INVITE, INVEST, INSPIRE:
Developing Resilient Students

November 5, 2015
Memorial Union
Emporia State University
Emporia, Kansas
Registration 7:30 a.m. | Welcome and Opening Remarks 8:30 a.m. | Keynote Address 9:00 a.m.

Sponsored by:
Division of Learning Services, Kansas State Department of Education
Department of Counselor Education, Emporia State University
Invite, Invest, Inspire: Building Resilience & Supporting Student Success

Dr. Tammy Davis
Marymount University
TDavis@marymount.edu
KSCA – 11/5/15
Pretest/Post-test Evaluation: Resilience

1. When something bad happens to you, name three ways that you handle it.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. When you need to talk to someone about a problem, how many people can you think of that you could talk to? (Circle one).

   1-2   3-5   5-10   10+

3. On a scale of 1-5 (with five being the best, three being pretty good, and one being the worst), how do you think you handle things when they do not go the way that you would like?

   1  2  3  4  5
   (Terrible) (Not OK) (OK) (Better than OK) (Awesome)

4. On a scale of 1-5 (with 5 being the best, 3 being pretty good, and one being the worst), how do you feel about your future right now?

   1  2  3  4  5
   (Terrible) (Not OK) (OK) (Better than OK) (Awesome)
INVITE THROUGH INSIGHT: MY LIFE STORY
(Davis, 2015)

ASCA Mindset Standard: 1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional, and physical well-being.

ASCA Behavior Standard: Participants will demonstrate ability to overcome barriers to learning (Self-Management Skill #6)

Materials Needed: Handout: “What’s Your Story?”; Blank paper for brainstorming; Pen or pencil for writing

Activity:

1. On the scratch sheet of paper, have students list the significant life events that have happened from their birth to the present. Participants may include any events, happy or sad.

2. Ask members to transfer this information to the “What’s Your Story?” page on the side labeled “Events.”

3. Once all the life events have been listed, go back and discuss how members would feel if that event occurred and who or what controlled that event and how they felt at the time the event occurred. The goal is to have students see that some of the adverse events in their life have been out of their control.

4. Have students list their feelings and control responses on the “Feelings/Control” side of the lifeline.

5. Allow group members to share as much as they would like. Members may want to share only one event or all of them.

Processing:

1. What kinds of feelings do you have when you see the things that have happened in your life so far?

2. If there were things that you could have controlled, what would you have done differently to change things?

3. What things did you have in common with other group members? What things were different?

4. Let students know that they will see this sheet again, but it will be related to their future.
INVESTING IN MYSELF: MY STRENGTHS & TALENTS  
(Davis, 2015)

ASCA Mindset Standards:  2. Self-confidence in ability to succeed; 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

ASCA Behavior Standard:  Student will demonstrate effective coping skills when faced with a problem (Self-Management Skill #7).

Materials: “Strengths & Talents” handout; scratch paper; pen or pencil.

Activity:

1. On a scratch sheet of paper, ask the students to generate a list of strengths and talents they possess that help them get through hard times. Define the terms as follows:

   **Strength** – Something that makes you feel successful, helpful, etc. Example: “I am good with kids”, “I’m a good listener”, I am helpful and kind.”

   **Talent** – Something that you can do well (can be born with or can be developed). In many cases, you either have it or you don’t. Example: Sports, playing a musical instrument, dance, etc.

2. Once students have generated their list, they may either write or illustrate them on the “Strengths & Talents” sheet.

3. Have students write how these strengths or talents help them in difficult times or what they are able to do or accomplish because they have these strengths and talents.

Processing:

1. Discuss how students have or might use these characteristics to bounce back from a challenging or difficult life event.

2. Help student(s) identify times or events in their life where these strengths or talents have helped them overcome difficulty. You may also refer to the first lifeline to discuss specific times they have used these strengths or talents to deal with things that have happened in their lives.

