

Weaving Well-Being Tools of Resilience Pupil Book



Name: _____



Weaving Well-Being
by Fiona Forman & Mick Rock
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Weaving Well-Being

THE MORE YOU WEAVE...
THE BETTER YOU FEEL!



Introduction to Weaving Well-Being



Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life.

It means **enjoying** life,
being **grateful** for what we have
and **accepting ourselves** just as we are!

There are lots of things that we can do to improve our well-being.

This book has some ideas for you to try.

So let's get started,
and **weave** together
all those ideas!

Weaving
Well-Being-
the more
you weave,
the better
you feel!



Lesson 1

What is Resilience?



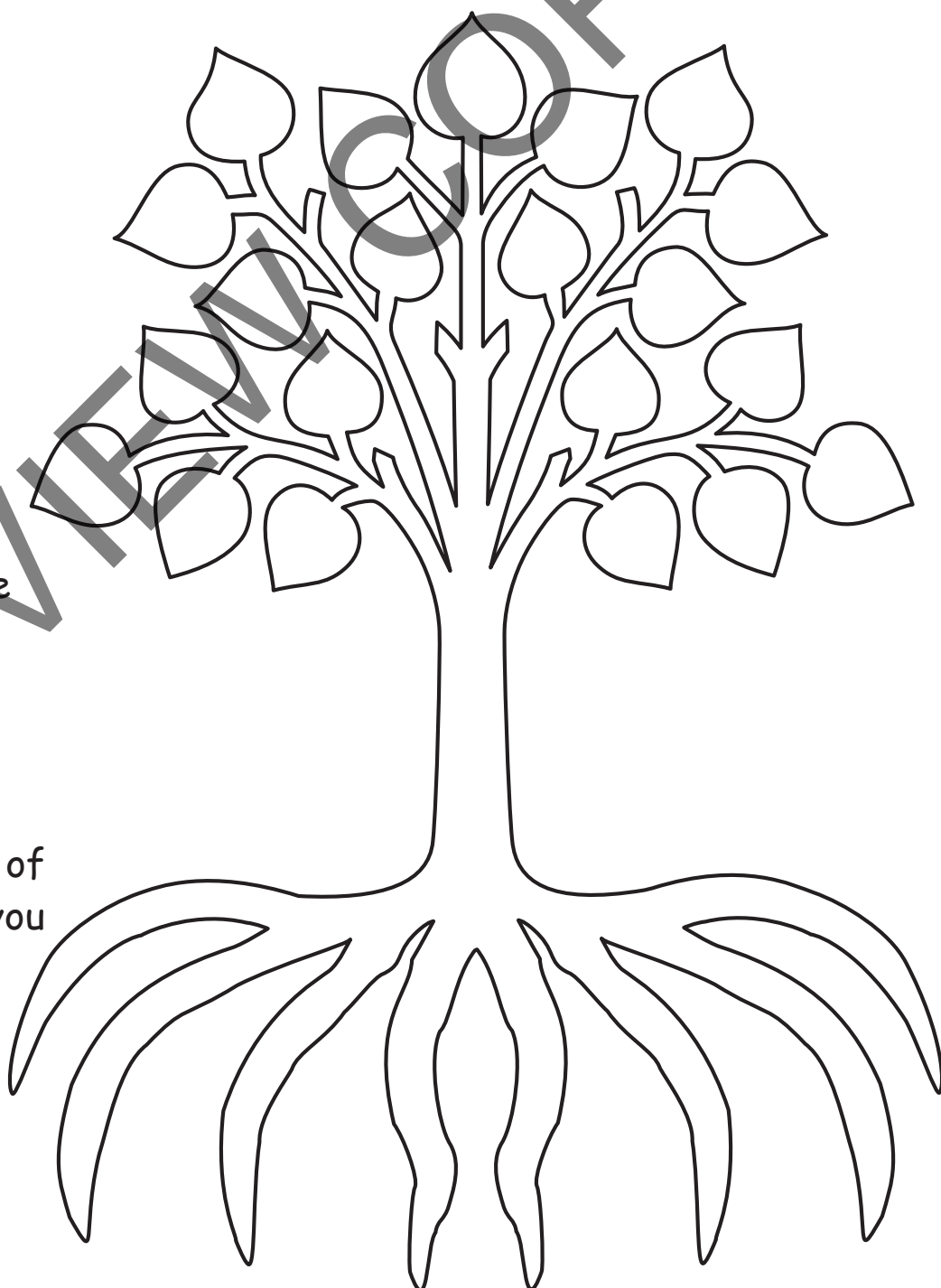
Resilience is being able to bounce back from all of the normal set-backs, disappointments and failures which are part of everyday life. We can strengthen our resilience by learning about certain skills which we can think of as our very own **Tools of Resilience**.

Activity 1

Roots of Resilience Tree

Think of words to do with resilience. Write them in the roots of this tree.

Use different colours and styles of writing. Then decorate the rest of the tree any way you wish, natural or imaginative!





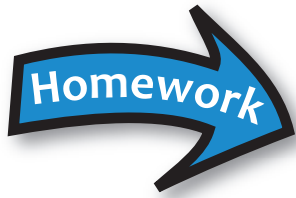
Why do we need resilience?

Put a tick beside any of these problems or disappointments which you have had:

- ☐ Doing badly in a test.
- ☐ Not getting your own way in a game.
- ☐ Getting into a fight or argument with your friend.
- ☐ Something you were looking forward to being cancelled.
- ☐ Feeling left out by your friends.
- ☐ Feeling worried about something.
- ☐ Feeling annoyed by something that's not really that important.
- ☐ Feeling really disappointed because you lost a game or match.

You can write more details here if you want.

Remember that it's completely normal and important to feel all of these emotions! We just don't want to get stuck in them!



Lesson 1 Homework:

Think and talk about resilience at home.

You already have lots of resilience skills! You probably just don't think about them or practise them as often as you could.

Now think about a time when you **overcame** a problem or worry in the recent past. How did you do it? What skills did you use? Write about it here. How did you feel after you coped with it?

Have a discussion with your family and name some resilient people you admire:

Don't forget to think about this memory when you are faced with a problem or difficulty in the future.

*You coped with
difficulty before...
you can
do it again!*

Parental Signature/Comment:

Parents should sign this box to show that they have discussed each homework activity and to give any feedback if they wish.

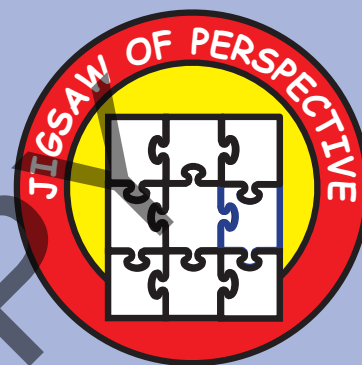


Lesson 2

Tools of Resilience 1 - The Jigsaw of Perspective



Perspective means how you look at things. We can use perspective to see the big picture, not just the problems in our lives. The Jigsaw of Perspective helps us to do this.



Activity 1

Think and talk about these quotes on perspective.
Draw a poster of your favourite one, or make up your own.

"If you have food in your fridge, clothes on your back, a roof over your head and a place to sleep you are richer than 75% of the world.

If you have money in the bank, your wallet, and some spare change you are among the top 8% of the world's wealthy.

If you woke up this morning with more health than illness you are more blessed than the million people who will not survive this week.

If you can read this message you are more fortunate than 3 billion people in the world who cannot read it at all."

