

Richmond Supporting Families Program

**Guide for Resilient Kids/
Youth Group
Leaders**



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Table of Contents

Resilient Kids Facilitator’s Guide	5
Week One Goals:.....	5
<i>Agenda:</i>	5
<i>Supplies</i>	6
Week Two Goals:	7
<i>Agenda:</i>	7
<i>Supplies</i>	7
Week Three Goals: Worry.....	9
<i>Agenda:</i>	9
<i>Supplies</i>	9
Week Four Goals: Anger	11
<i>Agenda:</i>	11
<i>Supplies</i>	12
Week Five Goals: Sadness.....	14
<i>Agenda:</i>	14
<i>Supplies</i>	18
Week Six Goals: Happiness	19
<i>Agenda:</i>	19
<i>Supplies</i>	19
Week Seven Goals: Emotion Review	21
<i>Agenda:</i>	21
<i>Supplies</i>	21
Week Eight Goal: PARTY!	22
<i>Agenda:</i>	22
<i>Supplies</i>	22
APPENDIX 1: FEELING BINGO GAME.....	23
Resilient Younger Youth Facilitator’s Guide.....	24
Week One: Foundations	24
<i>Agenda</i>	24
<i>Supplies</i>	24
<i>Activity Name: 2 Truths, 1 Lie Icebreaker</i>	25
<i>Activity Name: West Wind Blows Icebreaker</i>	26
<i>Activity Name: Group Guidelines</i>	27
<i>Activity Name: Group Brainstorm – Eat, Talk, Do</i>	28
Week Two: Resilience	29
<i>Agenda</i>	29
<i>Supplies</i>	29
<i>Activity Name: Bouncing Back</i>	30
Week Three: Mental Health.....	31

<i>Agenda</i>	31
<i>Activity Name: The Mental Health Continuum</i>	32
<i>Activity Name: Baseline Activity</i>	33
<i>Activity Name: The BRAINstorm</i>	33
<i>Activity Name: A Healthy Balance</i>	34
Week Four: Addictions	36
<i>Agenda</i>	36
<i>Supplies</i>	36
<i>Activity Name: Addiction Temperature</i>	36
Week Five: Coping/Self-care	38
<i>Agenda</i>	38
<i>Activity Name: Coping with Paints</i>	38
Week Six: Problem Solving.....	40
<i>Agenda</i>	40
<i>Supplies</i>	40
<i>Activity Name: Station Solving Skills</i>	41
Week Seven: Empathy	43
<i>Agenda</i>	43
<i>Activity Name: Empathy Run</i>	43
<i>Activity Name: Building supports</i>	44
Resilient Older Youth Facilitator’s Guide	46
Week One Goals:.....	46
<i>Agenda</i>	46
Weekly Schedule:.....	47

Important:

The guidance that follows is intended to provide examples of the type of activities that we do in our Supporting Families groups for children and youth. Feel free to use activities that you know already work in your context, or scope out other resources. The overall focus is on emotional literacy and there are many ways to get there. Utilize existing knowledge and resources – experiment – and above all, remain flexible and adaptable to the needs that arise within each group.

Resilient Kids Facilitator's Guide

Week One Goals:

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to become comfortable in the group setting, and gain an understanding of the expectations/guidelines for keeping the group safe.

Agenda:

25 minutes	Opening	Children arrive and the leaders are introduced to them. They have the opportunity to find their name tag, have a snack and drink, and play a board game while others arrive. Parents sign confidentiality form at drop off.
10 minutes	Circle Time	Ask the children why they think they are here. (example: They are here to have fun and meet other kids, and to talk about emotions/feelings and learn more about them.)
25 minutes	Group Guidelines	Group guidelines to be discussed as a group and written on poster paper for everyone to see. The children can then sign the paper as a commitment that they agree with the guidelines and will follow them.
20 minutes	Group Activity	Get to know each other activity! Each child will be given a piece of paper and pen to write down 2 truths and 1 lie about themselves. We then go around the circle sharing the 3 statements, and the group has to guess which is a lie. Group leaders can help with the writing if needed, and the children can draw an optional picture next to the sentences.
10 minutes	Super hero question	If you could be any superhero, what would you be? What would your powers be? What would you look like?

10 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.
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Supplies

1. Snacks and drinks (with necessary utensils)
2. Name tags
3. Board games
4. Paper and felt pens
5. Poster board or chart paper
6. Worry rock and box

Week Two Goals:

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to become comfortable in the group setting, and gain an understanding of the expectations/guidelines for keeping the group safe.
- For the children to gain a general idea of what emotions are.

Agenda:

15 minutes	Opening	Children arrive and have a snack and drink, and play board games while others arrive. Parents sign them in at drop off.
20 minutes	Outside Time	Weather permitted, the children can run around outside with some outdoor toys like Frisbee and balls. If it is raining, the kids can play hangman inside.
10 minutes	Group Activity	What are emotions/feelings? First ask the kids to think about what emotions are, and the different emotions they know of, while a group leader writes them on the board. It is explained to the kids that we are going to learn about a new emotion/feeling for the next few weeks and ideas of what we can do when we feel that way.
15 minutes	Group Activity	The kids will partner up and take turns tracing their partner's body on a piece of chart paper. This will be kept for the next 4 weeks so we can color in where they feel each feeling on their body.
10 minutes	Bingo Game	Feeling Bingo game with prizes! (see Appendix 1)
10 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.

Supplies

1. Snacks and drinks (with necessary utensils)
2. Board games

3. Outside toys
4. Chart paper and felt pens
5. Bingo cards and chips (for feeling bingo)
6. Prizes for bingo
7. Worry rock and box

Week Three Goals: Worry

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to gain an understanding of what it means to worry, and to be able to recognize the feeling and develop coping strategies.

