

EQ in your PJs

Social Emotional Learning (SEL) Online with R. Keeth Matheny

NAVIGATING RELATIONSHIPS IN TIGHT QUARTERS Part 5: Using Your Resiliency Skills

Congratulations! If you – and hopefully your family – have made it this far in the handout packet, you’ve weathered “storming,” worked together to create “norms,” and practiced some problem-solving strategies to help with “performing.”

Like on a sailboat, you’ll need some supplies to continue your journey. On a boat, you need water, a map, a compass, sailor skills, and other essential supplies. With group dynamics and in life, you’ll need **resiliency**.

What is resiliency and how do you get it?

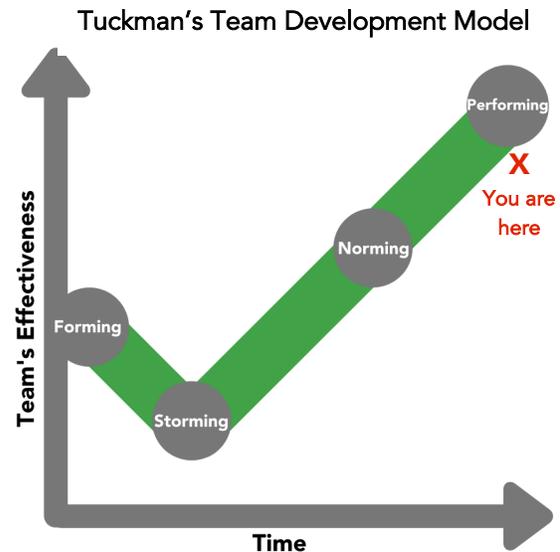
Webster’s Dictionary defines resilience as: ability to recover readily from illness, depression, adversity, or the like; buoyancy. (*Interestingly, “buoyancy” means: the power to float or rise in a fluid, which will be especially helpful on your boat.*)

EVERYONE can develop resiliency. After decades of research, Bonnie Bernard concluded: “Resilience is a capacity all youth have for healthy development and successful learning” (Benard, 2004, pg. 4). Benard and other resiliency researchers tracked hundreds of people from childhood to adulthood. They found common attributes, now called “**protective factors**,” that helped them overcome challenges, make smart/safe decisions, develop meaningful relationships, and become productive adults.

Protective Factors

Personal Protective Factors are skills that can be developed and improved upon over time:

1) Social competence – the ability to be a good



friend and build relationships; **2) Autonomy** – the ability to make wise decisions and to act on those decisions (rather than depending on others to make decisions); **3) Problem-solving skills** – ability to overcome obstacles (e.g., not having access to a computer) and resolve conflicts, and **4) Sense of purpose and future** – a positive vision for your adult life and determination to reach that goal. Each of these are essential to creating a fulfilling life and enjoying the journey.

Resiliency Supports

Most big sail boats have a motor. Imagine if your crew tried to power your boat with Dr. Pepper, Coke, and Skittles. Similarly, our bodies need fuel to function. Without enough sleep, healthy food, exercise, and social interaction, our engines will sputter and falter. No doubt you can relate to that “blah” feeling; you’re awake and going through life but don’t feel like your best self. Healthy living is essential to performing well and making the most of each day.

Benard, B. (2004). *Resiliency: What we have learned*. WestEd.

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RESILIENCY SKILLS/TRAIT CHECKLIST. Which of these do you do well and often? Check all that apply:

Social Competence:

- Check in with friends/family to see how they're doing
- Do kind things for others
- Say kind things to others
- Make people laugh
- Listen carefully when someone is sad or stressed
- Try to make new friends
- Comfortable talking with people of all ages
- Good at encouraging others

Autonomy:

- Able to think through and make decisions for yourself
- Able to soothe strong emotions (stress, anger)
- Self-confident, belief in your abilities
- Aware of your character strengths
- Aware of ways you can improve

Problem-solving Skills

- Good at listening to another person's perspective
- Able to talk through problems patiently and productively
- Think up and compare possible solutions
- Willing to compromise if necessary
- Able to disagree with others, while still taking care of the relationship

Sense of Purpose and Future:

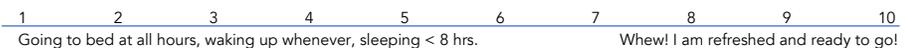
- Keep a list of long-term goals for your life (after high school education/training, career, and adulthood)
- Keep a schedule of daily/weekly goals (e.g., a school agenda)
- Work to get good grades
- Research colleges and possible funding sources
- Have a mentor who can help with questions and guidance

Which of these skills/traits do you want to improve upon? List four you think would help the most:

- 1)
- 2)
- 3)
- 4)

ROUTINE METER. In the video, Mr. Matheny talked about how routines support resiliency. How would you rate yourself in each of these areas since COVID-19 school closures started:

SLEEP



EXERCISE



EATING



CONNECTING



SCHEDULE



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APPLICATION: If you haven't already, create a daily/weekly schedule for your schoolwork and other responsibilities during COVID-19 school closures. If you have an agenda, you can use that. If not, use a separate piece of paper to create your schedule, and keep it somewhere you'll easily see it.

REFLECTION: Write about what you have learned from this video series on Navigating Relationships in Tight Quarters. Did you create a Family Social Contract? If so, how is that going? What have you learned about your family from these activities? What have you learned about yourself?



(Contest info below)

Upload a picture of your schedule to #EQinyourPJs @coach_rudy for \$20 to Amazon, iTunes or Red Cross.

Awarded to top three entries