- Author Unknown

"WE CAN
COMPLAIN
BECAUSE ROSE
BUSHES HAVE
THORNS, OR
REJOICE
BECAUSE
THORN BUSHES
HAVE ROSES"

- Abraham Lincoln

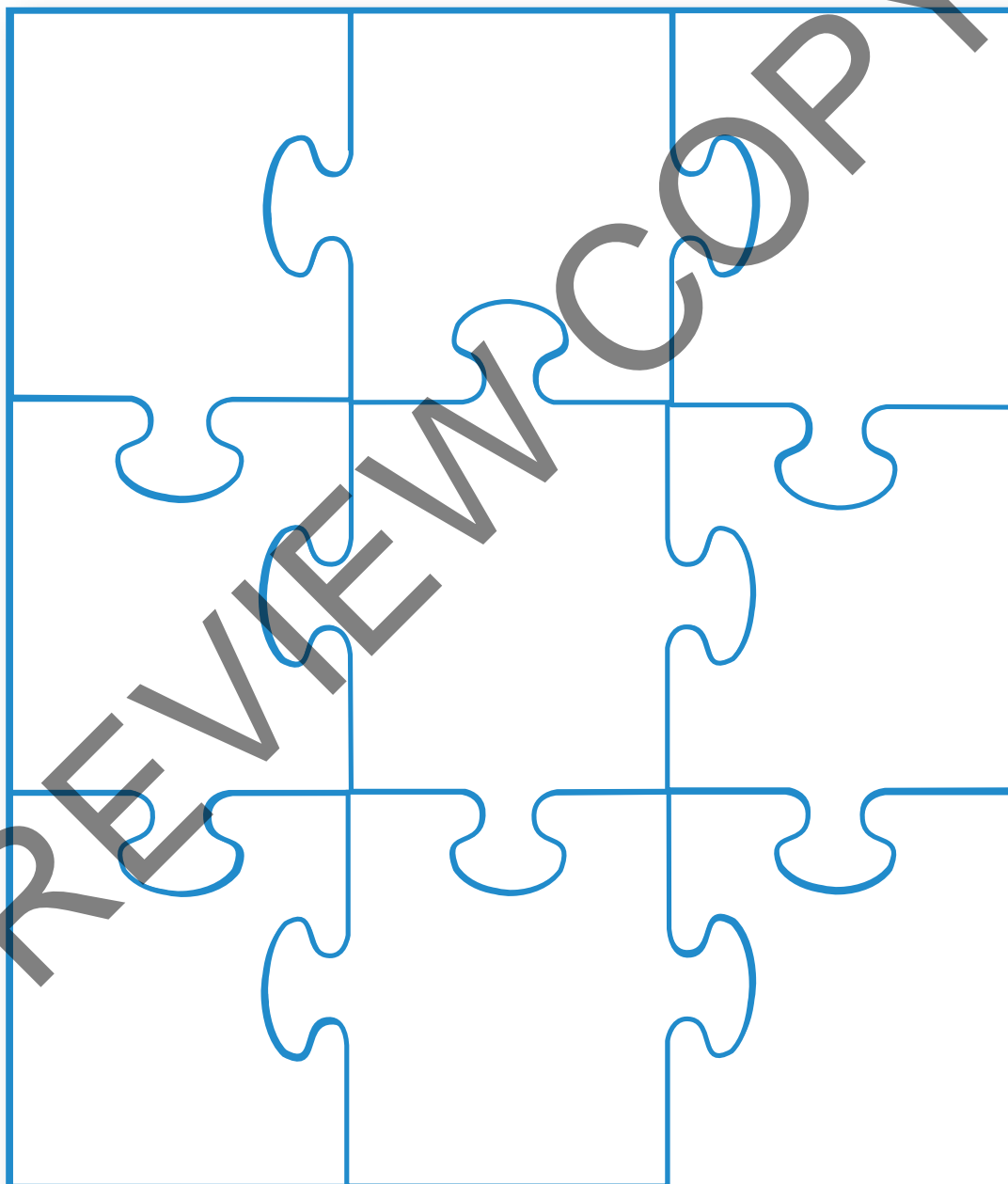
"When you look at
a field of dandelions,
you can either see a
hundred weeds or a
hundred
wishes..."

- Author Unknown

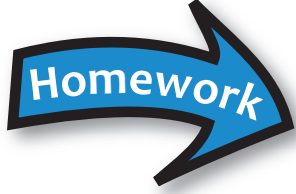


Draw your own Jigsaw of Perspective

Fill each piece of the Jigsaw with all the good things in your life.
Then decorate each piece with pictures, colours and patterns.



Remember to leave a blank space in the middle for your problem. When your problem is upsetting you, use your Jigsaw of Perspective to help you see the big picture of your life, not just the problem piece!



Lesson 2 Homework:

Try to use your Jigsaw of Perspective this week to help you with small upsets or problems. Draw a picture of how you used it and write a few lines about it below:

Think about a time when you may have let a problem or disappointment become out of proportion. Could the Jigsaw of Perspective have helped you?

Parental Signature/Comment:



Tool 2- The Lucky Dip of Distraction



We can use **healthy distraction** to help take our minds off problems or worries which we can't do anything about. This can give us a break from our problems for a while.

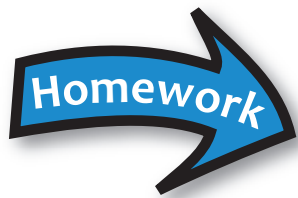
The Lucky Dip of Distraction gives us a ready-made list of activities to choose from.



My Lucky Dip of Distraction

Write down some ideas for healthy distraction. Decorate the page. Use them if you need to be distracted from worries or situations which you can't do anything about.

REVIEW COPY



Lesson 3 Homework:

Try to use your Lucky Dip of Distraction this week to help you with small upsets or problems. Draw a picture of how you used it and write a few lines about it below.

REVIEW COPY

Parental Signature/Comment:



Lesson 4

Tool 3- Planning Pen

Our next Tool of Resilience is our **Planning Pen**.

Our Planning Pen reminds us to calm down and make a helpful plan to deal with our problem.

We can ask ourselves 3 key questions:

- Who can I talk to about this problem?
- What should I do first?
- What will I do if my plan doesn't work?



Activity 1

Read about Sophie's problem.

In pairs, think and write down the steps she could take.

Sophie's Problem: Sophie's friend Emma is being bullied by a girl from another class. Emma is scared and doesn't want to tell anyone except Sophie. Sophie is really worried about Emma, and doesn't know what to do.

Help Sophie to use her **Planning Pen** to write down a helpful plan.

Now share your ideas with the class and decide which plan would work best.

It's important to remember that your first plan might not work.
You might feel upset and disheartened but **don't give up!**
Just use your Planning Pen and try again!