Agenda:

15 minutes	Opening	Children arrive and have a snack and drink, and play board games while others arrive. Parents sign them in at drop off.
15 minutes	Outside Time	Weather permitted, the children can run around outside with some outdoor toys like Frisbee and balls. If it is raining, the kids can play hangman and feeling bingo inside.
15 minutes	Group Discussion	What is worry? What makes them worry? What does it feel like to be worried? Where do they feel it on their bodies? What techniques make us feel less worried?
10 minutes	Group Activity	The kids will pick a marker/crayon color for “worry” and color the tracing of their body from week 2 to show where they feel worry on their body.
10 minutes	Group Activity	Painting our own worry rock box and picking a worry rock to keep inside.
10 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.

Supplies

1. Snacks and drinks (with necessary utensils)
2. Board games
3. Outside toys
4. Chart paper and felt pens

5. Body Tracings from week 2
6. Worry rocks
7. Small boxes
8. Paint
9. Paint brushes and plates for the paint
10. Tablecloth or newspaper to cover the tables
11. Worry rock and box

Week Four Goals: Anger

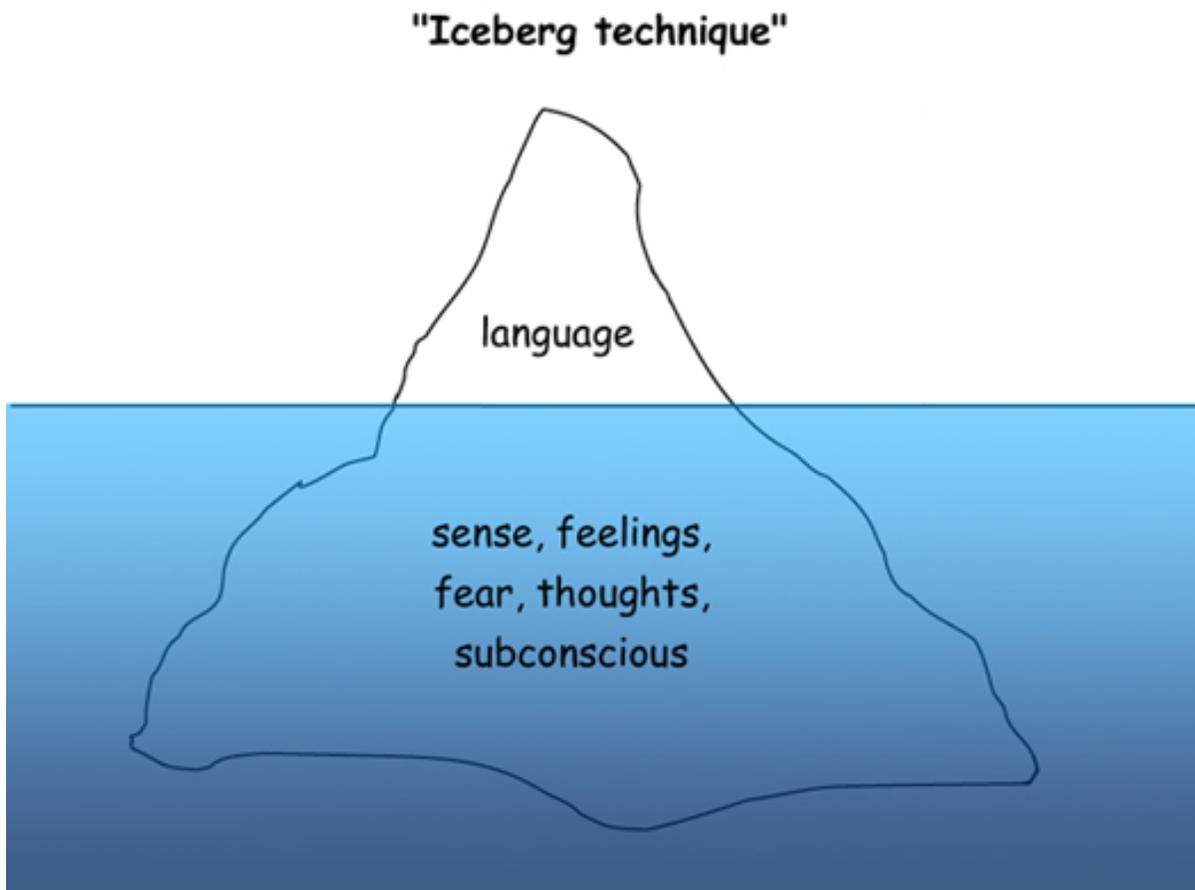
- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to gain an understanding of what it means to be angry, and to be able to recognize the feeling and develop coping strategies.

Agenda:

15 minutes	Opening	Children arrive and have a snack and drink, and play board games while others arrive. Parents sign them in at drop off.
15 minutes	Outside Time	Weather permitted, the children can run around outside with some outdoor toys like Frisbee and balls. If it is raining, the kids can play hangman and feeling bingo inside.
20 minutes	Group Discussion	What is anger? What makes them angry? What does it feel like to be angry? Where do they feel it on their bodies? What techniques make us feel less angry? How anger is like an iceberg...as we only see the tip, and not what is underneath.
10 minutes	Group Activity	The kids will pick a marker/crayon color for "anger" and color the tracing of their body from week 2 to show where they feel anger on their body.
10 minutes	Group Activity	Pounding Play Dough! (see next page for instructions).
10 minutes	Group Activity	Emotion drawing activity. (Instructions on next page). Kids can choose between a drawing or journaling book to keep. The books will help them express their emotions when they are at home, and they can express these feelings by explaining them to a parent at home.
5 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.

