgmentally, to things as they are.

-Williams, Teasdale, Segal, and Kabat-Zinn (2007)

S → R

Between the stimulus and the response there is a space. In that space is our power to choose our response. In our response lies our growth and freedom.

-Viktor Frankl

S → A → R



Famous scientists have studied our response to a stimulus. When something happens in life, we immediately respond, without thinking. Sometimes we get our response right, sometimes not.

Viktor Frankl, a famous psychologist, who was sentenced to a concentration camp during the Holocaust, survived the ordeal by bringing meaning to the experience by studying behavior and trying to help people the best he could. What he learned, was there was an awareness between the stimulus and response, meaning that we have the power to decide how we are going to react. Practicing mindfulness allows us to begin to create the space to respond, rather than reacting automatically.

*Instructor, please try to think of an example, and share with the class, of when you took a moment to pause rather than reacting automatically.*

*An example from my life: "The other day I was getting ready for a big meeting. I had just put on my black suit that I just got back from the dry cleaners. I had been practicing my presentation all morning and was waiting for the sitter to come and watch my one year old child. I turned my back for a second to put my laptop in my bag. When I turned back around, I was met with a big cloud of flour. My child had gotten into the cupboard, pulled out the flour and began to shake it. I was covered. The counters were covered. The floor was covered. I had the option to be mad or the ability to realize that he didn't mean to make a mess. I choose to react by laughing and talking about the "beautiful winter scene" that was in my kitchen. Was I upset? Of course, but what good would have it been to be angry?"*

Mindfulness, hardiness, positive mindset: The pillars of resilience



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Part of being mindful is remaining present and knowing where our mind is. Although we are all physically in this room, only about 50% of you are here with me mentally. We spend approximately 47% of our time rehearsing, thinking about what will happen after this moment, or rehashing, thinking about what has happened previous to this moment. *Instructor, please provide examples of rehashing and rehearsing.*

These distracting thoughts happen throughout the day while we are at school, hanging out with friends, or even while having conversations. We are going to do an activity to help us realize the frequency of these thoughts.

#### ACTIVITY: ACTIVE LISTENING: 5 MINUTES

##### Materials Needed:

- Red and Green Construction Paper

Have everyone find a partner. Give each set of partners a green sheet of construction paper and a red sheet of construction paper.

##### Directions:

1. Face your partner
2. Partner A will place the red and green construction paper on the ground in front of him or her. This partner's job is to LISTEN.
3. Partner B will share a 2 minute story about his or her day
4. Partner A, when you are listening you will stand on green, when you catch your mind wandering step over to red and then when you are engaged again, step back to green. Your job is to LISTEN. Do not respond to the story.
5. At the end of two minutes, I will say "switch" and you and your partner will switch roles.

**Debrief:** What was it like to actively listen? Did you find your thoughts wandering? How did you bring your attention back to the conversation?

**Takeaway:** Our minds naturally wander, making it difficult to remain present.



Mindfulness, hardiness, positive mindset: The pillars of resilience



- **S**top what you are doing
- **T**ake a mindful breath
- **O**bserve what you are doing and thinking
- **P**roceed

STOP 3-4 times per day



Have you ever had one of those days that you feel like your ‘to do’ list just keeps growing and that no matter how hard you try, you just can’t catch up? One of those days where you feel like things are starting to get a little bit out of control? Here’s something simple that you can try: **STOP!**

- **S**top what you are doing – take a moment to pause, set down whatever you are doing and disengage
- **T**ake a deep breath – breathing in, I know I am breathing in. breathing out, I know I am breathing out
- **O**bserve what you are doing, what you are feeling and what you are thinking
- **P**roceed: continue what you were doing

*Instructor – ask if students know what a circuit breaker is - if they don't, please take a moment to explain.* For a circuit breaker, when there is too much input of energy into a system (like the house electrical system), the breaker stops or turns off an area so as not to cause an overload. Likewise, STOP is a type of circuit breaker. When you are inundated with “inputs” or stressors, information, etc., you can get overwhelmed by them, or you can choose to use our circuit breaker (STOP) and give your mind and body a chance to process all that you are experiencing. You may decide not to do everything and put a few things aside, or you may decide you can keep going. Either way, you are better off because you made a choice rather than becoming a victim to all that is going on.