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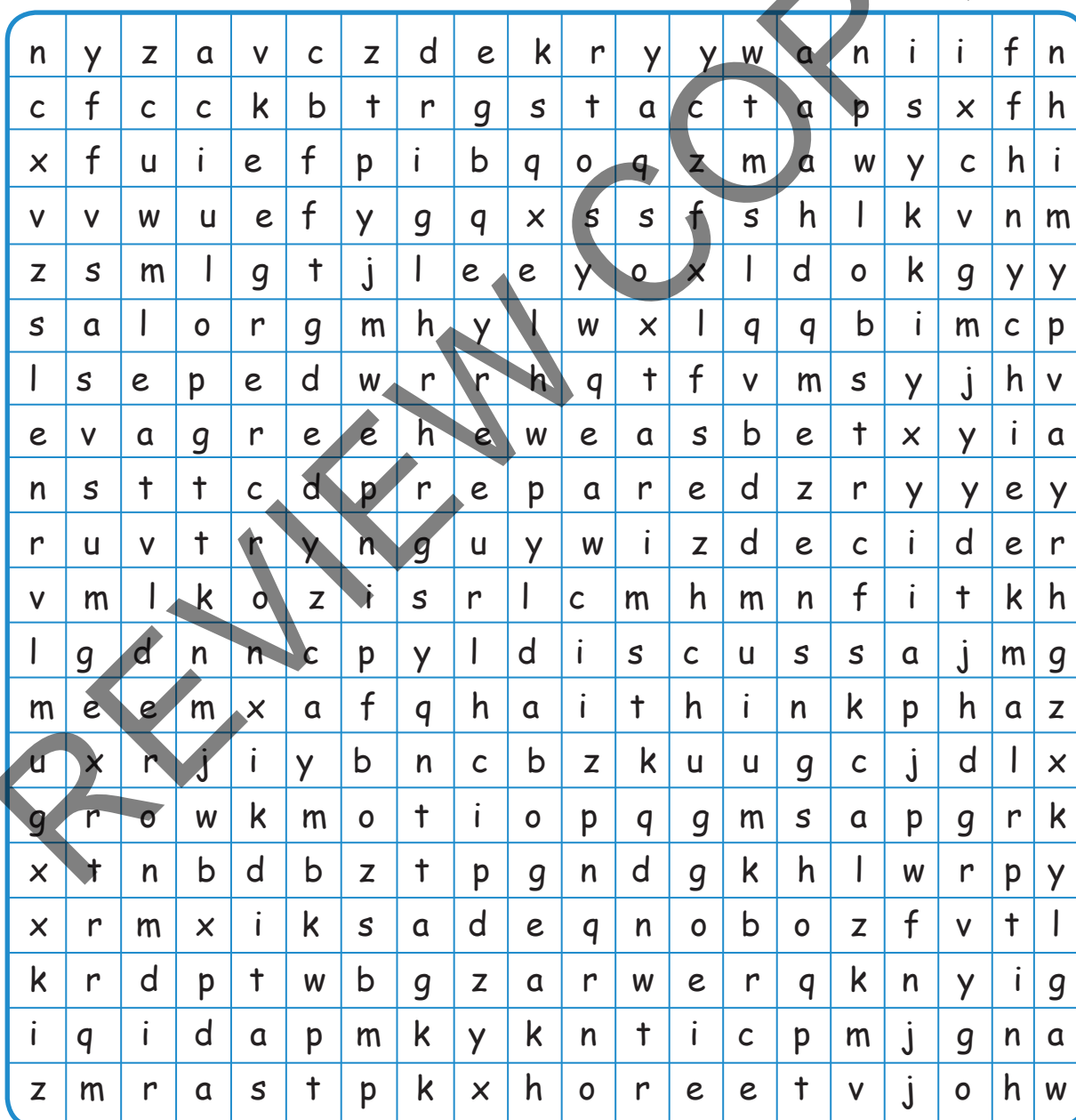
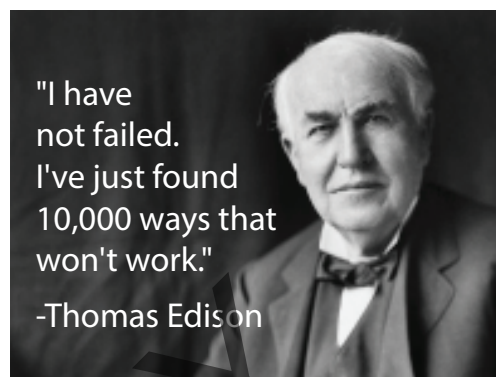


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What does this quote tell us about the inventor Thomas Edison?

How can this quote help you to keep using your Planning Pen? Now find the planning words on the word search.



act
decide
idea
talk

connect
agree
design

prepare
think
aim

discuss
solve
try



Lesson 4 Homework:

The Planning Pen reminds us to reach out and talk to people we trust about our problems or difficulties.

Write a list of 5 people who you can turn to and talk about your problems or worries.

1. _____
2. _____
3. _____
4. _____
5. _____



Parental Signature/Comment:



Lesson 5

Tool 4 - Helpful Thinking Helmet

Our Helpful Thinking Helmet helps us to challenge our ANTs. Sometimes our thoughts can be unhelpful and inaccurate.

The Helpful thinking Helmet reminds us to ask these three questions about our Automatic Negative Thoughts (ANTs)

- Is it true? • Is it helpful? • Is it kind?



Activity 7

How ANTs affected you in the past

Thoughts..

Feelings..

Behaviour..



Very often, our **thoughts**, **feelings** and **behaviours** are linked.

Our **Automatic Negative Thoughts** lead to our **feelings**, and then we act or behave a certain way because of how we feel.

We can learn to notice and challenge our **ANTs** before we start feeling bad because of them.

Can you think of a time when you acted on an **ANT** without checking if it was true?

How did you feel? What happened?



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Now in pairs, write the **feelings** and **actions** which might go with this ANT:

A.N.T.

Feeling

Action/Result

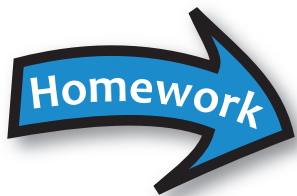
We are moving and I will have to go to a new school. I just know that I won't be able to make any new friends.

Now use your **Helpful Thinking Helmet** to ask the three questions. Replace the **ANT** with a more **accurate** and **helpful** thought and see how the feelings and actions change:

Accurate Thought

Feeling

Action/Result



Lesson 5 Homework:

Here is a list of common ANTs.

Use your Helpful Thinking Helmet to challenge the ANTs. Then see if you can replace them with more helpful, accurate and kind thoughts.



ANT	Replace it with:
Everybody is better than me at spelling. I feel really stupid.	Some people find spelling easier than me. That doesn't mean I am stupid. I have my own strengths.
I'm stuck, I will never be able to do this! So I am going to give up!	
I will never be good at making friends.	
We lost the match, so our team is really bad. I think I will quit.	
My friends didn't invite me to join in yesterday. They don't like me anymore.	

Parental Signature/Comment:

**DON'T
BELIEVE
EVERY
THING
YOU THINK**
- Lee Brice



Lesson 6

Tool 5- Key of Character Strength



Our Key of Character Strength reminds us that we have lots of Character Strengths inside us which we can unlock and use whenever we need to.



Activity 1

List of Character Strength

Here is a list of 24 Character Strengths.

In pairs, talk about what you think each one means.

Then decide which strength would be best to unlock

and use in these situations:

Leadership, open-mindedness, curiosity, perseverance, kindness, honesty, emotional intelligence, self-control, forgiveness, love of learning, perspective, optimism, humour, creativity, appreciation of beauty, bravery, love, humility, caution, gratitude, meaning, fairness, zest, teamwork.

1. You are working in class and someone is constantly distracting you: _____
2. Your friend hurts you by accident and you feel angry and upset: _____
3. Your brother breaks one of your favourite toys by accident: _____
4. You want to take part in the Talent Show but you feel nervous: _____
5. Your friend is being mean to someone else and wants you to join in: _____



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PARENTAL PULL-OUT

Parents: Please remove this centrefold carefully to avoid damaging the staples!

Tools of Resilience SPHE Programme - Parent Guide

This short booklet is designed to give parents a brief introduction to the "**Weaving Well-Being**" programme and to help them support their children as they complete the **Tools of Resilience** (4th Class) section of the programme. The **Weaving Well-Being** programme is a well-being programme for children specifically designed to promote positive mental health and flourishing in children. The skills are based on current research from the field of **Positive Psychology**.

What is Positive Psychology?

Positive Psychology is concerned with the science of well-being, personal growth and resilience. It is founded on the concept of identifying and developing personal strengths. Positive Psychology uses evidence-based activities which help people to flourish, grow and engage with life on an optimal level whenever possible. Our lessons and activities introduce children to many of these strategies and activities which can empower them to become active participants **in creating, maintaining and boosting positive mental health** throughout their lives. Activities have been designed in accordance with the SPHE curriculum, and the Guidelines on Well-Being issued by the Department of Education and Skills (2015).

The **Tools of Resilience** programme consists of ten lessons which are designed to teach six specific skills of resilience. These are: **Perspective, Distraction, Thought Disputation, Use of Authentic Character Strengths, Problem-focused Planning and Mindfulness**. Each strategy has a specific 'tool' - represented by an image to help the children understand and remember the concepts involved. Each child has a Pupil Book, which gradually builds into a highly personal portfolio which reflects their use and understanding of each tool.