Supplies

1. Snacks and drinks (with necessary utensils)
2. Board games
3. Outside toys
4. Chart paper and felt pens
5. Body Tracings from week 2
6. Print out of Anger Iceberg
7. Play Dough
8. Notebooks/drawing books
9. Worry rock and box



Emotion drawing activity: Give children some art supplies like paint, crayons or markers and encourage them to create art with their feelings. "Let's draw like the crayon is happy. Now let's draw like the crayon is sad...mad...angry" and so on. The art may turn out to be a specific picture which you can then talk about or just angry scribbles – either way the idea is just to give a chance to put some feelings onto paper.

Pounding play-dough: Most children love tinkering with play-dough but this game goes beyond sculpting, cutting and modeling clay. Pounding play-dough is about really smashing, throwing and pounding a big chunk of play-dough while being encouraged to vent any frustrations or angry feelings. A final step to finish the process is to after pounding out the anger, encouraging your child to re-shape the play-dough into a shape or sculpture that makes them feel happy again. It's a great activity in moving through feelings and then moving forward.

Week Five Goals: Sadness

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to gain an understanding of what it means to be sad, and to be able to recognize the feeling and develop coping strategies.

Agenda:

15 minutes	Opening	Children arrive and have a snack and drink, and play board games while others arrive. Parents sign them in at drop off.
15 minutes	Outside Time	Weather permitted, the children can run around outside with some outdoor toys like Frisbee and balls. If it is raining, the kids can play hangman and feeling bingo inside.
15 minutes	Group Discussion	What is sadness? What makes them sad? What does it feel like to be sad? Where do they feel it on their bodies? What techniques make us feel less sad?
15 minutes	Group Activity	The kids will pick a marker/crayon color for “sad” and color the tracing of their body from week 2 to show where they feel sadness on their body.
15 minutes	Group Activity	Blowing bubbles (releasing emotions through the bubbles, and realizing the fun bubbles that are created when we blow our negative emotions away). (Explained on next page).
10 minutes	Group Activity	Breathing activity introduction and practice. (Explained on next page).
5 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.

BLOWING AWAY NEGATIVE EMOTIONS

This activity is designed to help children to let go of worry, sadness, and other negative emotions. It is a visual activity that combines thought and action to assist the child in letting go. The activity not only helps the child to visualize the negativities drifting away, but it also promotes deep breathing as they are blowing the bubbles. Deep breathing automatically sends a message to the body to relax and calm down.

Steps:

Explain to the children: “Sometimes worry/sadness feels like little bubbles inside our mind. We can feel it in our tummies, in our brains, or pretty much anywhere inside our bodies. This activity is designed to help us release worry bubbles so that we feel more calm and relaxed.”

1. Each child grabs a bottle of bubbles
2. Think about the worry that is bothering you and picture that you are blowing the worry into the bubble as you blow a bubble.
3. Picture the emotion inside the bubble.
4. Watch the emotion float away and pop, carrying the emotion far, far from you.
5. Know that the negative feeling has popped and is outside of you now, unable to bother you anymore.
6. Keep blowing bubbles until you feel more calm and relaxed.

Discussion:

Check in with your body right now. Does it feel more relaxed? Does it feel less worried/sad? Were you able to picture your emotions floating away in the bubbles?

BREATHING ACTIVITIES

Have you ever noticed how you breathe when you feel relaxed? The next time you are relaxed, take a moment to notice how your body feels. Or think about how you breathe when you first wake up in the morning or just before you fall asleep. Breathing activities can help you relax, because they make your body feel like it does when you are already relaxed.

Deep breathing is one of the best ways to lower stress in the body. This is because when you breathe deeply, it sends a message to your brain to calm down and relax. The brain then sends this message to your body. Those things that happen when you are stressed, such as increased heart rate, fast breathing, and high blood pressure, all decrease as you breathe deeply to relax.

*The way you breathe affects your whole body. Breathing activities are a good way to relax, reduce tension, and relieve stress.

* Breathing activities are easy to learn. You can do them whenever you want, and you don't need any special tools or equipment to do them.

* You can do different activities to see which work best for you.

ALL BREATHING ACTIVITIES NEED TO BE SUPPORTED BY AN ADULT, VERBALLY AND PHYSICALLY DOING IT. If the child has trouble focusing the first time, that's okay. Give positive feedback and try a couple of times before stopping. Sometimes it can be helpful to let the child know how many times you are going to do it, ("You are doing great, we're going to do this 3 more times.")

SQUARE BREATHING (taught at school)

Sit or lie down in a comfortable position (try and see if you can have your feet on the ground). Some kids like to close their eyes, alternatively they can focus on a spot on the floor or wall or draw a square with your finger in the air in front of you.

Before you start take a deep clearing breath (putting your hand on your tummy can help you know your breath made it all the way down there) and as you exhale relax your body, drop your shoulders and make your arms floppy (like a rag doll). Sometimes you can shake your whole body to help with this.

Inhale for the count of 4

Hold for the count of 4

Exhale for the count of 4

Hold it out for the count of 4

Repeat

** If four is too hard use 3 or 2. ALWAYS SUPPORT THE CHILD BY COUNTING OUT LOUD.

BELLY BREATHING

Belly breathing is easy to do and very relaxing. Try this basic activity anytime you need to relax or relieve stress.

1. Sit or lie flat in a comfortable position.
2. Put one hand on your belly just below your ribs and the other hand on your chest.
3. Take a deep breath in through your nose, and let your belly push your hand out. Your chest should not move.
4. Breathe out through pursed lips as if you were whistling. Feel the hand on your belly go in, and use it to push all the air out.
5. Do this breathing 3 to 10 times. Take your time with each breath.
6. Notice how you feel at the end of the activity.