Mindfulness, hardiness, positive mindset: The pillars of resilience



Hardiness: a combination of attitudes that provides the courage and motivation to do the hard, strategic work of turning stressful circumstances from potential disasters into growth opportunities. (Maddi, 2006)

Psychologist Salvatore Maddi, Ph.D., and his colleagues at the University of Chicago, studied the concept of hardiness through a 12-year study of supervisors, managers and executives at the Illinois Bell Company. In 1981, six years into the study, deregulation hit and the Illinois Bell Company decreased its workforce by nearly half. Job descriptions, company goals and strategies were all frequently changing, causing a high stress environment. Despite these changes, Maddi and his team were able to continue to follow their original group of supervisors, managers and executives. The research study yielded some surprising results.

Two-thirds of the study group showed signs of reaction to the stress, including heart attacks, depression, and divorce, while one third of the study group thrived under these new stressful conditions. Maddi concluded that the managers and executives who thrived despite large stressors maintained three key attributes that helped them turn hardships into opportunities:

- Challenge: having the ability to look at stressful events as opportunities
- Control: having a perception that you are in control of your life and are capable of overcoming challenges through your own ability
- Commitment: having a sense of having a strong purpose in life

(The Hardiness Institute, n.d.)

## SLIDE 21

Mindfulness, hardiness, positive mindset: The pillars of resilience

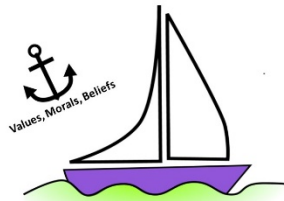


Let's take a moment to look at hardiness in terms of a boat. You have the ability to control where your boat sails and how you navigate the waters. Anchors, sails, shipmates and even the waves will all help you stay on course and will help you through any storms.

*ACTIVITY NOTE: PLEASE USE STUDENT WORKBOOK, PAGE 8, FOR THE HARDINESS SECTION. THERE WILL BE TIME FOR SELF-REFLECTION AFTER EACH SLIDE.*

## SLIDE 22

Mindfulness, hardiness, positive mindset: The pillars of resilience



Consider the anchor of your boat as your values, morals and beliefs. When you were little, your parents, teachers and adults in your life helped instill these in you. These values, morals and beliefs serve as a foundation for who you are as an individual. They help set boundaries, allowing you to determine the situations you are comfortable with and those you aren't, and can help you figure out your response when boundaries are crossed.

You are in control of your boat – your abilities, past experiences, and dreams all help you chart your course and will help you through adversity. If you start drifting in the water, you can throw down your anchor and stop until you are ready to get back on track. *Take a moment to allow students to write down their anchors in the workbook.*

## SLIDE 23

Mindfulness, hardiness, positive mindset: The pillars of resilience



The sails on the ship help you navigate the waters. Your desires, strengths and the impact you want to make in life (sense of purpose) provide the direction in which you sail. No matter where you sail, it is important to remember that you matter and the world is a better place because you are in it. Take time to think about what you want to offer the world and the impact you want to make.

*Provide a few minutes for students to write down thoughts about the impact they want to make in life.*

## SLIDE 24

Mindfulness, hardiness, positive mindset: The pillars of resilience

Who will be your shipmates?