What is resilience, and how can we build it in our children?

Developing resilience is one of the key elements in positive mental health and well-being. All of us will encounter setbacks, failures and disappointments in life at some stage. Emotional resilience is being able to bounce back or recover from events or situations which may seem overwhelming at first.

Resilient people allow themselves to feel their negative feelings such as frustration, anger, sadness and disappointment. However, they do not get stuck in these feelings. This aspect of resilience is an important one to develop with children. Resilience does not mean suppression or avoidance of difficult feelings. It involves experiencing these feelings and then being able to regulate them in healthy ways. The **Tools of Resilience** are designed to give the children strategies for doing this.

What has been shown by researchers is that resilience is a *skill* which can be developed, rather than being a specific inbuilt ability. Once we teach children these practical skills, we can encourage them to select and use them appropriately. As they try them out and experience success, their confidence in their own abilities grows, which in turn should lead to increases in self-efficacy, self-esteem and overall well-being.

To gain maximum benefit from the skills, your child should be encouraged to use them as much as possible. There is a homework task each week which encourages practical use of the skills and tools. In order to help and encourage your child, you may find the following information useful.



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Lesson 1: What is Resilience?

In this lesson, children learn what resilience is and why it is so important. They learn that negative feelings are completely normal and necessary, but that it is important not to get stuck in them. They also learn that we are all resilient and that there are ways we can build our resilience.

How to support your child: Talk to your child about the importance of resilience. Reinforce the concept that disappointments, upsets and failures are all part of life, we really can't avoid them! Give examples of when you showed resilience in the past and encourage your child to think of lots of examples of when he/she showed resilience. Discuss famous resilient people you admire and also friends and family. Discuss situations in the future where your child might need resilience.

Lesson 2: The Jigsaw of Perspective

In this lesson children learn that, although they may sometimes feel overwhelmed by small disappointments, they can help themselves recover by using the **Jigsaw of Perspective**. The children create their **Jigsaw of Perspective** by drawing or writing all the good things about their lives on a blank jigsaw. They leave the middle piece blank, and write 'My Problem' on it. When they lack perspective about a worry, their jigsaw provides a visual reminder of all the things that are still good in their lives. This helps each child to see the big picture of their lives, not just the problems. Deliberately thinking of, and appreciating, the positive aspects of life has been shown to help foster resilience.

How to support your child: Encourage your child to use their **Jigsaw of Perspective** any time they need to establish a sense of proportion or perspective on a problem or disappointment. This tool is especially helpful for small disappointments, e.g. losing a match, breaking a toy or having a dispute with a friend. The children can be encouraged to think of their friendships or family relationships as a jigsaw with lots of different pieces; a conflict or dispute is only one part of it. This should help them to get into a constructive frame of mind and come to terms with a disappointment or solve a conflict.



Lesson 3: The Lucky Dip of Distraction

In this lesson, children are introduced to the idea of healthy distraction, which can stop them from worrying or becoming anxious about things they have **no control over**. They create their own **Lucky Dip of Distraction**, which they can be encouraged to use to help take their minds off anxieties. This should help to prevent rumination, a mental habit which has links to the development of depression.

How to support your child: Encourage your child to use the **Lucky Dip of Distraction** when they are over-thinking or worried about something that they can't do anything about. They can look at their list and choose one of their enjoyable activities from it.



Lesson 4: The Planning Pen

In this lesson, the children are introduced to their **Planning Pen**. It reminds them of the steps required to make a helpful plan, the basis of problem-focused coping. Problem-solving involves identifying the problem, making an action plan, seeking advice and working through the problem one step at a time.





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This is an alternative to the **Lucky Dip of Distraction** - children can be encouraged to think about whether or not they can do something about a problem or worry. It also encourages them to consider what to do if their plan fails - they learn that failure is part of the learning process. The **Planning Pen** reminds the children to ask themselves three questions when faced with a problem: 1. *Who should I talk to about this problem?* 2. *What should I do first?* 3. *What will I do if my plan fails?*

How to support your child: The first question is really important as it allows your child to become aware of their circle of support. Discuss the value of talking about problems to get help instead of bottling things up. The last question is also vital, in that it allows the children to think of the possibility of failure, and learn that this is a completely normal part of the problem-solving process. You can discuss examples of people you admire who did not succeed first time. Children can be encouraged to think of failure as feedback and use it to decide what to do differently next time.

Lesson 5: Helpful Thinking Helmet



In this lesson, children are introduced to the concept of **Automatic Negative Thoughts - A.N.T.s**. They are encouraged to observe their thoughts and realise that their thoughts are often inaccurate - this is especially true of **Automatic Negative Thoughts**. By accepting and acting on **A.N.T.s**, a spiral of negative thoughts and feelings can begin. The **Helpful Thinking Helmet** encourages children to challenge their **A.N.T.s** by asking three questions: 1. *Is this thought true? (Can I be sure it is true?)* 2. *Is this thought helpful? (Is accepting this thought going to help me solve the problem or feel better?)* 3. *Is this thought kind? (kind to myself and/or others?)*. If the answer is no to **some** or **all** of these questions, the child is encouraged to replace the thought with a more accurate and helpful one. They are not simply swapping a negative for a positive thought - that may be unrealistic. Instead, the child is encouraged to be more accurate, e.g. instead of replacing 'I can't' with 'I can', try replacing it with 'I can try'.

How to support your child: Help your child to become aware of his/ her **A.N.T.s**. Encourage them to ask themselves the three questions before they accept a negative thought. It is crucial for children to develop this skill at an early age, as research shows that patterns of pessimistic thought can become very well developed and hard to change by the time they become teenagers.

Lesson 6: Key of Character Strength



Identifying and using individual **Character Strengths** is one of the major pillars of Positive Psychology. Twenty four character strengths have been identified. These are listed in your child's Pupil Book.

Identifying and developing individual character strengths has been linked to positive outcomes, such as thriving and healthy development. In this lesson, children are introduced to all of the **Character Strengths**, and they think about their own top five strengths. They are then encouraged to use their **Key of Character Strength** to unlock and use their character strengths whenever they may need them.

How to support your child: For homework this week, help your child to identify and record their own top five strengths. This can provide an immediate boost to their self-esteem, as they can now be encouraged to think of their strengths as opposed to their weaknesses or difficulties. You can encourage your child to draw on and use their strengths frequently, and reinforce the idea that the more they use them, the stronger they become. An online survey is available to measure these strengths in 10-17 year old children - the VIA Youth Survey (www.viacharacter.org). An adult survey is also available online at VIA Character. You may wish to try this to identify your own top strengths. If your child is 10 or over they may like to take the online test; please do this after you have allowed your child to discuss and identify their own strengths - it may be interesting to compare the results!



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Lessons 7-8-9: Mindfulness Switch



These lessons introduce children to the powerful concept of mindfulness. Mindfulness can be thought of as a particular form of meditation. It can be defined as '**Mindfulness means paying attention in a particular way - on purpose, in the present moment, and non-judgementally**' (Jon Kabat-Zinn).

Research shows that regular mindfulness practice brings many benefits, including: Greater life satisfaction, Higher levels of emotional regulation, Higher self-esteem, Longer and healthier life: Decreased anxiety, depression and irritability.

The tool we use to teach children about mindfulness is the **Mindfulness Switch**. As this is a complex and vital skill, it is spread over three lessons. The first two lessons explain the concept of mindfulness to the children through use of imagery - they learn that there are two levels of the mind:

'Bee Level' is used to describe the active, busy level of the mind, which is concerned with thinking and planning.