3. Discuss with students how having these strengths and talents helps them both in good and bad times.

4. Ask: “What kinds of things can you contribute to your community because you have these strengths and talents? How might you use these strengths and talents to help others?”
**STRENGTHS & TALENTS**

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>How does this Strength help me?</th>
<th>TALENTS</th>
<th>How does this Talent help me?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What/Who are your Outlets?

It’s not good to hold things in. There are healthy ways to let it all out.

Physical Outlets (activities that help you blow off steam)
1. ______________________________________
2. ______________________________________

Emotional Outlets (healthy ways to express feelings)
1. ______________________________________
2. ______________________________________

People Outlets (who can you talk to?)
1. ______________________________________
2. ______________________________________

WARNING! When you overload your outlets, it can blow the entire circuit! Use your outlets in a healthy way!

Are YOU an outlet for someone else? Who? How do you help them?
________________________________________

Let your outlets help you walk away from negative people, places, or things!
Igloos are made of ice blocks. While we think of ice as “cold”, we know that when the blocks of ice are connected together, they provide shelter, warmth and protection.

Think of the people that help protect and influence you. Write their names on the blocks of ice. Then fill in the blanks below:

Influence = Who influences you? ________________
__________________________________________________________

Comfort = Who comforts you? ________________
__________________________________________________________

Energize = Who energizes you? ________________
__________________________________________________________

Even when the world seems cold, you can surround yourself with people who will comfort and strengthen you!
The Deal of Your Life Symbol Sheet & Instructions

Diamonds = Money Income  
Clubs = Social Life/Friends  
Spades = Education/School  
Heart = Family/ Support

Instructions
1. Use one deck of cards. If playing with 3 or less people, deal 15 cards each; if more, then deal the whole deck.
2. The value of the card does not matter, just the suit.
3. Have participants decide if the hand they have been dealt have provided them with a “balanced” life.
4. Identify the strength and challenges of each hand.
5. Do not allow participants to share cards at this point.
6. Ask students to consider the “hand they’ve been dealt”. What is missing? What is there too much of? What are the consequences of the imbalance?
7. After discussion, allow participants to talk about how they might help each other achieve more balance; allow cards to be shared at this point.
8. Discuss what we can do when life deals us an “unfair” or unbalanced hand. What are our options or what support do we have to get us through or help us?

GETTING INSPIRED: HARVESTING HOPE FOR THE FUTURE
(Your Story is Up to You!)

ASCA Mindset Standards: 2. Self-confidence in ability to succeed; 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

ASCA Behavior Standard: Students will demonstrate perseverance to achieve long- and short-term goals (Self-Management Skill #5).

Materials: Copy of the Lifeline, scratch sheet of paper

1. On a scratch sheet of paper, have students brainstorm what they would like to have happen in their lives from today until the “end of their story.” Have students be specific (age, place, event, etc.)

2. Ask student to transfer this information to the lifeline on the side labeled “Event”.

3. Once all the life events have been listed, go back and discuss how the student would feel if that event occurred and who or what would control whether or not that event happens. The goal is to have the student see that they have some control over what happens in their lives.

4. Have students list their feelings and control responses on the “Feelings/Control” side of the lifeline.

Processing:

1. Discuss what the student will need to do in order to achieve the future event. Include the “reality” of events (such as becoming a professional basketball player) as well as the details about what it will take to make each event happen. Emphasize the importance of what students can do now to promote future success. For example, it will be difficult to go to college if students don’t do well academically throughout school.

2. Compare the lifeline at the end of the book with the one that he/she did at the beginning. Ask: “What do you notice about how things change on the side marked ‘Feelings/Control’?” Guide the students to understand that as they get older, they have more control over what happens to them. Major goal: Helps students realize that despite the past, YOU HAVE CHOICES FOR YOUR FUTURE AND CONTROL OVER (MOST) OF YOUR GOALS.

3. Give students the Post-Test Evaluation for Resilience