SOMETIMES IT CAN BE TOO DIFFICULT TO FOCUS ON A BREATHING ACTIVITY

If the children are having trouble settling they might need to release some of their restless energy. Engaging in physical activity before a breathing activity can be helpful in assisting them to calm down and improve their executive functioning and problem-solving.

** Try these 1:1 with an adult

HERE ARE SOME OF THE SPECIFIC ACTIVITIES YOU MIGHT TRY:

1. Shooting hoops (basketball)
2. Jumping jacks, or bouncing on a trampoline
3. Bouncing on an activity ball

HOBERMAN SPHERE EXERCISE

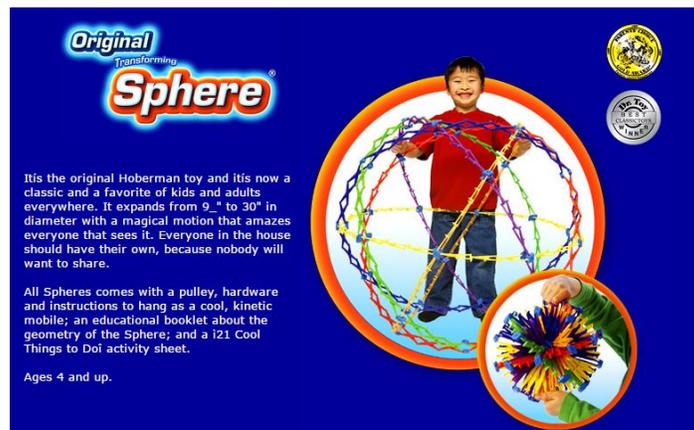
The Hoberman Sphere exercise is really handy to demonstrate how to actually breathe and helps the kids get a better understanding of what breathing 'looks' like.

Start off by telling the group that sometimes when we get angry or upset, before we do or say something that could be seen as unkind we should take a deep breath. Have each member of the group grab a sphere and sit upright in a chair holding on to it.

- Instruct the group to visualize that they can use the sphere to ‘see’ what their breathing looks like.
- Ask someone to demonstrate what it looks like if you breathe really fast. What happens in this case is that when demonstrating fast, shallow breathing with the sphere the child will not open it fully, but rather open it maybe halfway. Point this out and remind the group that when we get angry sometimes we don’t breathe deeply and slowly so we do not do anything to help calm us down.
- Let the group know that the next time they are angry at someone or about something to first pretend that the sphere in their hands and remember to slowly open it as they inhale and close it as they exhale.

Then we practice this process using the steps below:

- Take a nice, slow and deep belly breath inhaling through the nose; you should notice your belly expanding while the ball expands to its fullest.
- Hold your breath for about 1 or 2 seconds.
- Exhale slowly through the mouth; deflate the ball at a slower rate (notice your belly flattening back down).
- Wait 2-3 seconds before taking another breath
- Repeat and practice these steps 2-3 times.



Supplies

1. Snacks and drinks (with necessary utensils)
2. Board games
3. Outside toys
4. Chart paper and felt pens
5. Body Tracings from week 2
6. Bubbles
7. Worry rock and box

Week Six Goals: Happiness

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to gain an understanding of what it means to be happy, and to be able to recognize the feeling and what it is that makes them and others happy.

Agenda:

15 minutes	Opening	Children arrive and have a snack and drink, and play board games while others arrive. Parents sign them in at drop off.
15 minutes	Outside Time	Weather permitted, the children can run around outside with some outdoor toys like Frisbee and balls. If it is raining, the kids can play hangman and feeling bingo inside.
15 minutes	Group Discussion	What is happiness? What makes them happy? What does it feel like to be happy? Where do they feel it on their bodies? How can we encourage others to feel happy?
10 minutes	Group Activity	The kids will pick a marker/crayon color for “happy” and color the tracing of their body from week 2 to show where they feel happiness on their body.
30 minutes	Group Activity	Painting on Canvas. Each of the children are given a small piece of framed canvas to draw an item, place, or scenario that makes them happy.
5 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.

Supplies

1. Snacks and drinks (with necessary utensils)
2. Board games
3. Outside toys
4. Chart paper and felt pens

5. Body Tracings from week 2
6. Canvases
7. Paint
8. Paint brushes and plates for the paint
9. Tablecloth or newspaper to cover the tables
10. Worry rock and box

Week Seven Goals: Emotion Review

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to gain an understanding of what emotions/feelings are, and to be able to recognize their feelings and develop coping strategies and resiliency.

Agenda:

15 minutes	Opening	Children arrive and have a snack and drink, and play board games while others arrive. Parents sign them in at drop off.
15 minutes	Outside Time	Weather permitted, the children can run around outside with some outdoor toys like Frisbee and balls. If it is raining, the kids can play hangman and feeling bingo inside.
15 minutes	Group Discussion	What are emotions? What did they learn? Which of the techniques have they learned in group and tried on their own? Why is it good to understand our emotions?
20 minutes	Group Activity	Review of completed body tracings. (What do they notice? Which emotions do they feel in the most places? The least places?)
20 minutes	Group Activity	Play Feeling Bingo again (See Appendix 1).
10 minutes	Group Activity	Practice breathing activity.
5 minutes	Closing	Closing and introduction to worry rock. The worry rock comes out of its box and makes its way around the circle, and each child has a turn to silently leave all of their worries in to the rock and/or make a wish.

Supplies

1. Snacks and drinks (with necessary utensils)
2. Board games
3. Outside toys
4. Chart paper and felt pens
5. Body Tracings from week 2
6. Worry rock and box

Week Eight Goal: PARTY!

- For the children to be able to connect with other children and build upon their friendship skills, group skills, and relationships.
- For the children to celebrate successfully completing the program.