'Flower Level' is used to describe the 'being' level of the mind which mindfulness is associated with - this level of the mind is described as sensing, non-judging, accepting etc. Children learn that at 'Flower Level' our attention is always in the here and now.

The third lesson on Mindfulness introduces the **Mindfulness Switch Tool of Resilience**. This tool shows children how to switch from 'Bee Level' to 'Flower Level' by concentrating on their breathing and connecting to their bodies. The script for this activity is included in the children's Pupil Book.

How to support your child: Discuss the differences between the two levels of the mind with your child. Follow the script in your child's Pupil Book daily to allow your child to practise short, simple mindfulness sessions. As well as giving time daily for **formal** mindfulness practice, mindfulness can be **informally** used throughout the day. This means bringing our attention to what we are doing in the present.

New research on stress: As part of the **Mindfulness Switch** lessons, the children learn that there are good aspects of stress. This is in line with new research which suggests that a certain amount of stress is completely normal and an inevitable part of everyday life. We can interpret stress as feedback, linked to our values, goals and what we care most about. Stress can be seen as an energising force which we should not try to completely avoid, or interpret as a problem.

Lesson 10: N.A.B.B. (Name, Accept, Breathe, Body)

N.A.B.B. is not a **Tool of Resilience**; it is a self-calming technique designed to help children calm down when they are overwhelmed by a strong emotion (amygdala hijack). The letters stand for **Name, Accept, Breathe, Body**.

How to support your child: Discuss what your child has learned about an amygdala hijack. Encourage them to use the **N.A.B.B.** strategy when they need to. If they are overwhelmed, they may need time to go through this technique before they are able to choose an appropriate **Tool of Resilience**. Now that your child is familiar with all the tools you can encourage them to use their tools in everyday situations. It is important to note that these tools are designed to help children to cope with ordinary disappointments and setbacks, not major traumas or challenges. It's also important to give children time and space to feel, name and accept their difficult emotions, before they are encouraged to use an appropriate tool to gently move on, and not become stuck in that feeling for an inappropriate amount of time.

The goal is to equip your child with resilience skills and strategies which they can use now and throughout their lives.

More information on the **Weaving Well-Being** programme can be found at www.otb.ie/weaving-well-being.



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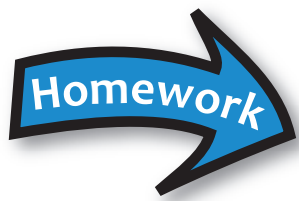


Who has particular character strengths?

In pairs, pick a character from a movie or a book, or real life person, who shows a particular character strength. Make sure you can talk about the reasons why you picked them!

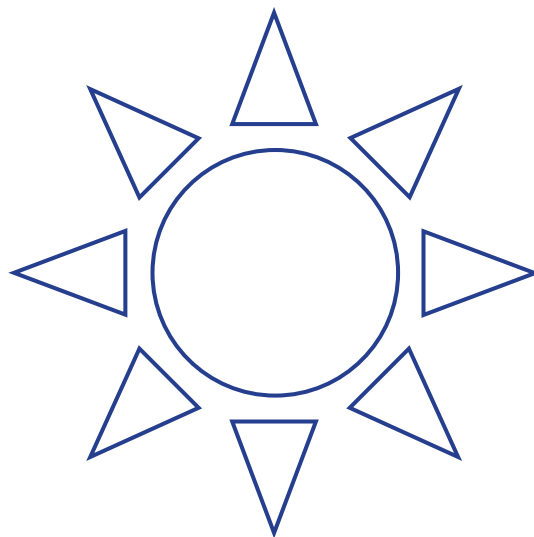
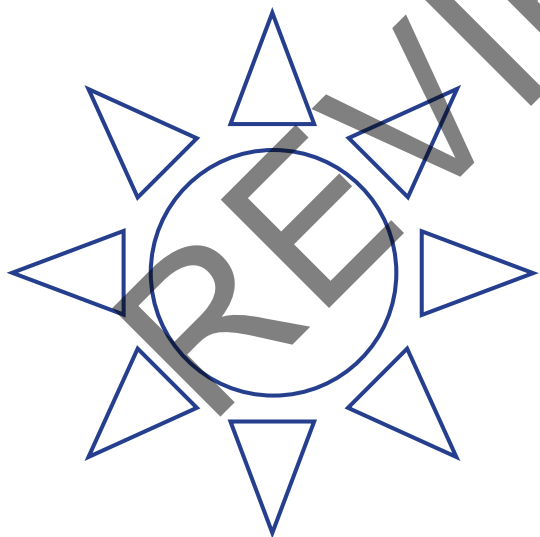
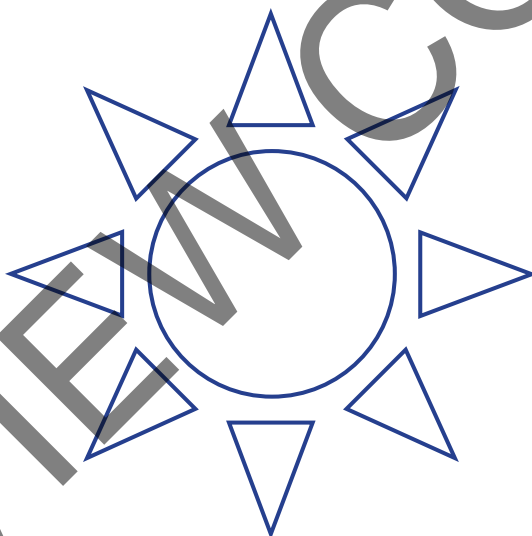
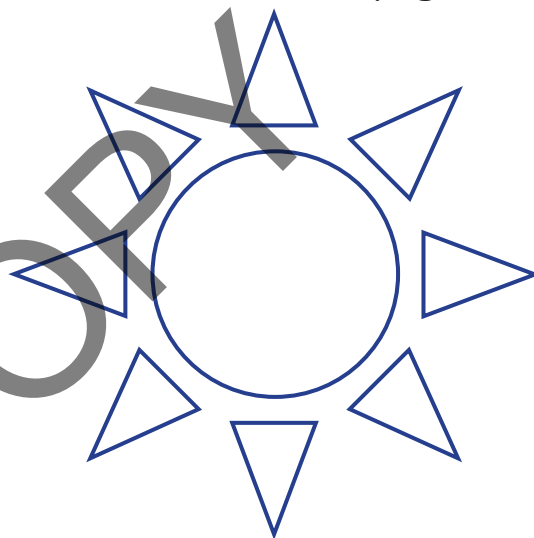
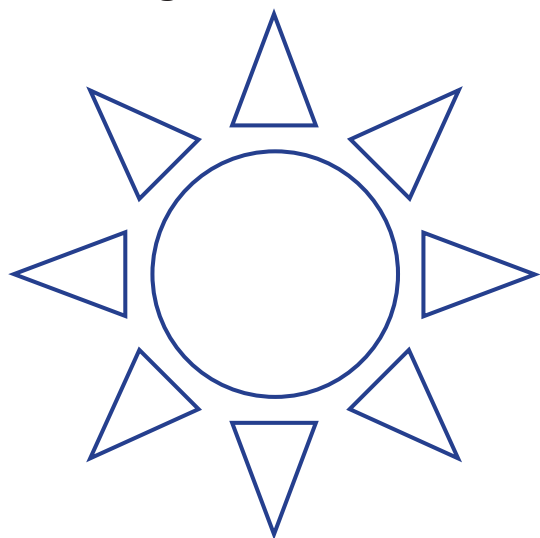
Character Chosen:	Strength:

Now draw one of your characters doing something which displays their strength:



Lesson 6 Homework:

Think about all of the 24 Character Strengths.
Talk to your family, and pick your top 5 Character Strengths. Write them in the spaces below; then decorate the page.



