

An illustration of two people in a wooden boat on a pond. The person in the foreground is a young woman with long dark hair, wearing a red shirt and a yellow skirt, sitting and looking at a book. The person in the background is wearing a red shirt and blue shorts, leaning over the side of the boat. The pond is filled with large green lily pads, a pink lotus flower, and a red and white koi fish. There are also some red berries on a branch hanging over the boat. The text "RESILIENCE JOURNAL FOR ADOLESCENTS" is written in large white letters across the top of the illustration.

RESILIENCE JOURNAL FOR ADOLESCENTS



RESILIENCE JOURNAL FOR ADOLESCENTS

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Council of Europe

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RESILIENCE JOURNAL FOR ADOLESCENTS

RESILIENCE is the ability to recover from difficult situations and challenges. It involves trying new things, recognising strengths, understanding emotions, improving communication skills, and learning to seek help when necessary. Resilience is not an innate trait; it is learned and developed over time.

THE RESILIENCE JOURNAL is more than a space for writing; it is a tool that helps adolescents understand themselves better. It guides them in developing emotional resilience, building confidence, and nurturing self-respect.

WHY IS THE RESILIENCE JOURNAL IMPORTANT?

THE RESILIENCE JOURNAL helps adolescents discover, understand, and accept themselves. It teaches them how to cope with life's challenges in a positive and constructive way. Through this process, adolescents recognise their own reactions taking place in their bodies, emotions, and thoughts, which often affect their mood and behaviour.

As they use the Journal, adolescents recognise their strengths and emotions in every step they take, in every word they write, symbol they draw, or sentence they complete. The Journal encourages self-reflection, even during moments of leisure and relaxation.

EXPOSURE TO STRESSFUL SITUATIONS

Adolescents often face a range of stressful situations, including challenges at school, pressure to meet commitments, or even violence from peers or adults (such as hitting, pushing, hair-pulling, shouting, mocking, teasing, name-calling, and cyberbullying). In addition, they may experience the loss of their home, loved ones, or friends, as well as the difficulties of adjusting to new environments and habits. Refugee adolescents face additional stresses. Many have already endured these challenges in their home countries, during migration, and while traveling through different countries before reaching a place of safety. Even upon arrival, the process of adapting to a new country can be overwhelming.

¹ The United Nations (UN) do not use a universal definition of adolescents that refers to a specific fixed age of a child. The UN use commonly accepted indications that connect adolescents to phases in child development. In this Journal adolescents are children between 12 and 18 years of age.

ADOLESCENTS MAY DEVELOP EMOTIONAL STATES SUCH AS:

Isolation *"without company or play"*; Loss *"losing parents' smiles and hugs, losing a safe home and friends"*; Withdrawal *"avoiding conversations and socialising with peers"*; Concern *"constant changes in the environment"*; Fear *"unpredictable situations"*; Tension *"misunderstandings in relationships"*; and many other states as they go through different stressful situations. Adolescents can learn to successfully cope with these states because they recognise what matters to them, which is:

STRENGTHS AND NEEDS

In the Journal, the word *"strength"* refers to inner traits that we carry within us. It is not physical strength, but rather the ability to try, learn, or understand something new. Strengths come from supportive thoughts, values, and ideas learned from people we trust - parents, grandparents, teachers, or other loved ones - whom we can rely on in difficult times.

Resources refer to positive factors that help adolescents improve their strategies for managing stressful situations. These resources can be internal or external, and it is important for adolescents to recognise and reflect on them.

Internal resources refer to personal strengths, such as confidence (*a sense of safety, faith in oneself, in one's success, traits, and values*) and self-respect (*"I believe in myself. I have the strength to succeed. I can complete my school duties."*). This, of course, is not an exhaustive list, as each adolescent recognises the unique strengths they possess.

External resources include things, people, social networks available outside the adolescent and they represent strengths, such as family, school, friends, peers, pets, social surroundings and more.

EMOTIONS, REACTIONS AND STRESSFUL SITUATIONS

Emotions speak about different situations that affect adolescents. The body becomes a safe space for emotions. This is why the body, emotions, and thoughts play an important role in the life of adolescents, revealing feelings like happiness, sadness, calm, excitement, anxiety, anger, concern, contentment, love and many other emotional states. Various life situations trigger these emotions. Therefore, emotions are crucial in the life of every adolescent. They send signals that need to be recognised and accepted, helping to develop strategies for managing them.

COMMUNICATION AND COMMUNICATION SKILLS

Communication is a vital skill that is developed throughout life. Connections between people are established through communication. It is important because it makes everyday life easier, contributes to better understanding, respect, and civility. For communication to be effective, it is essential to understand both verbal and non-verbal communication and how they align. When verbal and non-verbal cues conflict, it can confuse adolescents and send mixed messages. It is also important to develop strong active listening skills and use “I” messages instead of “You” messages.

ADOLESCENTS KNOW WHO CAN HELP

Adolescents need to recognise their strengths and believe in their ability to cope with various emotional states. However, it is important to understand that seeking support from others does not make them any less capable or worthy. When feeling sad, anxious, or scared, it is okay to ask for help.

Support is always available - it just needs to be recognised and used. Adolescents should feel empowered to seek help from trusted people nearby when needed. The Resilience Journal provides adolescents with the opportunity to build their resilience, recognise their growth after stressful situations, and move forward with confidence into the future.

HOW TO USE THE RESILIENCE JOURNAL?

- Teachers, psychologists, and trusted adults who understand stress and trauma should introduce the importance of the Resilience Journal to adolescents.
- The methodology of the Journal acknowledges that every adolescent is unique. Each individual can respond to the same questions, instructions, and tasks in their own way, recognising their personal reactions and strengths and seeking solutions that work for them. The Journal uses language and symbols that resonate with each adolescent.
- Adolescents should use their Journal at least once or twice a week, or more depending on their needs, motivation, and readiness.
- Dedicated time should be set aside for conversations with adolescents about their achievements and progress while using the Resilience Journal, to encourage and congratulate them.

GOOD LUCK

Dear friend,

As you are growing up you are going through different phases of development that carry with them certain traits and challenges. While these may seem difficult and demanding, you certainly have the strength to handle them. Do not worry if you experience various moods and emotions, such as: sadness, loss of safety, withdrawal, concern, fear, tension, low motivation, loss of interest in activities, lack of acceptance of yourself or your environment.

Your numerous strengths help you become stronger and more resilient, to accept that you are not alone, that your peers experience similar situations and that there is always a way out.

Resilience helps you recognise and develop new knowledge, skills, and capabilities:

- **Adjustment** to changes and unpredictable circumstances *"This environment is unknown to me, but I will get to know it."*
- **Confidence and self-respect** to find solutions more easily in certain situations and states *"I believe in myself, I can, will, and want to do this."*
- **Recognising and regulating one's own emotions** in a positive and healthy way *"Do not bring harm or pain onto self or others and show emotion."*
- **Building healthy relationships** with peers, seeking, and offering support *"I need support, I will think about who could help me."*
- **Coping with stressful and traumatic situations** *"I have the strength, energy and capability and I can control stress."*
- **Setting realistic goals** that serve as one's own motivation for success *"I will succeed, I am taking the first step towards my goal."*

The Resilience Journal is a tool for you to discover, understand and accept yourself and to learn to cope with challenges in life in a positive and effective way.

It helps you develop confidence, self-respect, recognise your strengths, emotions, practice communication skills and identify who can help you when you cannot go on alone, step by step.

Dedicate time to using the Journal once or twice a week, or more depending on your needs and motivation.

Speak to your teachers, psychologists, and other trusted individuals when you have dilemmas, questions, confusion, as well as to share your progress when you recognise it.

MY RESILIENCE JOURNAL

Personalisation of the Resilience Journal



My name or nickname: _____

My school year: _____

My hobbies: _____

The place I love: _____

The symbol that describes me (draw the symbol): _____

STRENGTHS AND NEEDS



Every person has their own strengths and abilities, which need to be recognised, developed, and used. By doing this, you build your resilience, and both your internal and external resources help you cope with life's challenges. Resources highlight the strengths and abilities within you and those around you, making it easier to navigate difficult situations. Sometimes, recognising your strengths takes time and effort because we often focus more on our weaknesses. But with reflection and practice, you will see the strengths that lie within.

In this Journal, the word *“strength”* refers to something you carry within you. It is not physical strength, but rather your capabilities to try something new, learn and understand supportive thoughts, values, or ideas that you learn from your parents, grandparents, teachers or simply from loved ones in your surroundings, whom you trust and lean on in difficult situations. As you grow, both your physical and internal strengths will continue to grow with you.

INTERNAL RESOURCES are your own strengths, such as:

Confidence

- **Feeling of safety:** *“I feel safe when I am with loved ones.”*
- **Belief in oneself:** *“I believe I can say NO loudly.” “I know how to sing.” “I know how to draw.” “I know how to play.” “I speak a foreign language.”*
- **Belief in one’s own success:** *“I will become a good basketball player.”*
- **Belief in personal traits:** *“I am smart, reliable, responsible, resourceful, and a good friend.”*

- **Belief in personal values:** *"I help my friend because I am not selfish."*

Self-respect

- **Acceptance of oneself:** *"I am smart, strong, ambitious, and worthy."*
- **Respect of oneself:** *"I have the right to say NO." "I demand my voice to be heard." "I say when someone is not honest with me."*

Different skills

- **Developing skills:** *"My skill is my ability to clearly state what I think." "My skill is to express the emotion of anger without hurting others or myself." "I recognise when I need play and fun." "I am learning to dance." "I train / play football." "I am learning foreign languages."*

This is of course not an exhaustive list of your strengths, as every human being needs to recognise the strengths they have within.

EXTERNAL RESOURCES are the strengths found in your environment, such as family, school, friends, peers, pets, and the social surroundings that support you.