Agenda:

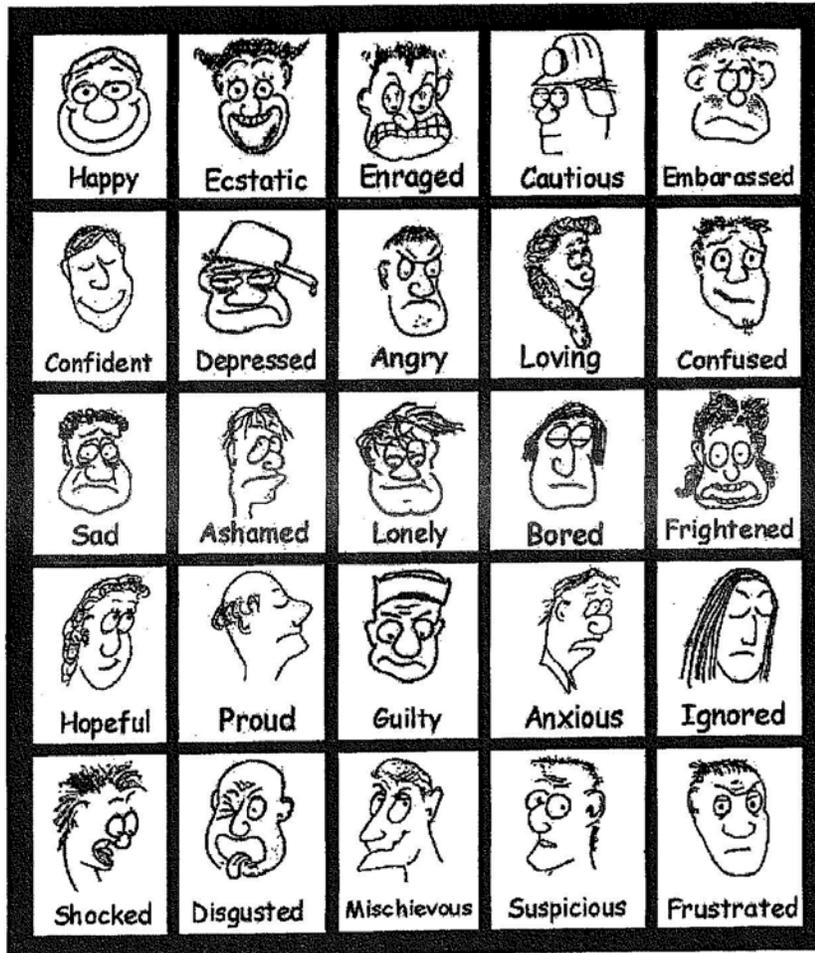
Outing with the kids and their families at Extreme Air Park, Bowling, or another venue of interest!

Supplies

1. Pizza and drinks (with necessary utensils)
2. Cake
3. Certificates
4. Evaluation forms for the parents and kids

APPENDIX 1: FEELING BINGO GAME

B I N G O



Resilient Younger Youth Facilitator's Guide

Week One: Foundations

- For the youth to get to know one another, and the leaders.
- For the youth to develop group guidelines to ensure safety.
- For the youth to offer suggestions on what they would like to eat, talk, and do.

Agenda

15 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
10 minutes	Icebreaker	Up to the leaders to choose one or two
20 minutes	Physical Activity	Go outside, use playground
15 minutes	Group Guidelines	Group Guidelines Activity
20 minutes	Group Brainstorm	Group Brainstorm Activity
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. Icebreaker Activities
2. Group Guidelines Activity
3. Group Brainstorm Activity

Supplies

1. Snacks and drinks (with necessary utensils)
2. Flip chart paper
3. Markers
4. Crafts, felts, poster paper
5. Nametags
6. Outdoor play equipment (eg. Soccer balls, footballs, Frisbees etc.)
7. Board games
8. Chime

Resilient Groups Activities

Weekly Theme: Group Foundations – getting to know one another and group guidelines

Recommended Group Ages: 12 – 14 years

Activity Name: 2 Truths, 1 Lie Icebreaker

Purpose/Goal: Introduction: to get to know one another better

Materials Needed: None

- Directions:
1. Tell the group that they will introduce themselves by stating 2 truths and 1 lie about themselves.
 2. The rest of the participants will guess which statement is the lie.

Resilient Groups Activities

Weekly Theme: Group Foundations – getting to know one another and group guidelines

Recommended Group Ages: 12 – 14 years

Activity Name: West Wind Blows Icebreaker

Purpose/Goal: Introduction: to get to know one another better

Materials Needed: Chairs for each player, minus one

- Directions:
1. Arrange chairs so they are facing inward, in a circle. There should be one chair for each player, minus one.
 2. One person starts as the “West Wind” standing in the middle of the circle with everyone else seated.
 3. The person in the middle states, “The West Wind blows...” with the remainder of the statement filled in with a true characteristic about himself/herself (eg. The West Wind blows for anyone who was born in Richmond).
 4. Any of the participants that share this same characteristic must stand up and quickly find a new seat (not adjacent, not the same seat).
 5. One person will be left without a seat. This is the next “West Wind.”

Resilient Groups Activities

Weekly Theme: Group Foundations – getting to know one another and group guidelines

Recommended Group Ages: 12 – 14 years

Activity Name: Group Guidelines

Purpose/Goal: To create a safe environment physically and emotionally for youth

Materials Needed:

- Flip chart paper

- Markers

Directions:

1. Ask: What are some guidelines/rules we should all practise to make everyone feel safe here?
2. Write guidelines/rules on the flip chart paper. Rules can be general (eg. Be respectful) or more specific (eg. Cell phones only in emergency) and should be brief and positive (eg. Avoid use of “no”)
3. All participants and leaders can sign the flip chart if they are in agreement.