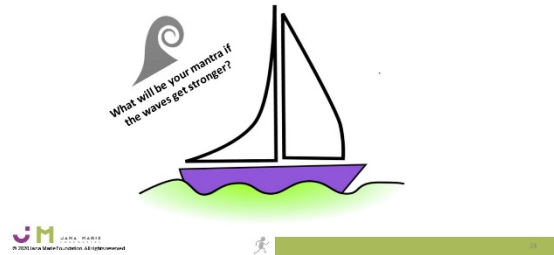


Your support system is very important – it is considered one of your biggest protective factors. But not all supports are good. It is important to consider who will be your shipmates – those individuals who will support and help you if there is a storm or if you stray off course. *Take a moment for a discussion here, if you have time. Ask the class, “What characteristics make someone a good support for you?”*

*Provide a few minutes for students to write down some people who would be their shipmates. Make sure that everyone has an adult they can turn to if in need.*

SLIDE 25

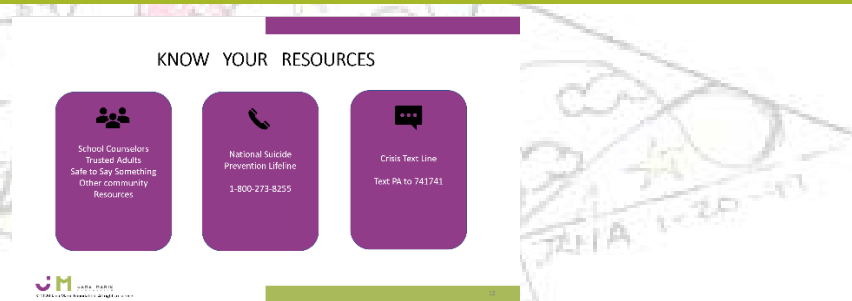
Mindfulness, hardiness, positive mindset: The pillars of resilience



Experiencing difficulties or “storms” is a natural part of life. However, it is a choice on how you view the difficult times. You have the ability to look at these storms as opportunities for a chance to grow and to experience something new. By changing your mindset to focusing on the opportunity rather than the hardship and by leaning on the other parts of your ship, you can more easily weather a storm.

*Take a moment to have students write down what their mantra will be if the waves get stronger.*

SLIDE 26



Wrap up day 2. While stress is a normal part of life, there are times where it can feel overwhelming. If you are ever feeling overwhelmed or worried about your mental health, there are lots of people who can help. Here are a few of the available resources.

*School and community resources: School counselors, trusted adults, SAP programs, etc.*

*National Suicide Prevention Lifeline: 1-800-273-8255*

*Crisis Text Line: Text PA to 741741*



*STOP HERE FOR DAY 2*

Mindfulness, hardiness, positive mindset: The pillars of resilience



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A positive mindset refers to your mental attitude. It reminds you to have positive thoughts, to be grateful for what you have, and to believe that you have the power to create happiness in your life. By maintaining positive thinking, you are encouraging favorable outcomes and are creating an expectation of success and growth. A positive mindset can serve as a motivator and can help build confidence and self-assurance.

Mindfulness, hardiness, positive mindset: The pillars of resilience

What are your strengths?



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Each of us has strengths, or inherit talents and abilities. These strengths help create your individual uniqueness. Taking time to recognize these strengths allows you the opportunity to develop them further. It also provides a chance to explore interests related to your strengths, creating more flow or ease in your life.

## ACTIVITY: IDENTIFYING SOME OF YOUR STRENGTHS

### Materials Needed:

- Writing utensil
- Workbook, page 9

Let's take a few minutes to identify a few of your strengths. Please turn to page 10 in your workbook. Here you will find a few questions to prompt you thinking about your strengths. Please take a few minutes to write down some initial thoughts.