SOME RESOURCES THAT REPRESENT YOUR STRENGTHS ARE:

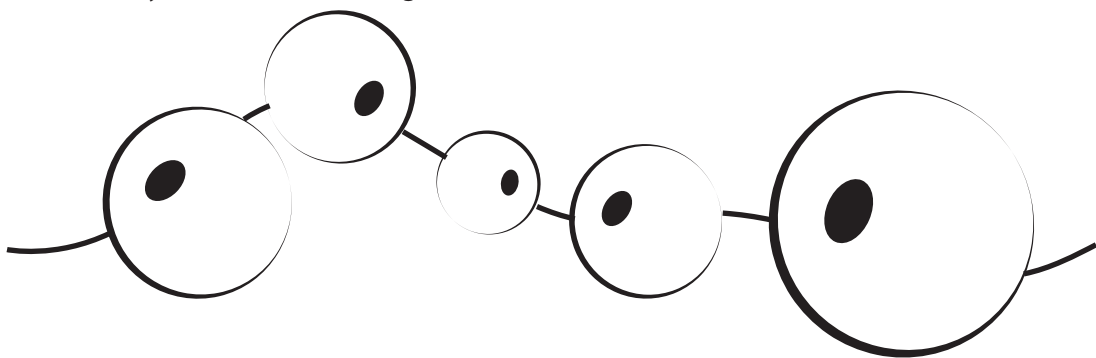
- **Supportive relationships** with parents, loved ones, and trusted individuals within the family, school, and broader environment. Support can also come from books, images, pets, and animals.
- **The sense of self-worth and pride**, along with confidence, self-reliance, and self-respect.
- **Engaging in activities** that you love and enjoy.
- **Recognising and managing emotions** in a positive and constructive way.
- **Advocating for your own needs** through effective communication with others, making it easier to seek support when needed, and showing empathy and assertiveness.

RECOGNISE YOUR OWN STRENGTHS!

In your own words, write what *“strength”* and *“sources of strength”* mean to you:

“Strength” for me means _____ and
“sources of strengths” are _____

Now that you understand what the words *“strength”* and *“sources of strengths”* mean, think about your own strengths (*what and who helps you when you have a problem, when you do not feel well, when you are sad, angry etc.*). In the table below, draw one symbol in each square to represent the people, activities, or things that help you. You can use different colours and pens but be sure to know what each symbol stands for - they represent your sources of strength.



MY SOURCES OF STRENGTH

This is a treasure chest that contains your strengths. It is here to help you and remind you of your strengths. Write down your strengths, colour them in, and adjust them as you would like.



DO NOT FORGET:

When you think you cannot go on, think about your strengths.
They are your treasure, and no one can take them away from you.

HOW AM I IMPROVING MY RESILIENCE?

ANSWER THE FOLLOWING STATEMENTS WITH YES OR NO:

- I believe I am a good person – YES or NO
- I believe in my abilities – YES or NO
- I believe it is worth trying – YES or NO
- I believe there is a solution for every situation – YES or NO
- I have strength/ability to handle difficult situations – YES or NO
- I have my parents' support – YES or NO
- I have friends who support me and believe in me – YES or NO
- I have people who understand me and are there to help – YES or NO
- I can express what I think – YES or NO
- I can show I have a problem – YES or NO
- I can ask for help when I need it – YES or NO
- I can say NO confidently and clearly – YES or NO

If your answers to the statements are YES, be proud of yourself, as you are successfully developing your resilience.
Until you respond to all answers with YES, continue developing your resilience.

EXAMPLES FOR PRACTICING AND STRENGTHENING RESILIENCE:

I BELIEVE: "I believe that I have the strength to be a good athlete."

"I believe I can overcome obstacles and achieve my goal."

I HAVE: "I have friends who support me."

I CAN: "I can say NO resoundingly."

I DESERVE: "I deserve applause for my song."

**Make your own list (I believe, I have, I can, and I deserve),
by completing the sentences below:**

I BELIEVE _____

I HAVE _____

I CAN _____

I DESERVE _____

"Optimism is a magnet for joy. If you stay positive, you will attract good things and good people."

(Mary Lou Retton)

I HAVE, I AM, I CAN AND I WILL

In this hand and fingers, write:

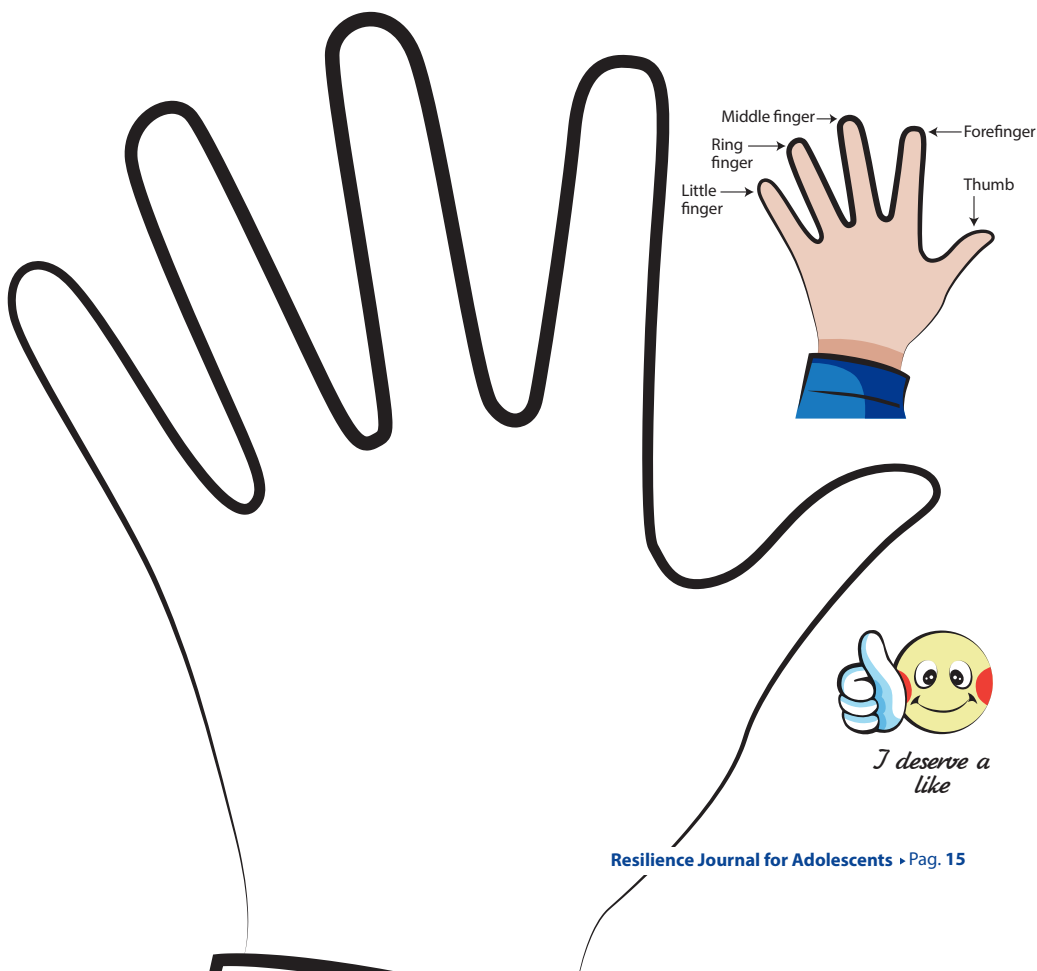
In the little finger, write **I HAVE** and list names of people you can count on for support.

In the ring finger, write **I AM** and note down what you are proud of.

In the middle finger, write **I CAN** and note down one activity you love and do regularly.

In the forefinger, write **I WILL** and note down one thing you will do to support yourself in difficult moments.

Then complete and close the hand into a fist and show your thumb.



"Always remember you are braver than you believe, stronger than you look, smarter than you think, and twice as beautiful than you've ever imagined."

(Rumi)

RECOGNISE AND WRITE DOWN YOUR NEEDS AND WHAT THEY MEAN TO YOU

WHAT DO I LOVE?	<i>Things I enjoy and have fun with:</i>	<i>Things I do to take care of myself:</i>	<i>Things that help me relax:</i>
WHAT MATTERS TO ME?	<i>Things I love to learn and do:</i>	<i>Things I do every day that make me happy:</i>	<i>Things that I feel strongly and are important to me:</i>
WHO MATTERS TO ME?	<i>Family members who matter to me:</i>	<i>Friends who matter to me:</i>	<i>Others who matter to me:</i>

OTHER THINGS THAT MATTER IN MY LIFE:

When you recognise your needs, people and things that matter in your life, plan your time and enjoy!



WHO IS IN MY HEART?

Spend a few minutes reflecting on your heart. Who do you love and who do you hold in your heart? These can include different people, pets, things or activities you love and who give you love. After you have thought about them, take a few colored pencils and find a place for each one on the heart drawing below. You can write names or draw symbols that represent them. Feel free to use different colours and decorate the heart as you wish.





Why do you love them, and how do they make you feel?

Here: *I love because he / she / it makes me feel*

Now continue ...

REMEMBER:

Love is complete when you recognise that you love yourself too.

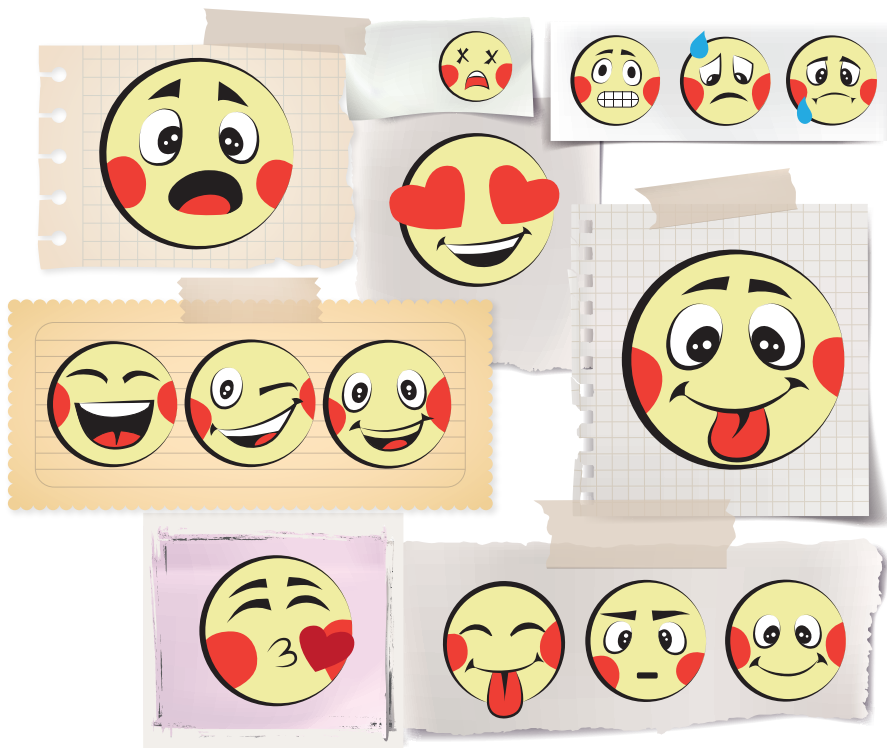
"Learn, practice, be curious and honest. Have fun and be positive. Surround yourself with good and positive friends."