Resilient Groups Activities

Weekly Theme: Group Foundations – getting to know one another and group guidelines

Recommended Group Ages: 12 – 14 years

Activity Name: Group Brainstorm – Eat, Talk, Do

Purpose/Goal: To allow youth to have some agency in what they want to eat, talk about, and do over the course of the 8 weeks

Materials Needed:

- Flip chart paper
- Markers

OR

- Chalk board/white board

Directions:

1. Ask the group, write all ideas down.
 - a. What are some things you want to eat for snacks?
 - b. What are some things you want to talk about?
 - c. What are some things you want to do for fun?

Week Two: Resilience

- For the youth to get to know one another, and the leaders.
- For the youth to develop group guidelines to ensure safety.
- For the youth to have an understanding of why they are in the group.

Agenda

15 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
10 minutes	Icebreaker	Up to the leaders to choose one or two
5 minutes	Group Guidelines	Review
25 minutes	Physical Activity	Go outside and play
25 minutes	Group Discussion/Activity	Discuss why we're here (parent's struggles, coping etc.) Bouncing Back Activity
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. Bouncing Back Activity

Supplies

1. Snacks and drinks (with necessary utensils)
2. Markers
3. Crafts, felts, poster paper
4. Nametags
5. Outdoor play equipment (eg. Soccer balls, footballs, Frisbees etc.)
6. Board games
7. Chime
8. Playdoh

Resilient Groups Activity

Weekly Theme: Resilience

Recommended Group Ages: 12 – 14 years

Activity Name: **Bouncing Back**

Purpose/Goal: To explore resilience and the importance of “bouncing back” from difficult situations.

Materials
Needed:

- Chart paper or white board
- Markers
- Modelling clay (eg, playdoh, silly putty)

Directions:

1. Ask: What does “resilient” mean and why is it important?
2. Each member creates a favourite object with their modelling clay.
3. Each member share what they created, and takes a turn to describe an action that happens to their clay (e.g., roll into a ball, squish, twist) and every member copies with their own clay.
4. Each member recreates their object, in a way that is the same or different (their choice).
5. Observations and reflections about their objects and resilience are discussed as a group.

Week Three: Mental Health

- For the youth to have a better understanding of what mental health and mental wellness/illness mean

Agenda

20 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
10 minutes	Group Activity	BRAINstorm Activity.
20 minutes	Group Activity	A Healthy Balance Activity
10 minutes	Nutritional Break	Pizza
25 minutes	Group Discussion/Activity	Mental health Continuum Activity. Baseline Activity.
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. The Mental Health Continuum
2. Baseline Activity
3. The BRAINstorm
4. A Healthy Balance

Supplies

1. Snacks and drinks (with necessary utensils)
2. Markers
3. Crafts, felts, poster paper
4. Outdoor play equipment (eg. Soccer balls, footballs, Frisbees etc.)
5. Board games
6. Chime
7. Emotive stickers (or round coloured stickers)
8. Flip chart paper
9. Construction paper

10. Obstacle course materials (eg. Hula hoops, cones, marbles, spoons)

Resilient Groups Activity

Weekly Theme: Mental Health/Wellness

Recommended Group Ages: 12 – 14 years

Activity Name: The Mental Health Continuum

Purpose/Goal: To normalize mental health and discuss when mental health becomes mental illness.

Materials Needed:

- Chalk board/ white board

Directions:

1. Discuss how mental wellness/unwellness is on a continuum using the chalkboard.
2. Discuss how we are all on the continuum. Eg. Everyone has some degree of anxiety so they are on the continuum somewhere. There can be too much anxiety (e.g., inability to leave the house for fear of a bear appearing) or not enough anxiety (e.g., not caring if a bear really did appear and not protecting yourself). A balance of anxiety (in the middle) is healthy.
3. Discuss that mental illness occurs when we are at one extreme to the point that it impacts our functioning.

Resilient Groups Activity

Weekly Theme: Mental Health/Wellness

Recommended Group Ages: 12 – 14 years

Activity Name: Baseline Activity

Purpose/Goal: To normalize mental health and our how experiences impact our mental health.

Materials Needed:

- Construction paper
- Stickers
- Markers

Directions:

1. Ask: Where are you right now/today?
2. Participants are given a piece of construction paper, felts, and circle stickers.
3. Participants draw a line through the centre of the paper to represent their baseline/normal mood.
4. Participants are asked to reflect on how they felt this past week. Using emotive stickers (eg. Angry, sad, happy, stressed) they can place the stickers above or below their baseline.
5. Participants can add why they felt that way.
6. Remember to include who they can talk to if they are worried there may be mental illness and need help.

Resilient Groups Activity

Weekly Theme: Mental Health/Wellness

Recommended Group Ages: 12 – 14 years

Activity Name: The BRAINstorm

Purpose/Goal: To discuss what mental health is

Materials Needed:

- Flip chart paper

Materials Needed:

- Markers

- Directions:
1. Draw a large head /brain on the flip chart paper.
 2. Ask:
 - a. What is mental health?
 - b. What kind of emotions can we feel?
 - c. What does your mental health look like?
 - d. What do you do if you're having a bad day or feeling sad?
 - e. What can you do for someone else if they're having a bad day or sad?
 3. Participants can draw pictures or words in the large head that represent answers to above questions.

Resilient Groups Activity

Weekly Theme: Mental Health/Wellness

Recommended Group Ages: 12 – 14 years

Activity Name: A Healthy Balance

Purpose/Goal: To discuss the importance of balance (physically and mentally)

Materials Needed:

- Spoons

- Marbles
- Hula hoops
- Chairs
- Tables
- Tape
- Cones

Directions:

1. Create an obstacle course.
2. Split the group into 2 or 3 teams (depending on # of youth).
3. Have each team race to complete the obstacle course while balancing a marble on a spoon. If they drop the marble, they must start again.
4. Explain why we did the activity (eg. hard to balance things, sometimes we encounter obstacles that throw off our balance and have to start again).