*The list of questions in the student workbook are as follows:*

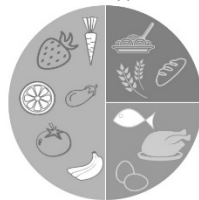
1. *What things did you do as a child that you still enjoy doing now?*
2. *What activities make you excited when you are doing them?*
3. *When do you feel most at ease?*
4. *What activities and skills have you picked up effortlessly?*
5. *What activities seem most natural to you?*
6. *What are you most passionate about?*

*Please discuss some of their strengths and debrief the exercise.*

## SLIDE 29

Mindfulness, hardiness, positive mindset: The pillars of resilience

A healthy plate



A balanced wardrobe

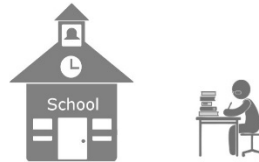


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Have you ever heard of the saying, “don’t put all your eggs in one basket?” This saying reminds us that if we concentrate on just one thing, or put all of our resources in one area, we could risk losing everything. If you think about this saying in terms of your diet, it is like the “healthy plate.” You couldn’t thrive and survive by eating only one food, you need a balanced diet to remain healthy. In terms of your wardrobe, it would be very silly if you only had shirts. A wardrobe needs to include pants, sweatshirts, socks, and shoes. Let’s apply this to life.

Mindfulness, hardiness, positive mindset: The pillars of resilience

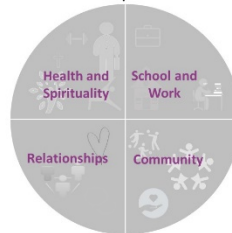
Sometimes in life....



Many times, well-intentioned people encourage youth to remain solely focused on school and their academic future. School, and learning, is a very important part of life. It enables you to grow and develop, teaches you skills that can be carried on to other parts of your life, and provides experiences you might not otherwise have, etc. However, if you put all of your energy into school and something doesn't go quite right, it can be difficult or even overwhelming.

Mindfulness, hardiness, positive mindset: The pillars of resilience

Creating a balanced life



If you begin to follow the same logic as we do for healthy eating or a balanced wardrobe, you can create a balanced life. A balanced life is important so you can maintain physical, mental, social and emotional well-being.

- **School/Work:** This quadrant refers to the desire to learn and acquire knowledge. It considers self-expression and creativity – a place to explore interests and hobbies. Whether it be photography, dancing, playing an instrument or cooking, it is important to balance your life with learning and work goals.
- **Community:** This quadrant refers to contributing to the environment around you. Community connections, whether it be with the town, school, church, team, etc., help create support systems around you. Being involved with the community also provides you with opportunities to give back and can help provide meaning to your life.



- Relationships: This quadrant refers to how we connect, communicate and relate to others. Relationships take time and energy; however healthy relationships can help you grow and can provide inspiration. In times of hardships, they can help you heal.
- Health/spirituality: This quadrant refers to creating peace and harmony in your life. It also refers to your overall health. Connecting to something beyond yourself, whatever that may be, can help you find your sense of purpose in life.

Each person is unique. The way you create balance in your life will look different from those around you. It is important, though, to consider exploring interests in each of these areas so you can continue to thrive, even in the face of adversity.

## SLIDE 32

Mindfulness, hardiness, positive mindset: The pillars of resilience

### The Four Most Powerful Questions



- What am I interested in now?
- What am I doing to experience more of this or learn more about it?
- How is that working?
- What is my next step?

[www.centerforresilience.com](http://www.centerforresilience.com)



From an early age you are asked “What do you want to be when you grow up?” This question can be daunting. By asking yourself the four most powerful questions, you are given the chance to think about and identify your interests.

1. What am I interested in now? Interests can change over time and that’s okay!
2. What are you doing to experience more of this or to learn more about it?
3. How is that working?
4. What is my next step?

An example using these questions: “I really loved the idea of horseback riding. I had never been on a horse, but I believed they were beautiful animals. I had a lot of friends who rode horses, so I began asking questions and trying to learn more. I then had my parents sign me up for a horseback riding course and quickly learned that it was not working for me. My next step was to figure out a different interest.” *Feel free to use your own example.*

## ACTIVITY: EXPLORING THE FOUR MOST POWERFUL QUESTIONS

### Materials Needed:

- Writing utensil
- Workbook, page 10-11

Let's take a moment to explore the four most powerful questions as they relate to your balanced life. This worksheet has a space for you to explore interests in school/work, community, health and spirituality and relationships. Pick one of the categories and try to answer the four most powerful questions. If you have time, continue through the other categories.