EMOTIONS, REACTIONS AND STRESSFUL SITUATIONS

"Be healthy and take care of yourself, but be happy with the beautiful things that make you who you are."

(Beyoncé)



Emotions describe and express different situations that affect us. This is how the body becomes a safe space for experiencing emotions. The body, emotions, and thoughts together play an important role in your life and show when you are happy, sad, peaceful, excited, anxious, angry, worried, content, lost, in love and many more emotions and states. Different life situations activate them. Thus, emotions are important in every child's life. They send you messages about what is happening in your body, signals that enable you to recognise them and develop ways of dealing with them. This is why it is important to recognise emotions, accept them, show them, speak to others about them.



HERE ARE SOME EXAMPLES OF HOW TO THINK ABOUT YOUR EMOTION:

I am angry *"I feel anger when people do not understand me, break their promises, give me a hard time, hurt me, or call me offensive names or nicknames I dislike."* Anger is natural when you face injustice. It helps you release tension, but it is important to do so without hurting yourself or others. Develop your own strategies for controlling anger.

I am happy *"I feel happy when I travel, spend time with loved ones, get praised at school, hang out with friends, make jokes, listen to music, dance, or have fun."* Happiness gives you strength.

I am excited *"I feel excited at the graduation dance, before school competitions, sports games and tournaments, trips I am planning, before meeting a loved one, before my birthday, performance, New Year's Eve, or the beginning of summer."* Excitement brings new energy.

I am sad *"I feel sadness when I see other children suffer, when my parents are not with me, when I or my friends lose a loved one, a pet, or something that means a lot, I feel sadness when I do not have what I want ..."* Sadness takes away your strength and leaves you feeling empty.

I am scared *"I feel fear when my life is in danger, when I feel threatened, when a dog chases me, or when someone touches me in a way that makes me uncomfortable."* Fear makes you feel down.

I am worried *"I feel worried due to being separated from my parents, my parents' divorce, when I struggle in school, when there are financial issues, or when someone in my family is sick."* Worry affects your confidence and creates insecurity.

I am anxious *"I feel anxious when I do not get the grade I expected, when I say goodbye to someone I care about, when I lose a friend, or when I am in a new situation and do not know what to expect."* Anxiety creates feelings of nervousness, fear, and uncertainty.

I am in love *"I feel in love when I am with a person I love, when I read a book I enjoy, or when I visit places I love ..."* When you are in love you feel good.

I am at peace *"I feel peaceful when I am relaxing, drawing, coloring, reading, or taking a walk."* Peace gives you strength and confidence.

Every emotion is valid, but some give you strength while others may take it away. It is important to recognise them.





RECOGNISE YOUR EMOTIONS!

In the table below, identify the emotions you feel most often. In the columns “*My most frequent emotions that give me strength*” and “*My most frequent emotions that take away my strength*”, draw a symbol or describe a situation for each emotion you recognise.

- 1. First, read the adjectives and symbols for emotions that give you strength and then underline the most frequent emotions that give you strength.
- 2. Draw a symbol or describe a situation for the most frequent emotions that give you strength.
- 3. Then, read the adjectives and symbols for emotions that take away your strength and then underline the most frequent emotions that take away your strength.
- 4. Draw a symbol or describe a situation for the most frequent emotions that take away your strength.

Here is an example of how to do it:

ADJECTIVES AND SYMBOLS FOR EMOTIONS THAT GIVE US STRENGTH	ADJECTIVES AND SYMBOLS FOR EMOTIONS THAT TAKE AWAY OUR STRENGTH	MY MOST FRE- QUENT EMOTIONS THAT GIVE ME STRENGTH	MY MOST FRE- QUENT EMOTIONS THAT TAKE AWAY MY STRENGTH
<u>Grateful</u>	<i>disappointed</i>	<i>Hanging out with my friends. Playing football.</i>	
<i>Content</i>	<u>upset</u>		
<u>Excited</u>	<i>sad</i>		

Now it is your turn:

ADJECTIVES AND SYMBOLS FOR EMOTIONS THAT GIVE US STRENGTH	ADJECTIVES AND SYMBOLS FOR EMOTIONS THAT TAKE AWAY OUR STRENGTH	MY MOST FRE- QUENT EMOTIONS THAT GIVE ME STRENGTH	MY MOST FRE- QUENT EMOTIONS THAT TAKE AWAY MY STRENGTH
<i>grateful</i>	<i>disappointed</i>		
<i>content</i>	<i>upset</i>		
<i>excited</i>	<i>sad</i>		
<i>happy</i>	<i>moody</i>		
<i>cheerful</i>	<i>miserable</i>		
<i>calm</i>	<i>nervous</i>		
<i>relaxed</i>	<i>angry</i>		
<i>loved</i>	<i>scared</i>		
<i>proud</i>	<i>worried</i>		
<i>curious</i>	<i>shy</i>		
<i>safe</i>	<i>jealous</i>		
<i>confident</i>	<i>unsafe</i>		
<i>in love</i>	<i>anxious</i>		

RELAX AND ENJOY

Take any colouring pencils you like and colour in the drawing.



Recognise how calmness nurtures and protects your body



STRESS GAUGES

Stress refers to the pressure and tension that arise from various situations, such as preparing for a school exam, participating in a sports competition, transitioning to a new school, meeting new people, or learning a new language. While a small amount of stress can be beneficial, serving as motivation to achieve goals, excessive stress can negatively impact your body, mood, well-being, and relationships.

When under stress, the body is the first to react, often leading to a range of physical and emotional issues. Common stress-related problems include weight gain or loss, dizziness, sleep disturbances, sweaty palms, rapid heartbeat, breathing difficulties, anxiety, and trouble concentrating. Therefore, we must learn how to manage stress effectively by practicing resilience skills.



STRESS GAUGE

Gauge how exposed you are to stress **on a daily basis**.
Note it down on the stress gauge, where green means that you cope with stress easily, orange means that you use your strengths and capabilities, and red means that you need to come up with new ways of coping with stress.



Write down what has helped you handle a stressful situation: _____

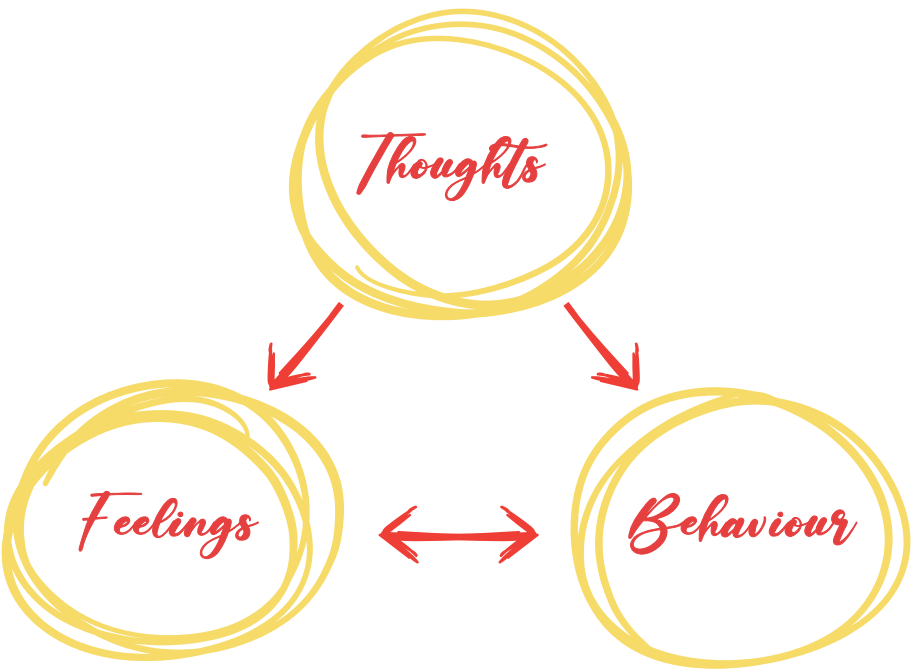
Now, think about **a difficult stressful situation in the last three months** and make an estimate on the stress gauge how it felt.



Write down what has helped you handle a stressful situation: _____

RECOGNISE THE EFFECT OF EMOTIONS, THOUGHTS AND BEHAVIOURS.

The sketch below shows the effect of emotions, thoughts, and behaviours in stressful situations.



Describe a concrete situation where your emotions affected your thoughts and behaviour.

Now write down what surprised you in that situation.



CONTROLLING OUR OWN THOUGHTS

THOUGHTS CAN BE POSITIVE OR NEGATIVE.

Negative thoughts are those that make you feel emotions that take away your strengths, such as moodiness, misery, worry, anger, jealousy and similar feelings.

Positive thoughts are those that make you feel emotions that give you strength, such as excitement, exhilaration, relief, joy, feeling loved and similar emotions.

STEPS FOR ANALYSING BURDENING NEGATIVE THOUGHTS:

1. Recognise **THOUGHTS** that burden you or take away strength.
2. **STOP THEM - TAKE TIME.**
3. **THINK** about them, give yourself time to assess whether you like them or not.
4. **CHANGE** them with thoughts that give you strength.