Parental Signature/Comment:



Lesson 7

Tool 6- Mindfulness Switch Part 1



Our Mindfulness Switch reminds us to switch off our busy minds for a while every day to give our minds a chance to feel calm and peaceful. Let's learn a little about our minds first before we learn about this tool. We will learn about a busy level of our mind which we can call **Bee Level**.

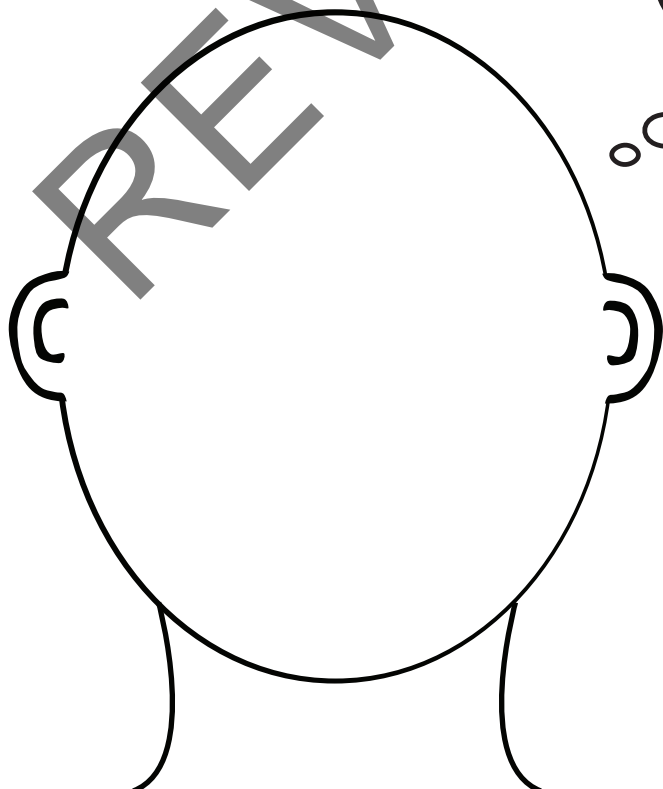
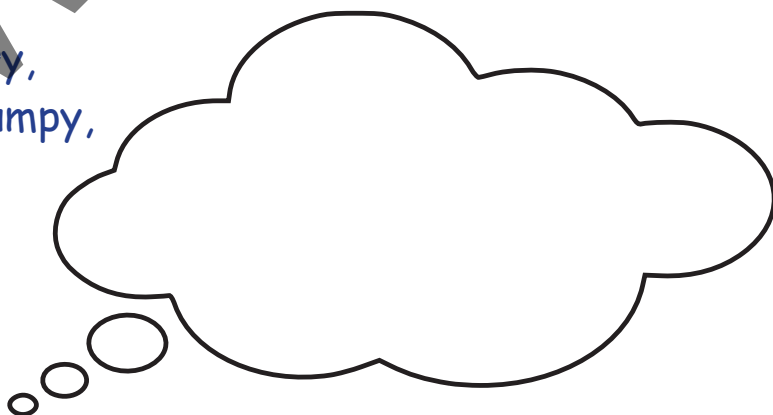


Activity 7

Your Busy Mind

Close your eyes for a few moments, and become aware of all of your thoughts and feelings. What or who are you thinking about? Are you remembering something? Planning something? Looking forward to something? How are your thoughts making you **feel**?

Happy, proud, worried, sad, angry, upset, calm, excited, cranky, grumpy, confident, caring, contented...?



Now draw pictures of some of your thoughts and feelings. Don't forget to draw your face (and hair!) under the thought bubble!



Words related to Bee Level

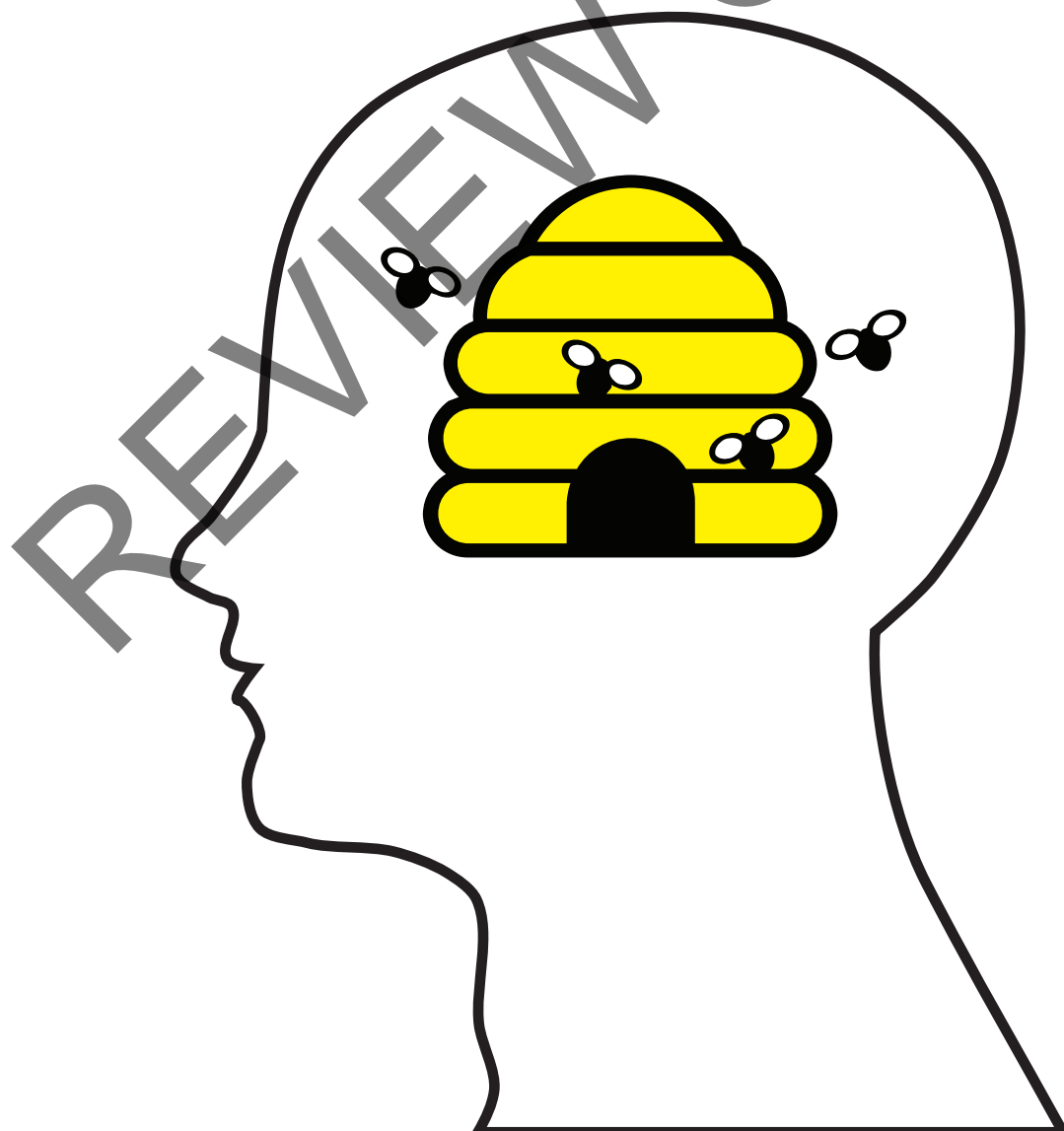
Remember how busy our minds are at Bee Level?
They are

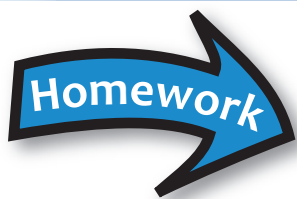
*thinking..... planning.... worrying.....
deciding..... judging.....self-talking...*

They are also usually in the PAST or the FUTURE.

Write lots of words to do with Bee Level in the hive below.

Use different colours and styles of writing. Then draw lots of bees around it!