*Please allow time for people to share and to debrief the activity.*

## SLIDE 33

### Mindfulness, hardiness, positive mindset: The pillars of resilience

Negative Message	Positive Message That Communicates "High Expectations"
I've never done it before.	It's an opportunity to learn something new!
It's too hard.	I will approach it differently.
I don't have the resources I need.	I am a creative problem-solver!
I'm too lazy to get this done.	Let's re-examine some priorities.
There's no way it will work.	I can do this! I will think outside the box to figure out a solution.
It's too big a change.	It's an opportunity.
I'm not going to get any better at this.	I've learned other things that were hard at first. How did you do that?

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We discussed the importance of identifying and celebrating your strengths, creating a balanced life and exploring your interests. Sometimes, though, life can be challenging. When exploring interests and working on personal growth in the four areas of life, there are times where you can fall into negative self-talk. You may decide it's hard or that you don't have the capability.

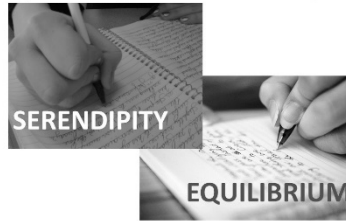
By shifting the way you talk to yourself and to others, you can promote positive behaviors and action. For example, instead of saying, "I've never done it before," which can promote a feeling of being overwhelmed or incompetent, you could say, "it's an opportunity learn something new."

A study at Duquesne University showed that "when we expect certain behaviors of others, we are likely to act in ways that make that expected behavior more likely to occur." The same thing can happen with your own self-talk. By saying positive messages that communicate 'high expectations,' you will build self-confidence. By surrounding yourself with people who communicate similar positive messages, you will continue to grow and flourish.

If you find yourself in that negative self-talk cycle, take a mindful breath and see if you can look at the challenge in a new way.

Positive messages can enhance coping skills during hardships and create a stronger mental well-being.

Mindfulness, hardiness, positive mindset: The pillars of resilience



You build resilience through your actions. One way to help build resilience is by journaling or writing down what positive things have happened during the day. Journaling also can provide a safe place to express feelings and to “talk” through events that have happened. There are two journals that you might want to keep – one is called Equilibrium, the other Serendipity.

The Equilibrium journal provides a place to write down things that have left you feeling out of balance. It can be a safe place to write about a disagreement with a friend, a result from a test or a situation that made you question your values. Then you can revisit this journal later in the day, week or month to see if the situation was resolved. It also allows you to figure out what about the situation was in your control and what was out of your control.

The Serendipity journal is a great way to end the day. Each night before bed, write down three great things that happened. Some days it might be something really big, other days it might simply be getting out of bed, or eating breakfast for dinner. As humans, we have the tendency to dwell on what has gone wrong or our worries; however we rarely spend time thinking about all the good in our lives. This activity reminds you to be grateful for what you have and helps you find the positive in each day. It also allows you to go to bed with these positive thoughts swirling in your mind.

#### ACTIVITY: SERENDIPITY AND EQUILIBRIUM

##### Materials Needed:

- Writing Utensils
- Workbook, page 12

Using the space provided, write down some initial thoughts. Is there something that has caused you to feel out of balance? Can you think of something that has gone really well today?

Building resilience can decrease stress and increase wellness



Stress Defined



The Pillars of Resilience



A New Outlook



Throughout life you will face adversity or hardships that you will have to navigate through. Using tools and techniques like we have discussed can help you build resilience, so you can bounce back faster.