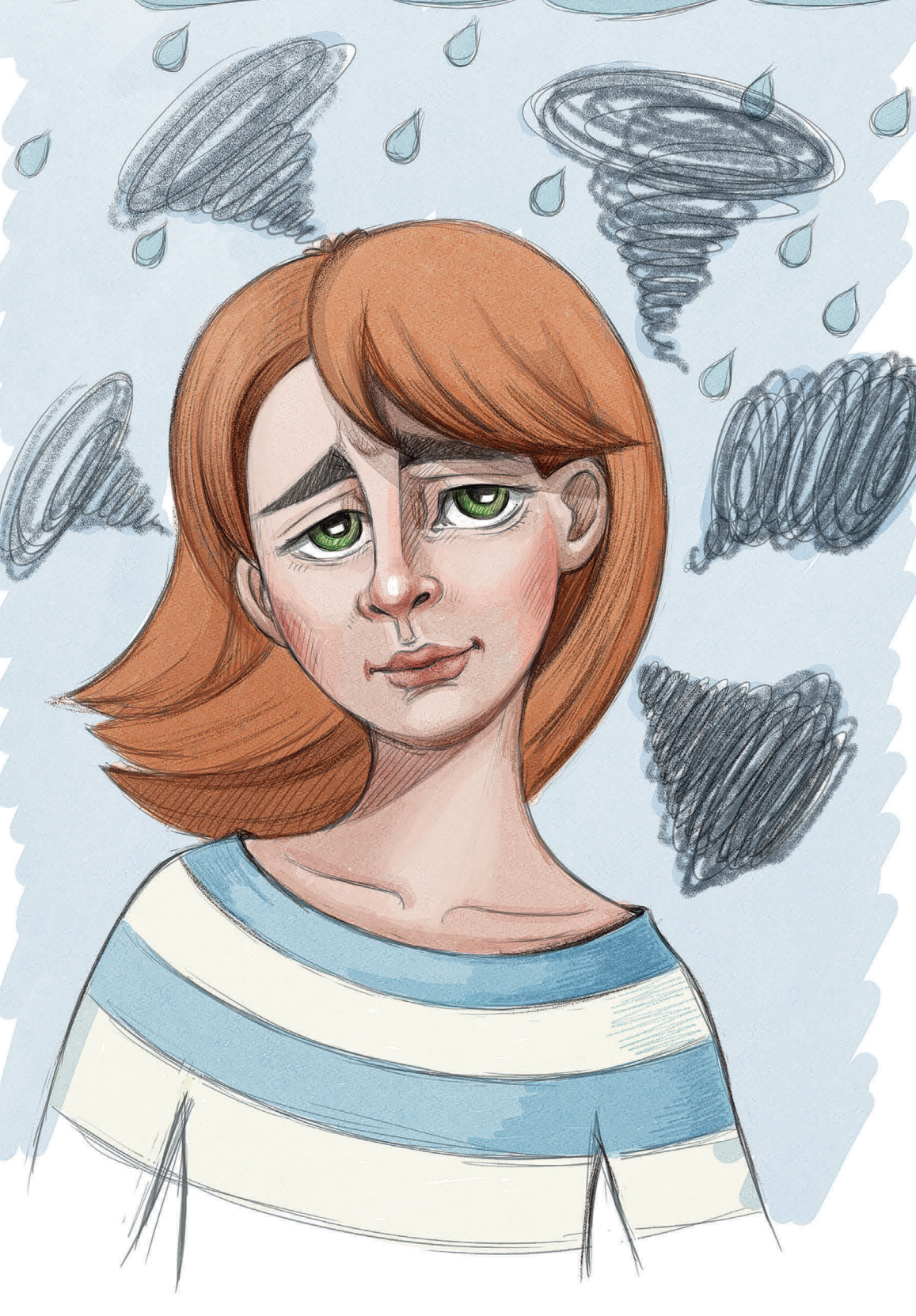
Controlling your own thoughts requires practice, just like any other skill.

Do not waste time, start now. This is how you win over negative thoughts and control stressful situations.

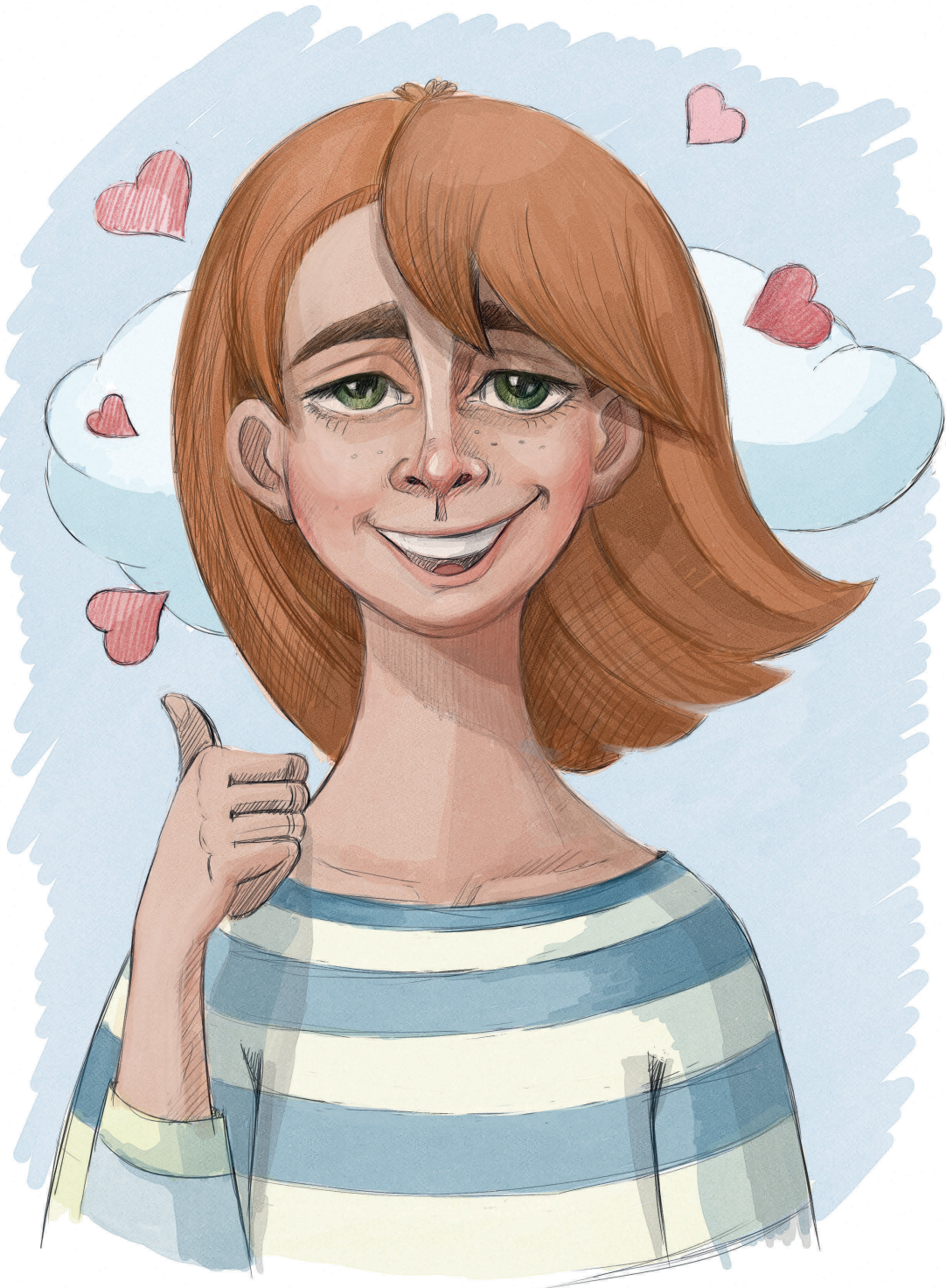
Here are some examples:

NEGATIVE THOUGHTS	POSITIVE THOUGHTS
MOODINESS: <i>"I will get a negative grade because I did not study."</i>	OPTIMISM: <i>"I will study, and even if I get a negative grade, it will be easier to fix it."</i>
JEALOUSY: <i>"The teacher likes Sanja the most, so she gives her all the top grades."</i>	LOVE: <i>"Sanja studies and gets all the top grades, and the teacher loves us all."</i>
ANGER: <i>"I hate everyone in the class because they make fun of me."</i>	CALMNESS: <i>"I love everyone in the class, even though I notice some of them make fun of me."</i>

Remember a recent situation that was stressful or difficult for you, and start with an exercise to gain more control over your thoughts and cope with stressful situations.