Lesson 7 Homework:

Remember at **Bee Level**,
our minds are often
thinking about things in

**The
Past or
The
Future**

For example, we might be upset about something that **happened** yesterday, or something that **might happen** later.

Pause and Think:

Think about something which you were worrying about from the past (already happened) or the future (hasn't happened).

Draw and write about it here:

Parental Signature/Comment:



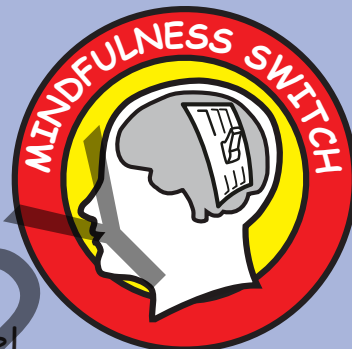
Lesson 8

Mindfulness Switch Part 2



It's time to learn more about our minds before we learn about our Mindfulness Switch. We will learn about another level of our minds today - Flower Level.

At Flower Level our minds can be in the present moment, aware of what is happening right now. At Flower Level we can get a break from our busy Bee Level.



Activity 1

Let's remind ourselves about Flower Level of our minds.

Decorate this head with words and pictures to do with Flower Level

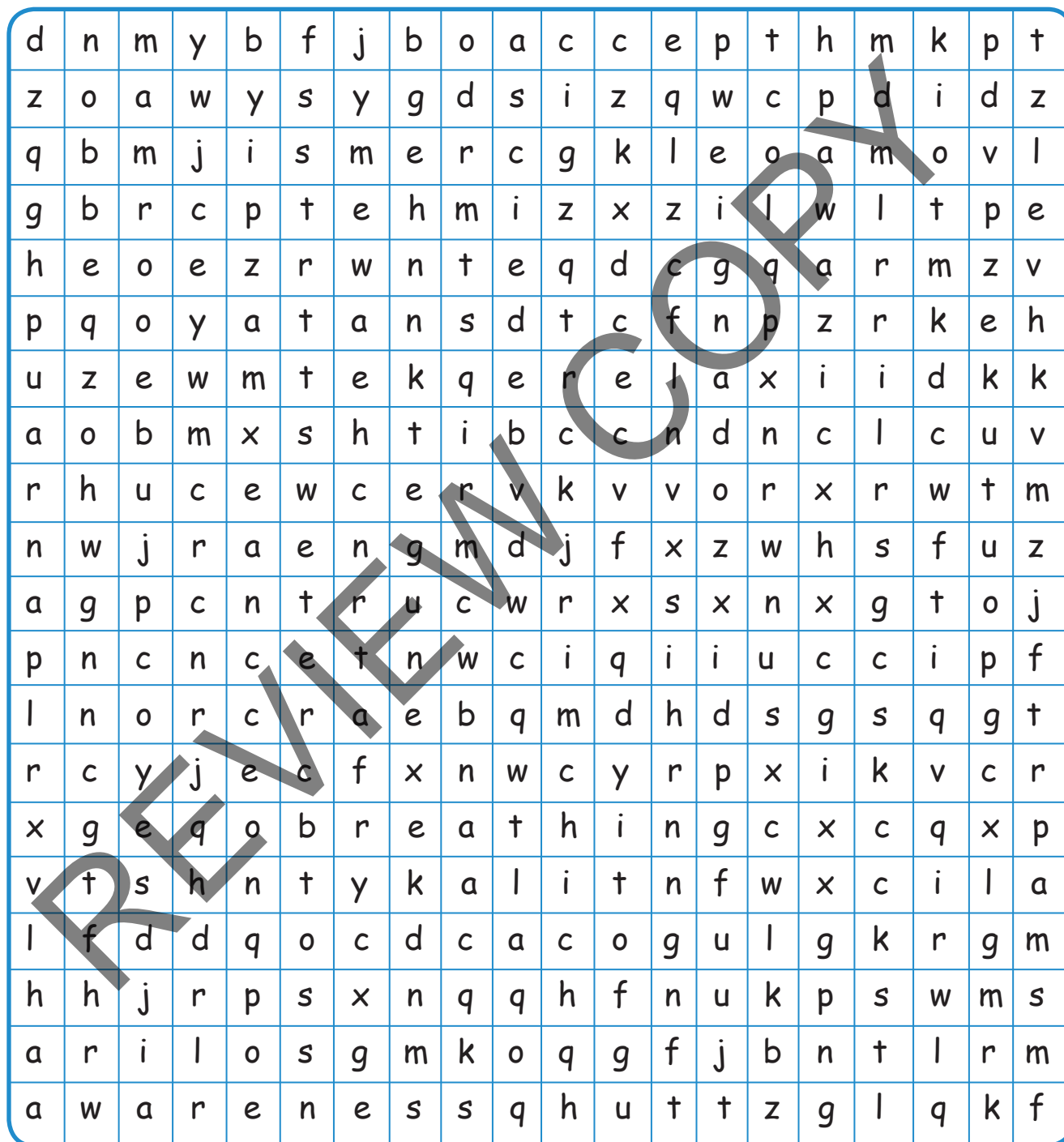
Let's see what happens at **Flower Level**:

- We get a break from our busy thoughts...
- We use our senses to sense and connect what is happening inside our bodies and around us...
- We keep our attention in the present moment, not the past or the future...
- We accept ourselves, and life, just as they are at this moment...





Flower Level Wordsearch



breathe

sense

connect

present

accept

now

calm

relax

attention

awareness

breathing



Lesson 9

Mindfulness Switch Part 3



Another name for when our attention is at the **Flower Level** of our minds is Mindfulness.

Our Mindfulness Switch reminds us to switch our attention to **Flower Level** so that we can get a break from everyday stresses and worries of **Bee Level**.



Activity 7

Benefits of Mindfulness

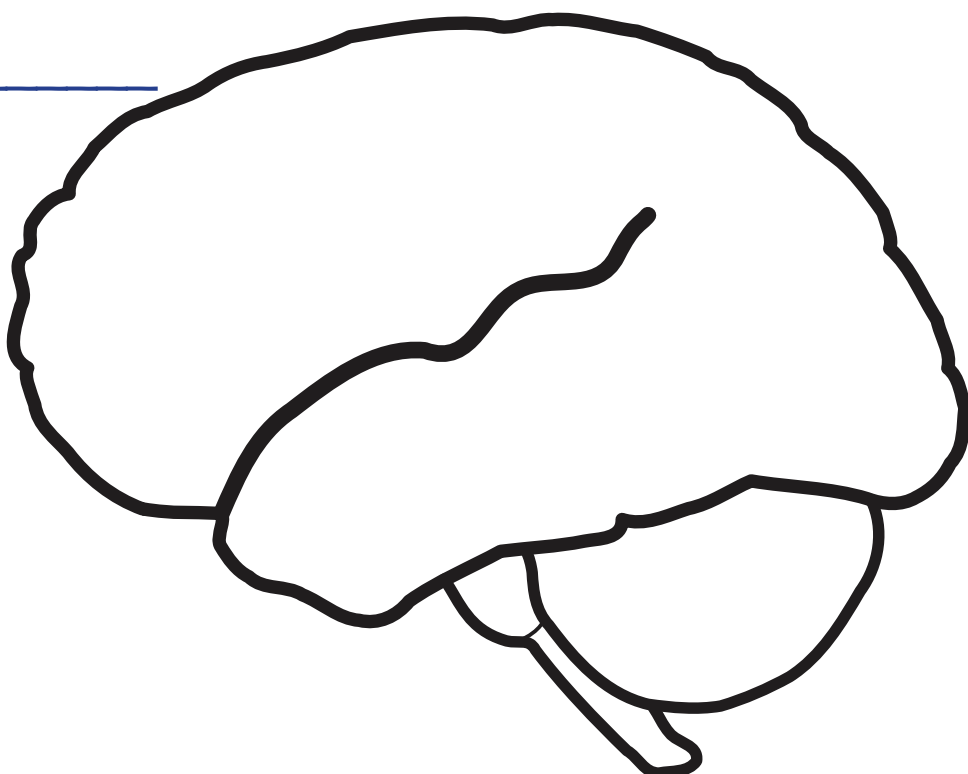
Scientists have studied people's brains and discovered that practising mindfulness can help us in lots of ways.