Focus on what you can control

Five things you cannot change

(The Five Things We Cannot Change...and the Happiness We Find by Embracing Them, 2005)

1. Everything changes and ends
2. Things do not always go according to plan
3. Life is not always fair
4. Pain is part of life
5. People are not loving & loyal all the time



David Richo, Ph.D. discusses the five inevitable things in life that we cannot change:

- Everything changes and ends
- Things do not always go according to plan
- Life is not always fair
- Pain is part of life
- People are not loving and loyal all of the time

While you cannot change these circumstances in life, you can change how you react to them. ((Richo, 2005)

*Instructor, if you can, please give an example of how one of these experiences for you and how it turned out positive for you. For example, "the other day I had plans to visit my best friend from out of town – something we had been planning for months. Unfortunately, something came up and she could no longer meet. Things don't always go according to plan. However, when I realized I couldn't control her schedule, I was able to think about what I could do. With my newfound free time, I was able to take a long drive, explore new areas, and have a "me day" – it turned out perfect."*

Focus on what you can control



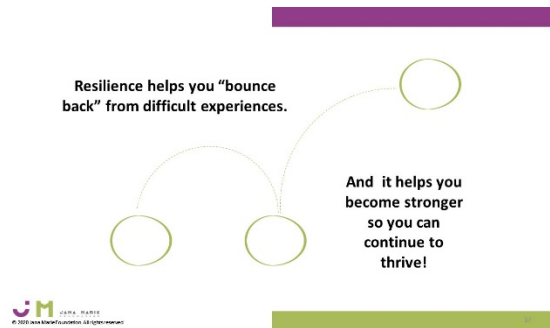
The next time you are feeling stressed, frustrated or overwhelmed, ask yourself, “is this in my control?” In life, you can only control your thoughts and behaviors and your reactions to the behaviors of those around you. Thinking about what you can control in a situation and letting go of what you can’t, can help you get through a stressful event. Taking mindful breaths, exploring strengths and interests, maintaining a balanced life, remaining grateful for what you have, and considering what you have control over can all help you build resilience.

TEMPORARY ADDITION: COVID SAMPLE

Focus on what you can control



SLIDE 39



Resilience is an ability to recover from or adjust easily to misfortune or change. Remember, you matter. You are strong and brave. You have the ability to get through anything that life throws your way.

SLIDE 40

KNOW YOUR RESOURCES

- School Counselors, Trusted Adults, Safe to Say Something, Other community Resources**
- National Suicide Prevention Lifeline**  
1-800-273-8255
- Crisis Text Line**  
Text PA to 741741

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Wrap up day 3. While stress is a normal part of life, there are times where it can feel overwhelming. If you are ever feeling overwhelmed or worried about your mental health, there are lots of people who can help. Here are a few of the available resources.

*School and community resources: School counselors, trusted adults, SAP programs, etc.*

*National Suicide Prevention Lifeline: 1-800-273-8255*

*Crisis Text Line: Text PA to 741741*

*Provide school resources.*

*Please allow time for questions and for post survey.*

Thank you!

Additional Resources

Jana Marie Foundation  
[www.janamariefoundation.org](http://www.janamariefoundation.org)

A Mindful Village  
[www.amindfulvillage.com](http://www.amindfulvillage.com)

Center for Resilience  
[www.centerforresilience.com](http://www.centerforresilience.com)

Candid Conversations by Jana Marie Foundation  
<http://www.janamariefoundation.org/candid-conversations.html>

Prevent Suicide PA  
[www.preventsuicidepa.org](http://www.preventsuicidepa.org)



These are some additional resources that are available.



A SPECIAL THANKS TO:

Garrett Lee Smith Suicide Prevention in Pennsylvania Schools and Colleges Initiatives

AAUW of State College  
Centre Foundation  
Miraki Consulting  
Mount Nittany Health



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*imply endorsement by the U.S. Government. Additionally, the Garrett Lee Smith grant team does not specifically endorse any one model or program related to suicide prevention.*