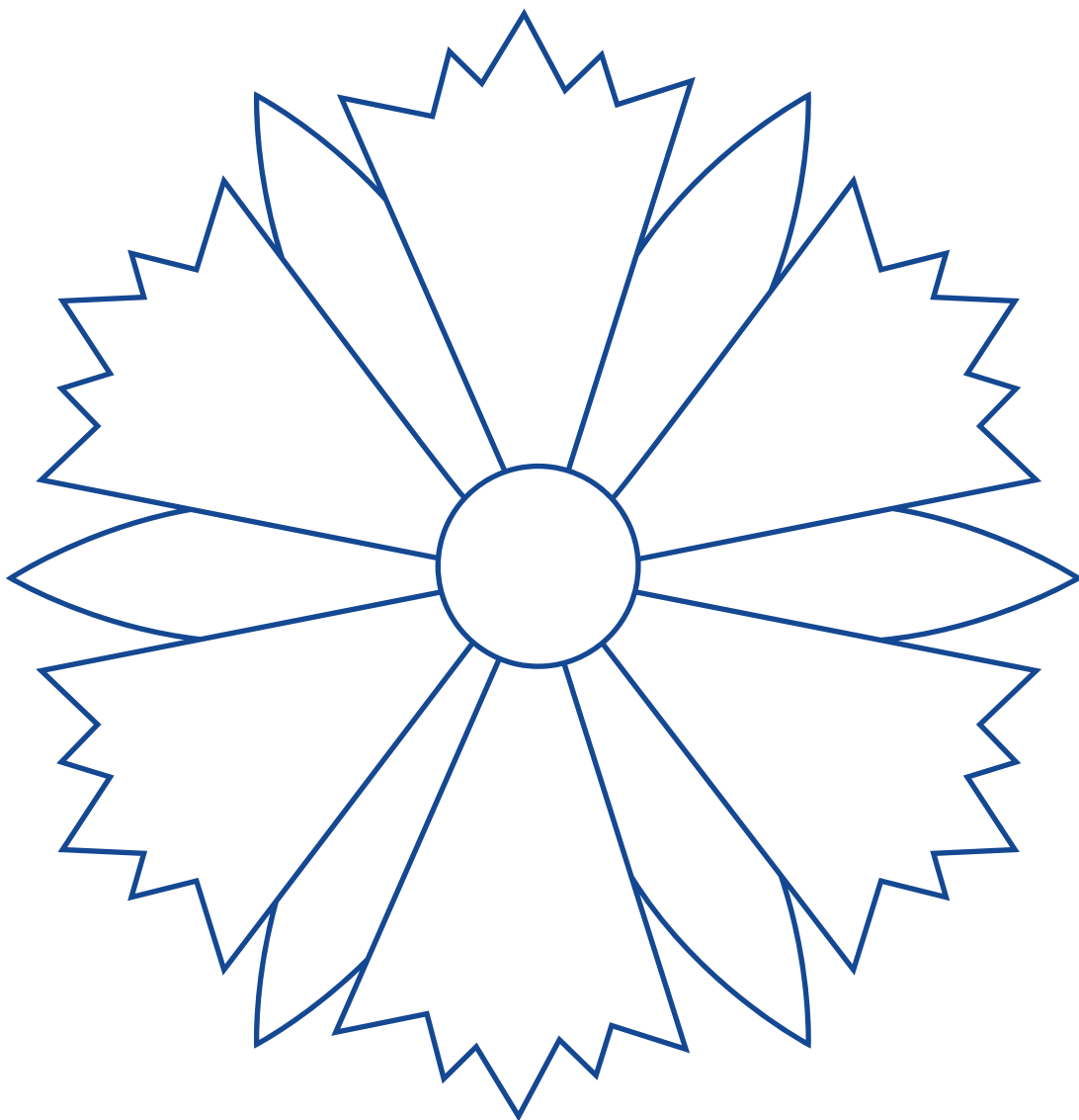


SITUATION	THOUGHTS	TAKE TIME	THINK	CHANGE
<i>What happened, when, where and with whom?</i>	<i>What negative thoughts did you have? Feelings?</i>		<i>Do you like the thoughts and emotions you have recognised?</i>	<i>Change negative thoughts into positive ones</i>



WHAT CAN I DO TO MAKE MYSELF FEEL BETTER?

Colour in the flower with your strengths. Choose different colours for each strength or write down your strengths and capabilities that you rely on in various life situations.





ESTIMATE OF MY STRENGTHS IN CONTROLLING EMOTIONS AND RECOGNISING STRATEGIES

Make your own assessment of how well you control emotions and recognise strategies. Choose an emotion, and on a scale of **1** to **5**, where **1** means **“no effect”** and 5 means **“total effect”**, rate how much that emotion affects you.



SITUATION	EMOTION	HOW MUCH DOES THE EMOTION AFFECT ME <i>(estimate 1-5)</i>	STRATEGIES I POSSESS <i>(strengths, capabilities)</i>	HOW MUCH DO MY STRENGTHS HELP ME IN THE SITUATIONS LISTED <i>(1-5)</i>
<i>I have a math test tomorrow; I have not studied enough.</i>	<i>„I am worried because I could get a failing grade.“</i>	<i>3 (medium)</i>	<ul style="list-style-type: none"> • <i>I am a good student</i> • <i>I rely on previous knowledge</i> • <i>I believe I can do this</i> • <i>I am resourceful</i> 	<ul style="list-style-type: none"> • <i>4(strong)</i> • <i>5 (total)</i> • <i>3 (medium)</i> • <i>3 (medium)</i>

Your self-assessment and dedicated time will help you recognise the strengths that lead to positive change.

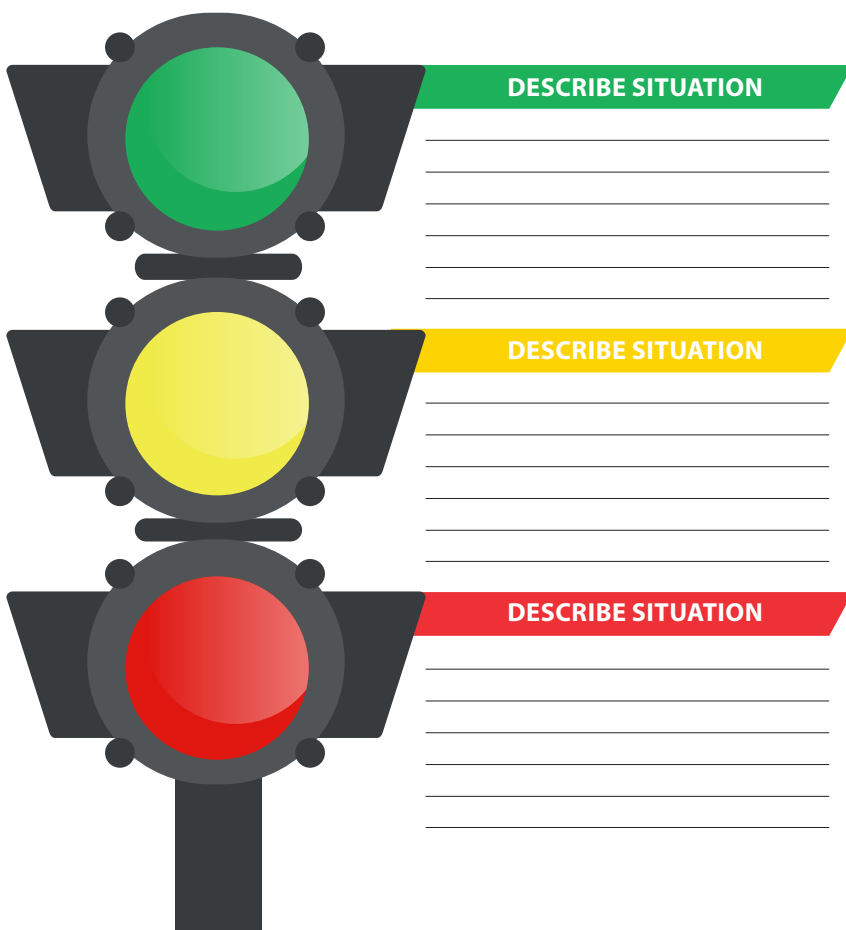
Do not strive for perfection. Recognise small steps and strengths that help you achieve happiness and contentment.

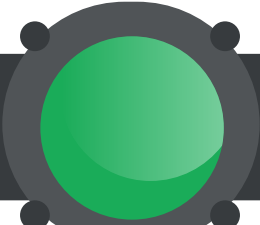
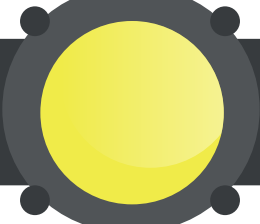
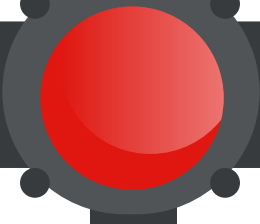
I CAN BE ANGRY, BUT I CAN ALSO CONTROL MY BEHAVIOUR!

"THE TRAFFIC LIGHT OF ANGER"

Instruction: Think about things that make you angry. Turn on the traffic light, using red (*indicating that you are very angry*), yellow (*indicating that you are moderately angry*), and green (*indicating that you are calm*).

For each colour, describe a situation that matches your level of anger.

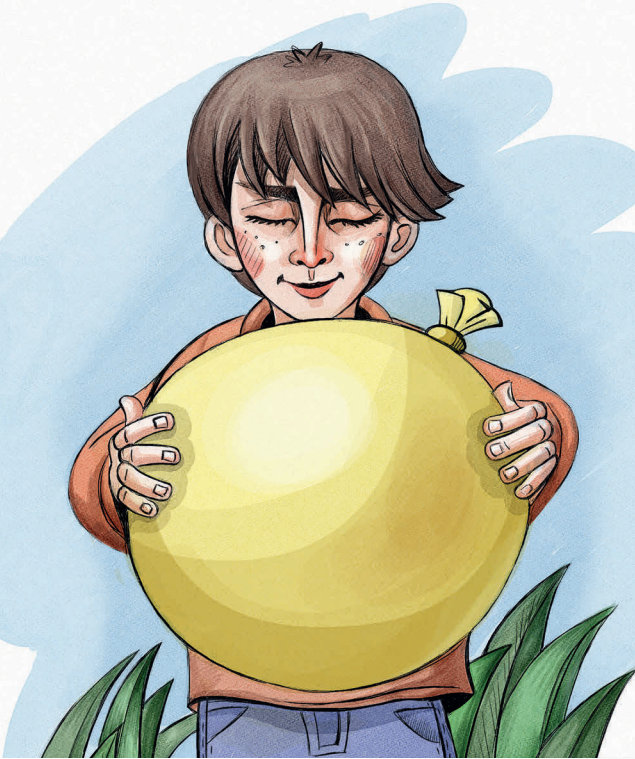


	DESCRIBE SITUATION _____ _____ _____ _____ _____
	DESCRIBE SITUATION _____ _____ _____ _____ _____
	DESCRIBE SITUATION _____ _____ _____ _____ _____

BALLOON IN THE BELLY

Instruction:

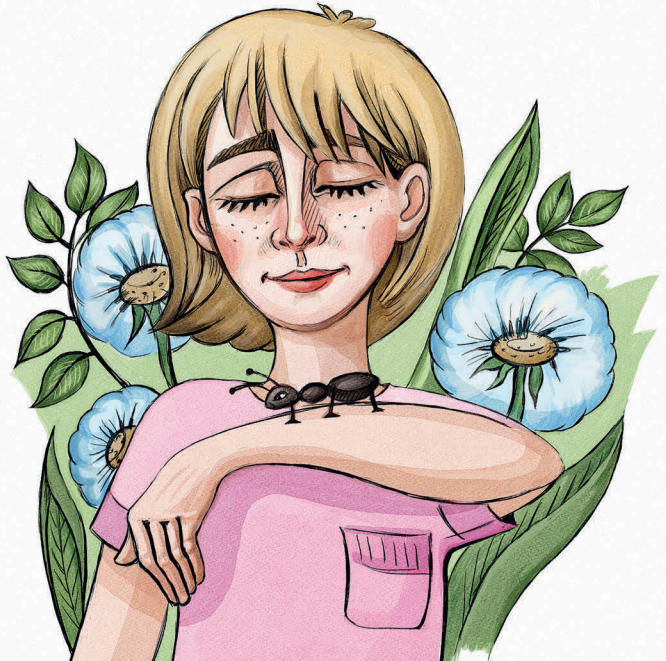
Imagine you have a balloon in your stomach that you want to inflate and then deflate. Breathe in through your nose for 5 seconds, then breathe out slowly through your mouth for 7 seconds. Follow how the balloon is inflating in your belly as you breathe in, and deflating as you breathe out.