Here are three ways. Number them from 1 - 3, based on your opinion of how important and helpful they are.

Feeling happier about your life _____

Gaining more control over your emotions _____

Being healthier _____



Decorate this brain with pictures and patterns to do with mindfulness.



Flower Level

How did it feel when your attention was at Flower Level?

Was it hard to keep your attention there?

Were you able to bring your attention back to Flower Level? What did you do?

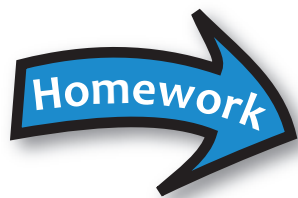
Write the four words which you can say to yourself to use your Mindfulness Switch and bring your attention to Flower Level:

B _____

S _____

C _____

A _____



Lesson 9 Homework:

Mindfulness Script

Ask someone at home to read out the Mindfulness Script each day this week so that you get a chance to practise Mindfulness.

Mindfulness Script:

Let's get ready now to do our Mindfulness Practice. We sit up straight, hands resting and eyes closed to begin with. We have learned to think of mindfulness as bringing our attention and awareness away from the busy thinking and doing level of our mind, which we can call Bee Level, up to the sensing and accepting level of our mind, which we can call Flower Level. We will move our attention to Flower Level in four steps.

We can think of our attention as a cursor on a computer screen. We can be aware of what level it is at. We can remember that Bee Level is like a magnet, pulling our attention back to it. If that happens we can just notice, smile to ourselves and begin to move our attention again.

So let's start by checking in with our minds at Bee level. How busy is your mind right now? Become aware of your thoughts. Do you have some automatic negative thoughts, or ANTs? Just observe them now. Become aware of any feelings which you may have as a result of these thoughts. Just observe with gentleness and curiosity.

Now it's time to start to move your attention up to Flower Level. Our breath is the bridge which brings our attention to Flower Level. So step one is tuning into our breath. Focus on your breathing for the next few breaths. Don't try to change it, just bring your attention to it. We can imagine ourselves breathing in each colour of the rainbow. So now, breathe in....red, orange, yellow, green, blue, indigo, violet..



Weaving Well-Being

THE MORE YOU WEAVE... THE BETTER YOU FEEL!



It's time for the next step of Flower Level, it's time to SENSE. Tune into your senses now. What can you hear? Focus on any sounds, near and far. Tune into the music which is playing. Now sense the chair supporting your body. What else can you sense?

Now it is time for the next step of Flower Level. It's time to connect. Let's connect first to our bodies. Let's connect to our feet. Bring your attention now to your feet. Now to your legs....now up through your body to your tummy....now right into your chest. Connect to your heart now...can you feel it beating? Now up to your neck, your face, your scalp. Connect to your whole body now for a moment. Imagine your breath going right down into your feet. Stay connected for a moment. Now connect to the earth beneath your feet. Feel yourself connected to the earth and to everybody else on the earth. Connect to the present moment, to what is happening now.

Now it's time to bring the feeling and power of kindness to Flower Level. This is step four. We do this by accepting. Let's send ourselves lots of kindness by accepting ourselves. Say to yourself 'I accept myself. I accept all the great and amazing parts of myself. I accept all the not- so- great parts of myself too. I'm not perfect, and that's ok. Nobody is perfect'.

Imagine yourself now in a bright bubble of kindness, accepting all parts of yourself. Now expand this bubble of kindness to include the whole class, the whole countrythe whole world... try to keep your feeling of kindness as you go through the day.

Try to keep your attention at Flower Level now for a little longer. Sense and connect fully to the present moment. If your attention slips to Bee Level, use your breath to cross back into Flower Level. Remember the four steps...breathe, sense, connect, accept.

(Pause for 1 or 2 minutes)

Now it is time to bring our attention back to Bee Level. Take a couple of moments to do this and open your eyes when you are ready.



Lesson 10

N.A.B.B. (Name, Accept, Breathe, Body.)



If we have an amygdala hijack, our brains can't choose a Tool of Resilience. We can use **N.A.B.B.** to stop an amygdala hijack. This gives us a chance to choose what to do instead of having a fight or flight reaction. When you start to feel overwhelmed by a strong emotion, remember these two steps:

1. Use N.A.B.B. to help to calm yourself.
2. Choose a Tool of Resilience which would be helpful.

Activity 7

Show where the **amygdala** and the **prefrontal cortex** are on this diagram:

What is the job of the amygdala?

What is the job of the prefrontal cortex?

What is an 'amygdala hijack'?



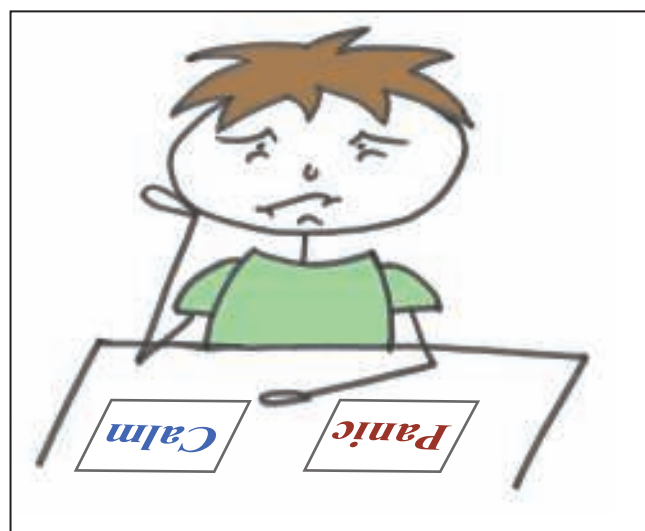


Tell about a time when you experienced an 'amygdala hijack'.

Handwriting practice area with ten horizontal blue lines. A large diagonal watermark reading 'REVIEW COPY' is overlaid across the page.

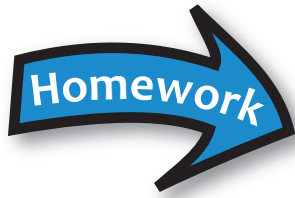
What does **N.A.B.B.** stand for?

- N:** _____
- A:** _____
- B:** _____
- B:** _____



Now that you have learned about **N.A.B.B.** and your six Tools of Resilience, it is up to you to choose one whenever you need to.

Good luck!



Lesson 10 Homework:

Try to use N.A.B.B. this week to prevent an amygdala hijack. Illustrate and write about your experience here.

Parental Signature/Comment:



Well-Being Self-Assessment Check-Up

These Weaving Well-Being lessons have been designed to help you to notice and improve your well-being. Your teacher may ask you to fill it in from time to time to help you keep track of your own well-being. If you need help in a certain area, think of ways to improve on it and see if they work. Don't forget to ask your parents, friends and family for help, support and advice! Enjoy weaving your well-being!



= I'm doing well in this area



= I'm doing okay, room for improvement



= I am not doing well and may need support or help in this area

Well-Being Signs	Date	Date	Date	Date	Date	Date	Date
I feel like I have plenty of energy to do the things I want or need to do.							
I feel like I get along with others most of the time.							
I know and use my strengths often.							
I regularly feel grateful for many things in my life.							
I feel that I have ways to cope with disappointments and problems.							
I often feel proud of myself for doing my best.							
I often help others.							
I can accept that I am ok just as I am.							



Notes:

You can write any extra notes you need on this page.



www.otb.ie/weaving-well-being

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