Week Four: Addictions

- To introduce the idea of risk regarding drug and behavior addictions.

Agenda

20 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
10 minutes	Icebreaker	Up to the leaders to choose one
30 minutes	Physical Activity	Outdoor scavenger hunt contest (this can be made up according to location) Come indoors and share
20 minutes	Group Activity	Addiction temperature Activity
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. Addiction Temperature Activity

Supplies

1. Snacks and drinks (with necessary utensils)
2. Markers
3. Crafts, felts, poster paper
4. Scavenger hunt item list
5. Board games
6. Chime

Resilient Groups Activity

Weekly Theme: Addiction

Recommended Group Ages: 12 – 14 years

Activity Name: Addiction Temperature

Purpose/Goal: To provide an understanding of the risks involved with different drugs and behaviours.

Materials
Needed:

- Addiction temperature activity handouts
(several handouts of drugs/behaviours, eg. Alcohol, cigarettes, videogames, TV, books, board games etc.)
- 3 signs: Caution, Dangerous, Healthy

Directions:

1. Give each participant a drug/behaviour handout. This can be kept hidden for now.
2. Lay 3 signs (caution, dangerous, and healthy) in the middle of the table.
3. Going around in a circle, have each participant share their drug/behaviour and place it under the sign they think it falls under.
4. Discuss why they think it should fall under respective signs.
5. Discuss how all of these things involve some sort of risk. Some involve more risk, some involve less risk. It depends on many other things as well (eg. If you are allergic to alcohol, the risk is different for someone who is not allergic to alcohol etc.)

Week Five: Coping/Self-care

- To share different ways of coping.

Agenda

20 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
30 minutes	Walk About/Talk About	Walk outdoors in pairs Group Leader picks a topic (eg. Books, school, sports etc.) and youth are encouraged to talk about said topic Topics continuously change
35 minutes	Group Activity	Coping with Paints Activity
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. Coping with Paints Activity

Supplies

1. Markers
2. Crafts, felts, poster paper
3. Board games
4. Chime
5. Canvases (or other painting surface)
6. Paints, paintbrushes, cups and plates (mixing paint, cleaning brushes)
7. Table cover

Resilient Groups Activity

Weekly Theme: Self-Care

Recommended Group Ages: 12 – 14 years

Activity Name: Coping with Paints

Purpose/Goal: To offer a therapeutic outlet for the youth, and have them reflect on self-coping techniques

Materials
Needed:

- Paint and paintbrushes
- Cups/Plates (for mixing/water)
- Canvases (or other material to paint on)
- Newspapers/table cloth

Directions:

1. Give each participant a canvas to paint on.
2. Encourage participants to paint something that helps them feel calm or relaxed.
3. Have participants share what they painted. Discuss why these things help make them calm (or agitated/anxious/angry/excited).

Week Six: Problem Solving

- To learn different ways to solve problems.

Agenda

20 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
20 minutes	Canvas Painting	Finish up painting activity from last week if necessary
30 minutes	Physical Activity	Go outside and play
25 minutes	Group Activity	Station Solving Skills Activity
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. Station Solving Skills

Supplies

1. Snacks and drinks (and eating utensils)
2. Markers
3. Crafts, felts, poster paper
4. Board games
5. Chime
6. Canvases (or other painting surface)
7. Paints, paintbrushes, cups and plates (mixing paint, cleaning brushes)
8. Materials for floating project: popsicle sticks, construction paper, string, elastics, paperclips, pipe cleaners, marbles, tape
9. Bin of water to test for floating

Resilient Groups Activity

Weekly Theme: Problem Solving

Recommended Group Ages: 12 – 14 years

Activity Name: Station Solving Skills

Purpose/Goal: To learn different ways to solve problems

Materials
Needed:

- Puzzles (2 – 3)
- Riddles cut into small sheets
- Building materials: eg. Popsicle sticks, string, paperclips, tape, pipe cleaners, construction paper, scissors
- Marble/rock

Directions:

1. Set up 3 stations: a puzzle station, riddle station, and boat-building station (create a floating device that will hold up a marble using materials provided).
2. Split participants into 3 groups.
3. Each group will have a station and one leader, and 10 minutes at each station.
4. At each station, leaders can ask:
 - a. What challenges did you face?
 - b. What do you need to think about before starting the task?
 - c. What did you need to think about before you solved the problem? What skills did you use?
 - d. Do all your boats look the same? Did they float even though they looked different? Did some sink even though they looked similar?
5. Bring the group back together to debrief. Ask:

- a. Why did we do these activities?
 - b. What are some examples of problems you might face at home/school/family? Can start with something general and relevant. Eg. Who has played video games? What do you need to do to get to the next level? What might happen before you get to the next level?
6. Discuss how we all experience problems. Sometimes we need to be creative. Sometimes we need to ask for help. Sometimes we need to learn more about the problem and think about the options. Sometimes we need to consider the risks/benefits.

Week Seven: Empathy

- To learn about empathy and how to build supports

Agenda

20 minutes	Opening	Youth arrive and settle, play games or do art/draw, eat snacks, make nametags
20 minutes	Group Activity	Empathy Run Activity
40 minutes	Group Activity	Building Supports Activity
5 minutes	Closing	Chime out. Have the youth listen silently to the chime and put their hand up when they no longer hear it.