ANTS AND BODY

Instruction:

Imagine ants walking over you. Shake them off without using your hands and free yourself of anger.



I AM ANGRY AND EXPLOSIVE, BUT I RECOGNISE WHAT CALMS ME DOWN. I HAVE MY STRATEGIES AND I CAN:

- 1.** Inflate the balloon, even if it bursts.
- 2.** Count to 10.
- 3.** Breathe in and out deeply to control your breathing.
- 4.** Walk around and breath in fresh air.
- 5.** Hug myself.
- 6.** Draw and colour.
- 7.** Listen to music.
- 8.** Read.
- 9.** Engage in physical activities, like running, jumping, or dancing.
- 10.** Take time for myself and reflect.
- 11.** Hold my favourite toy tightly.



*„It is wise to direct your anger towards problems - not people;
to focus your energies on answers - not excuses.“*

(William Arthur Ward)



MY FIVE SENSES – CALMING AND RELAXING

Slowly breathe in and breathe out to continue ...

LOOK



Look around you and try to find 5 things you can see. When you see them, say what they are out loud. This can be anything you see in the moment. For example: I see a chair, I see a table, I see a toy.

TOUCH



Focus on your body and think about 4 things you can feel on your body; identify them and say what they are out loud. For example: I feel warmth in my cheeks, I feel the chair I am sitting on.

LISTEN



Pay attention to the sounds around you. Listen to 3 sounds and say what they are out loud. For example: I hear noise from the street, I hear voices on the TV, I hear friends talking.

SMELL



Focus on the smells around you and say out loud what 2 smells you can identify. If you cannot smell them at the moment; you can say what your 2 favourite smells are.

TASTE



Say loud one thing that you can taste. This can be anything, like a chewing gum, candy, toothpaste after brushing your teeth. If you cannot taste anything in that moment, you can say what your favourite taste is.

At the end, take a deep breath through your nose, then slowly exhale through your mouth.



MOOD

Everyone experiences a bad mood sometimes, but it passes with time. Do not let yourself stay in a bad mood for too long, as it can drain your energy and exhaust you.



RECOGNISE SYMPTOMS OF LOW MOODS

Low mood is often connected to **NEGATIVE THOUGHTS**, such as “Nothing is going well” or “Being here is pointless.”

A low mood can:

- drain your strength and lead to problems with **concentration and decision-making**.
- cause a **loss of willpower, feelings of guilt, and the belief that nothing is going well**.
- **disrupt your sleep**, either making you sleep too much or reversing your day and night routine, affecting your daily activities.
- impact your **diet**, leading to either a loss of appetite or an excessive need for food.
- cause physical discomfort, such as **muscle aches or pain** in different parts of your body.

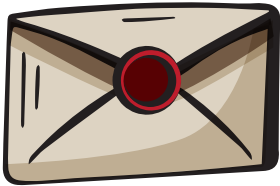


Think about what you can do when your mood is low or when you feel empty. Complete this sentence.

When my mood is low and I feel empty, I can ...

LETTER TO MYSELF

Write a letter to yourself, describing a situation that makes you sad. Do not forget to finish the letter by recognising your sadness and explaining what helps you control and overcome it.



A series of horizontal lines for writing, spanning the width of the page below the text area.

MY JOY IN MY BODY

Reflect on the emotion of joy by following the instructions below.

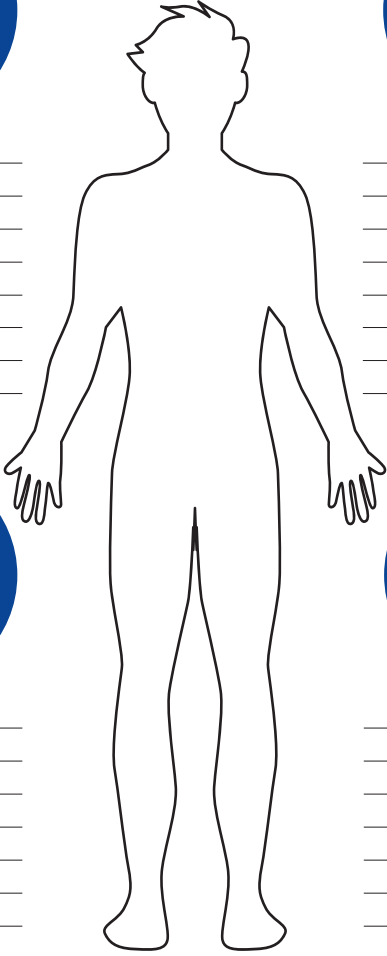
Colour:
*Where in my body
did I feel joy?*

Write:
*Why did I feel
joy?*

Write:
*How did
I behave?*

Write:
*What are the
consequences of my
behaviour when I
feel joy?*

Write:
*How can I bring
more joy into
my life?*



COMMUNICATION



WHAT IS COMMUNICATION?

Communication is a skill learned throughout life and essential for both children and adults. It is the foundation of human interaction, allowing people to establish connections. Communication involves sending and receiving messages or having conversations between two or more people.

Why is communication important?

Communication is important because it simplifies daily life, enhances relationships with both children and adults, and helps prevent conflicts.

What types of communication exist?

Verbal: Verbal communication refers to the content of what you talk about; these are the words you speak during a conversation.

Non-verbal: Non-verbal communication refers to the body movements, hand gestures, facial expressions, tone of voice, gaze, and touch. It occurs during every conversation.

What do you need for successful communication?

For quality communication, the following are important:

- The skill of active listening
- Avoiding accusatory **'You-messages'** and the use of non-accusatory **'I-messages'**

What is active listening?

Active listening is when someone carefully listens to what you are saying and acknowledges your feelings.

Situation: Conversation with a friend.

You: "Today I was at school like every day. The classes were pointless, I was bored, but I still had to be there."

Friend actively listens and responds: "I understand how you feel. School can be boring sometimes, but attending class is important. There is always something new to learn."

What does a good listener do?

- Listens carefully / actively to the speaker
- Does not interrupt
- Does not take over the conversation
- Maintains eye contact with the speaker
- Does not attack
- Smiles
- Encourages the speaker with facial expressions
- Does not mock or belittle
- Understands the speaker's feelings
- Shows the speaker that he/she has been understood by paraphrasing what was heard in his / her own words

What are 'I' and 'You' messages?

"I" messages are statements that promote understanding and connection. They help you express what you want without offending or judging the other person you are talking to.

"You" messages often lead to misunderstanding and judgment. They can escalate into arguments, attacking or criticising the other person.

REMEMBER:

Conditions for successful and quality communication with others include:

- The skill of active listening
- Using non-accusatory „I-messages“
- Consistency between verbal and non-verbal communication
- Eliminating communication “noise” or distractions



ASSOCIATION WITH THE WORD COMMUNICATION

What comes to mind when you hear the word “communication”, and what is your first association?
Write your answers here: _____

EXAMPLES OF „I“ AND „YOU“ MESSAGES	
EXAMPLES OF 'YOU' MESSAGES:	EXAMPLES OF 'I' MESSAGES:
<i>You are always late, and we always wait for you.</i>	<i>I feel disrespected when I have to wait because of delays. I would appreciate it if we could comply with our agreement.</i>
<i>You are clumsy; you always break something.</i>	<i>I feel uneasy when things get broken frequently; I value careful handling of items.</i>
<i>You never tidy up your room; you are so lazy.</i>	<i>I feel frustrated when the room is not tidy; I value a clean space.</i>
<i>You are rude; you constantly interrupt me.</i>	<i>It is uncomfortable when I cannot express myself because I am constantly interrupted.</i>
<i>You said the dumbest thing.</i>	<i>I wish you would not jump to conclusions so quickly but rather take a moment to think before you speak.</i>
<i>You never care about me. You are insensitive.</i>	<i>I feel neglected when I sense a lack of concern or understanding.</i>
<i>You broke our agreement. You betrayed me.</i>	<i>I feel disappointed because our agreement was not honoured.</i>

NOW IT IS YOUR TURN TO WRITE YOUR OWN 'YOU' AND 'I' MESSAGES"	

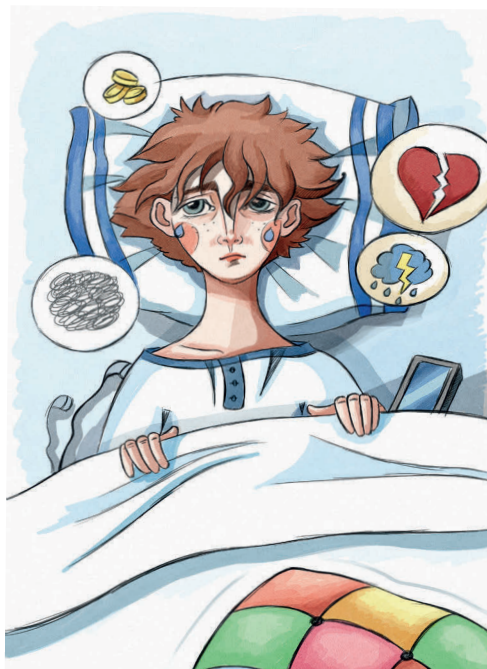
“I” messages enable better communication and promote positive emotions.

READ THE SITUATION BELOW, THEN RE-WRITE IT USING ,I' MESSAGES.

I felt upset,

While we were working on a joint project at school, a colleague proposed an idea that I did not agree with. At that moment, I was not in a good mood, and I reacted strongly by telling her that she had the worst ideas and they were not helpful. She always relies on others to do her work. She bothers others and can be a bad person to everyone around her. Only later did I realize that I was wrong. I felt bad.

Write how it could have been said using “I” messages so that nobody feels bad:

[illegible][illegible]

“QUIZ:

1

Why is communication essential? _____

2

List types of communication? _____

3

What communication skills are needed for successful communication? _____

4

What is active listening? _____

5

What is verbal communication? _____

6

What are the signs of non-verbal communication? _____

7

What does a good listener do? _____

8

How do **,I'** and **,You'** messages help us? _____

9

What are **,I'** messages? _____

10

What are **,You'** messages? _____

COMMUNICATION SITUATIONS

Look at the pictures and write on the blank cards what you think each picture represents.

SITUATION A



SITUATION B



SITUATION C



A



B



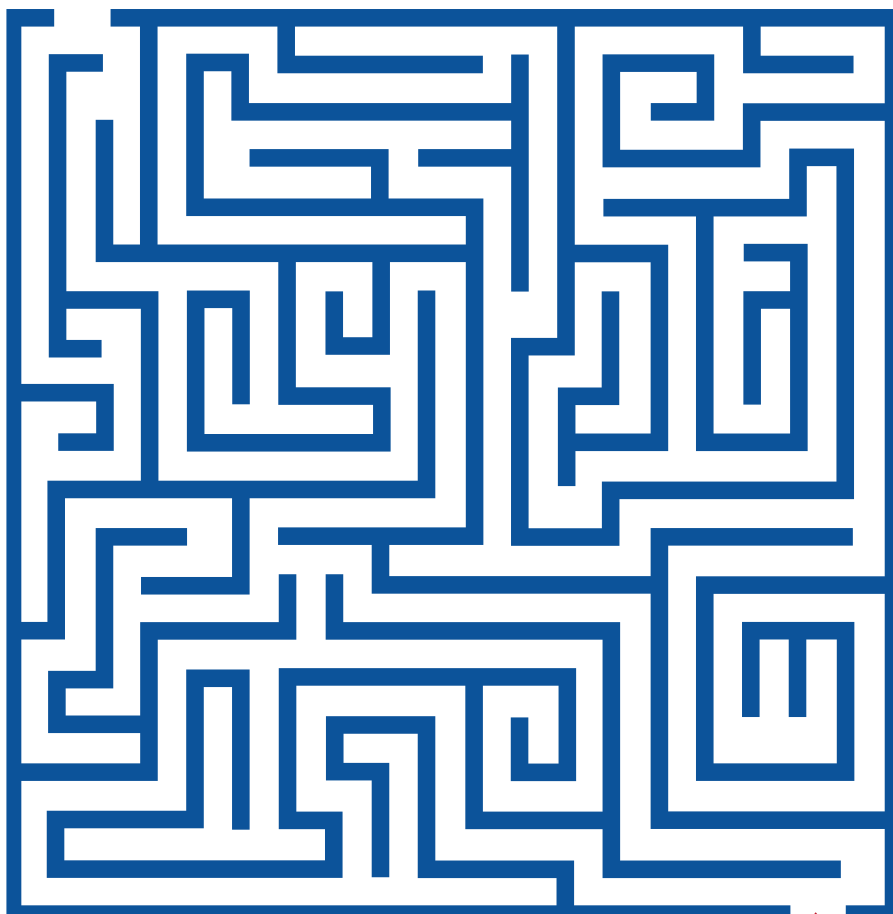
C



Read, Identify and Mark Your Own Barriers in Communication



Communication is like a maze, but there is always a way out.
Find your path through this maze.



SAY IT LOUDLY AND COMPLETE:

I KNOW (self-confidence). **I CAN** (self-assurance).

I AM WORTHY (self-respect).

I KNOW _____

I CAN _____

I AM WORTHY _____



I HELP MYSELF, BUT I ALSO KNOW WHO CAN HELP ME

Know that in life, support is important and necessary for everyone, especially when you have problems that weigh you down, ones you cannot solve alone, or when you face difficult life situations.

You need to believe in yourself, your strengths and abilities. However, you are not any less valuable when you realise you need support from others and ask for it.

Support is available in your environment—you just need to recognise and make use of it. The people around you are there to help, and you should feel comfortable asking for support.

FOLLOW THESE INSTRUCTIONS TO IDENTIFY THE CIRCLE OF PEOPLE WHO CAN SUPPORT YOU: THINK, RECOGNISE, WRITE, AND COLOUR

Circle 1 - In the centre, write the names of people who support you at home, they can be parents, siblings, or other close family members. Once you have written the names, colour that circle with the colour of your choice.

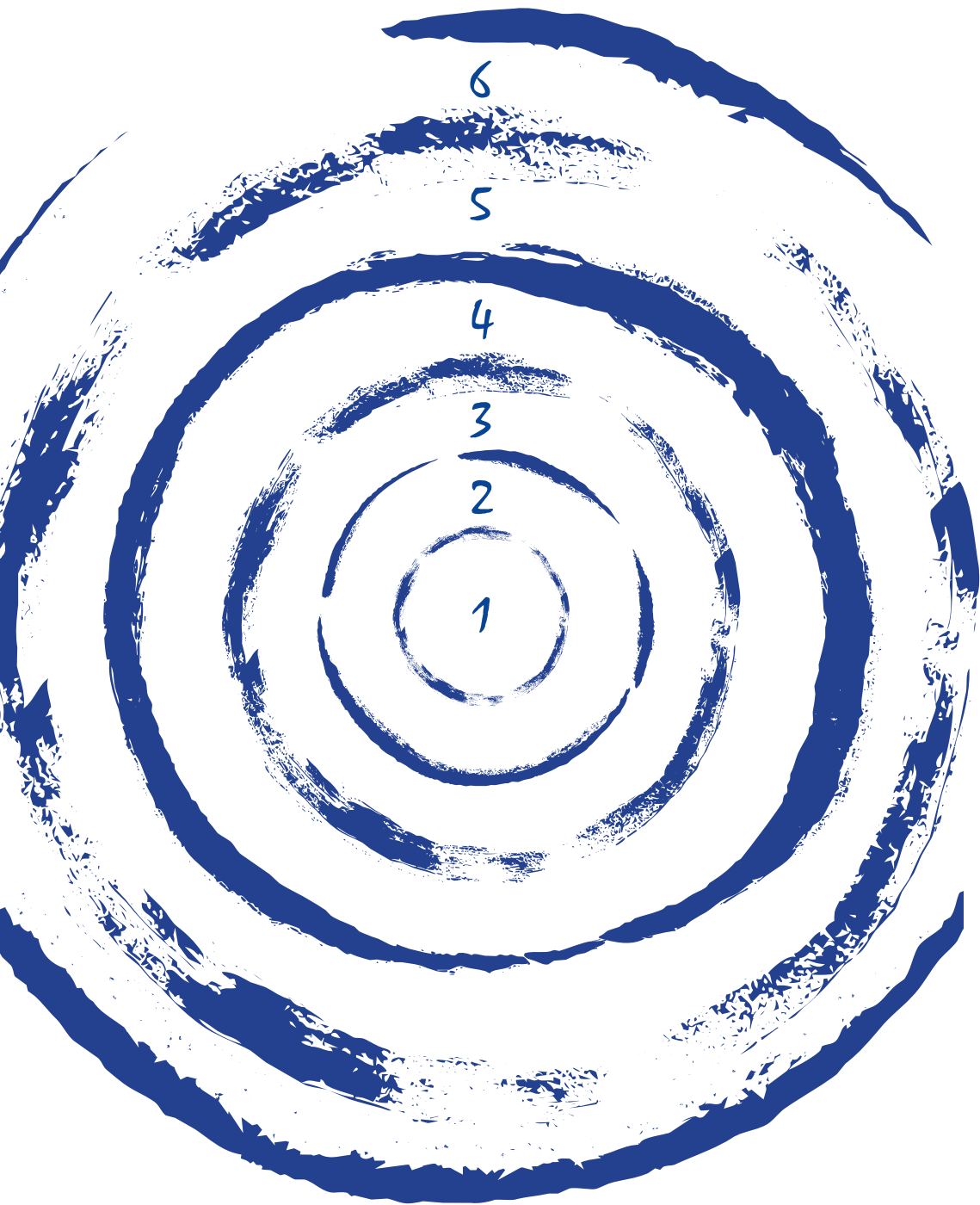
Circle 2 - Write the names of extended family members, neighbours, or acquaintances you are close to. Colour this circle as well.

Circle 3 - Write the names of close friends you can rely on. Colour this circle.

Circle 4 - Write the names of people at school whom you can always turn to for support. Once you have written the names, colour that circle with the colour of your choice.

Circle 5 - Write the names of individuals outside of your school or family who can help you. Colour this circle.

Circle 6 - Write down institutions, organisations, or clubs that can help you. Colour this final circle.



THINK AND ANSWER:

Do you use all the support you can count on? If not, what prevents you from doing so?

Write the answer: _____

Do you think you could seek more support from people in your surroundings?

Write the answer: _____

Whose support do you currently need?

Write the answer: _____

IN THE STORY BELOW UNDERLINE THE WORDS OF SUPPORT:

I was chosen to lead the program at the school event because of my beautiful reading style, but what nobody knew was that I had stage fight. I did not know how I would manage it, whether I would succeed. But the support of my friends gave me strength. They told me that if anyone could do it, it was me. That there is great strength and courage within me that I must not suppress. They encouraged me to believe in myself, and what is the worst that could happen? One mistake does not define me for a lifetime.