Facilitator Resources

1. Empathy Run
2. Building Supports

Supplies

1. Snacks and drinks
2. Chime
3. Materials for Support activity: popsicle sticks, poster/construction paper, string, elastics, paperclips, pipe cleaners, mini cars, tape, plastic tablecloth, straws, scissors
4. Empathy list
5. Outdoor play equipment

Resilient Groups Activity

Weekly Theme: Empathy

Recommended Group Ages: 12 – 14 years

Activity Name: Empathy Run

Purpose/Goal: To explain what empathy is, why it's important, and examples of how we can empathize

- Materials Needed:
- A list of situations that youth can empathize with
 - A large outdoor space
- Directions:
1. Ask: Does anyone know what empathy means? Discuss and explain.
 2. We are going to practise empathy! Everyone will run to the location that the leader yells out if they've experienced the following things:

(sample template)

Run to the...

...swing if you've ever heard someone get put down.

...garden if you've ever seen someone bullied.

...building if you know someone who's felt sad.

...slide if you've ever stuck up for someone.

...tree if you've ever been mean to someone.

...fence if you've ever helped someone.

...door if you've ever see things from someone else's point of view.

Resilient Groups Activity

Weekly Theme: Support

Recommended Group Ages: 12 – 14 years

Activity Name: Building supports

Purpose/Goal: To discuss why supports are important

Materials

- A place to build a bridge between (eg. Chairs, playground,

Needed: tables etc.)

- Materials to build a bridge: popsicle sticks, straws, tape, paper, pipe cleaners, scissors, string, elastics, plastic table cloth, glue
- Little car

Directions:

1. Participants must build a bridge across a space that will support a little car/vehicle. They can work individually or in teams.
2. When they've all built bridges, discuss what they needed to do to support the car and keep the bridge up. Discuss what would happen if you cut down the supports.
3. Check out by asking them to identify at least one trusted adult they can go to if they need help or are having a bad day.

Resilient Older Youth Facilitator’s Guide

Week One Goals:

- For the youth to get to know each other and the leaders.
- For the youth to develop group guidelines and begin to create a sense of connection and safety.
- For the youth to brainstorm what they would like to eat, talk, and do.

Agenda

30 minutes	Opening	Youth arrive and have a snack. Youth will need help in coming to the first session, leaders often support youth by picking them up.** Dependent on the age of the group, often times large sheet of paper and markers will be spread out on the table in order to doodle on.
10 minutes	Icebreaker	Leaders facilitate an icebreaker (1 or 2)
20 minutes	Group Guidelines	<p>Why are we here and creating safety. Leaders facilitate a conversation about what RoY is all about. Who is referred to group, collective knowledge in the room Group Guidelines Box is used to support a conversation about defining safety, naming fears, previous group experiences and building group guidelines.</p> <p>** All guidelines need to be agreed upon and created with the youth.</p> <p>This creates an important foundation for later. This can be a moment to connect to stigma around addiction and mental health.</p>
15 minutes	Group Brainstorm	Leaders facilitate a conversation about

		what RoY is all about
10 minutes	Closing	A time to answer any questions. Review the schedule, confirm current contact information for the youth and that the youth know who to call for RoY. Introduce and do check-out

Things to remember

- Ensure all forms have been filled out
- Give a copy of the group schedule to the youth
- Check In/Check Out needs to include “present moment” check in for safety

Weekly Schedule:

Our schedule depends on our youth. Each group is different and the ratio of talk/do often changes depending on who is in the group and the knowledge that they bring. At times the session might have more psycho-education and at other times may be process session where youth share personal experience in their lives.

Here are some of the topics we TALK about in group:

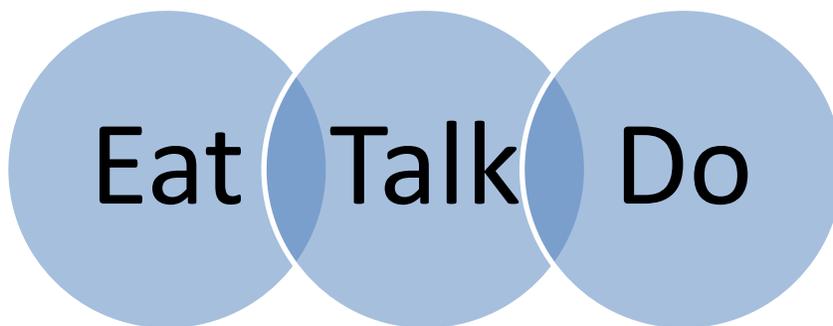
1. Mental Health
2. Addiction
3. Stress
4. Coping Strategies
5. Problem Solving
6. Families and Supporting them

Here are some of the things that we Do:

1. Eating Out (our youth love to go out and eat!)
2. Go Carting (both inside and outside)
3. Watermania
4. Trampoline Park
5. Laser Tag
6. Fright Night at the PNE

Things to REMEMBER as Group Leaders:

1. Participate in session with the youth
2. Think about what you share in check-in/out and how it might support the youth that are in your group
3. Space yourselves out ☺ For example, sit at opposite sides of the table while out.



This is the philosophy behind all of our youth programming

EAT

Each session includes with some sort of eating. Eating brings youth together, whether it's a full dinner or a snack. Traditionally we have had the youth provide feedback in order to make sure not only is the food yummy but also to open up conversation about nutritional health and wellness.

TALK

Each session has talking, a time in which we focus on a topic and connect. This can also look very different depending on the knowledge in the room. For older youth the intention is to provide not only some education about mental health, addiction but to explore and destigmatize the experiences they are having in their homes.

Each group of youth has different needs and experiences which must be taken into consideration when planning for a group.

DO

Each session incorporates the idea of “doing”, whether that is an activity in the room or a recreational outing. At times our youth come straight from school to our group. As school is often a place where there is often a high level of structure, it is helpful to make the activities as interactional as possible.

****The Do – Can often be a huge piece of getting our youth to buy into the group. ☺**