I am grateful to myself and to my friends who encouraged me to accept that I have the right to make mistakes.

COMPLETE THE INCOMPLETE SENTENCES:

1. When I am sad, it helps me to ... _____

2. When I am afraid, it helps me to ... _____

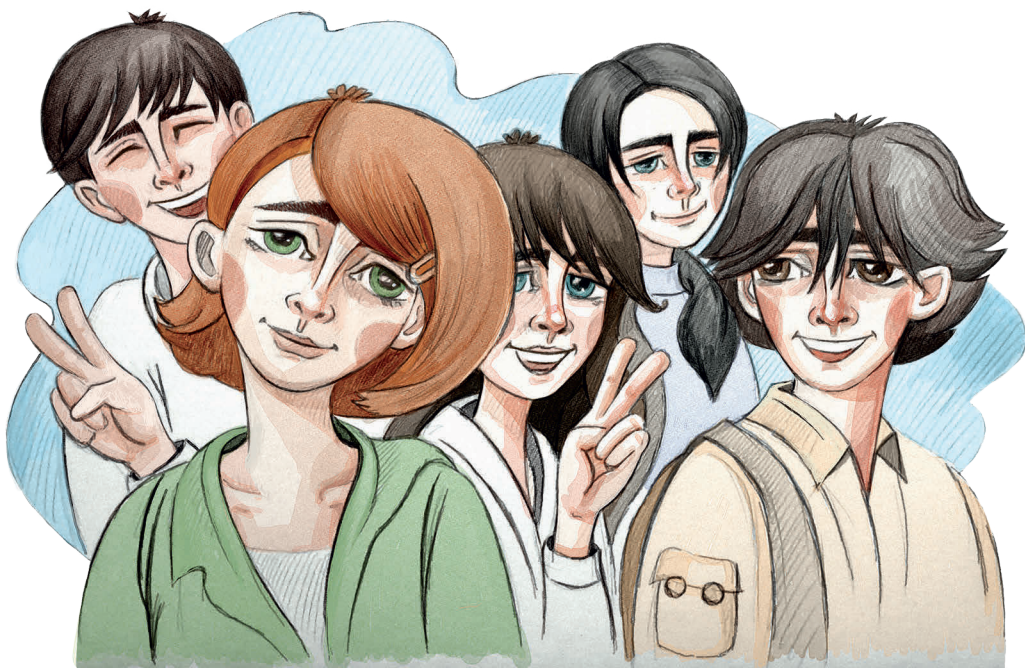
3. When I have bad dreams, it helps me to ... _____

4. What I can do for a friend who is sad and lonely is ... _____

5. What I have to give to others is ... _____

6. What I need from others is ... _____

7. When I have a problem that I cannot solve, it helps me to ... _____



I AM STRONG LIKE A TREE

Think of yourself as a young tree that keeps growing despite challenging weather conditions, staying strong and resilient.

What are the roots that protect you and help you withstand difficult life situations? Write it on the tree's roots.

On the tree trunk, in a different colour, write your life motto that inspires you to endure difficult situations.

In the picture there is also a canopy. On the right side of the canopy, write in a different colour what helps you remain strong in challenging times.

On the left side of the canopy, in a different color, write what you lack and believe you can achieve through learning, practice, and the support of others to strengthen your resilience.

**I AM STRONG LIKE A TREE
NO MATTER WHAT THE CHALLENGE!**



I HAVE WISHES

Wish cards, my personal priority wishes, what I want:

I want to have more free time.

I want older people to understand me.

I want to meet a friend.

I want to be good at basketball.

I want to sing well.

I want to play an instrument well.

I want to travel.

I want to do well in school.

I want to eat well.

I want to watch a good movie.

I want a new shirt.

I want a new toy.

I want to spend time with my family.

I want a pet.

I want to decorate my safe space.

I want to learn to swim.

I want to overcome my fears.

I want a cozy home.

*Select or mark **five wishes** from the wish list that you would like to achieve in the next year. Wishes can be big or small ut they should be measurable.*



Write down your wishes:

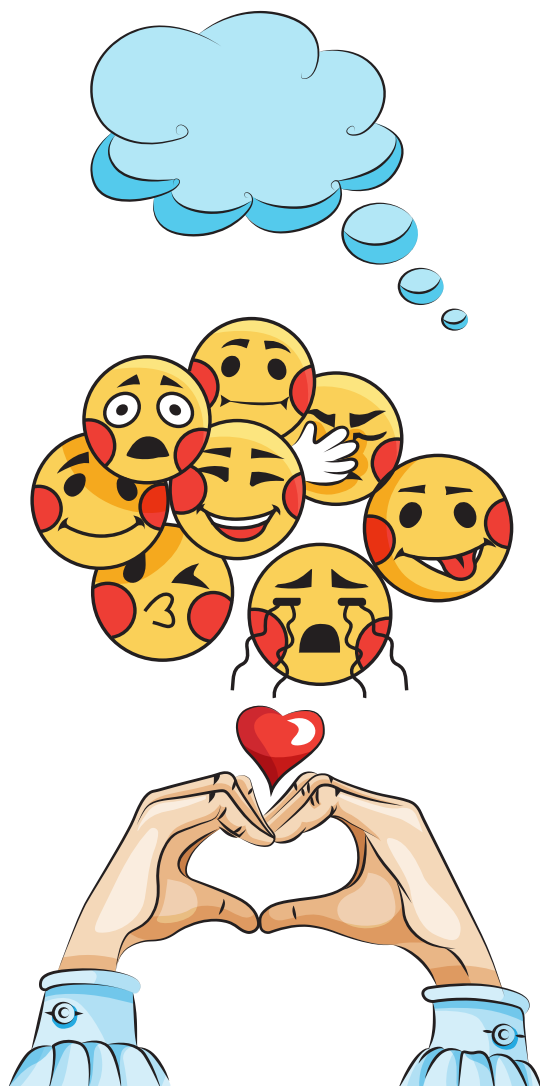
MEASURING THE FULFILLMENT OF MY WISHES					
MY WISH	What will help me fulfil this wish?	How will I look like when it is fulfilled?	How will I feel?	When will it be fulfilled - day, month, several months, or a year?	Has it been fulfilled?
Wish no 1 – write down					
Wish no 2 - write down					
Wish no 3 - write down					
Wish no 4 - write down					
Wish no 5 - write down					



MY GOAL FOR THIS YEAR

Always choose what is best for you. Think about and write down a goal you want to achieve this year. Describe your goal, including what you think, how you feel, and how you plan to behave. Use the spaces below to write your thoughts. Try to visualise your goal by focusing on positive thoughts. Reflect on it, take your time, and write it down.

GOAL



Thoughts ...

Feelings ...

Behaviour ...

MY PORTRAIT

Imagine this is your portrait and write down answers to the following questions:

On the head: What do I like to think about?

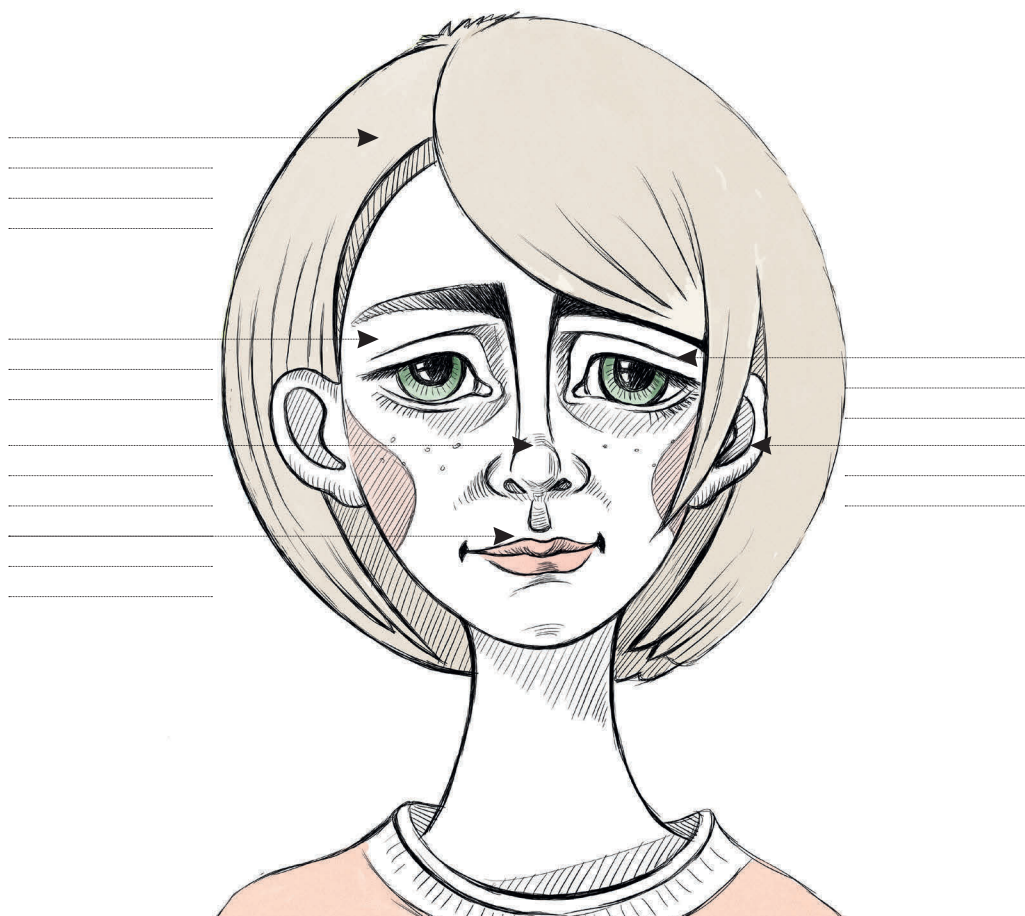
On the ears: What do I like to hear or listen to?

On the eyes: What do I like to see?

On the mouth: What do I like to talk about?

On the nose: Where do I like to **'poke my nose'** (*what interests me*)?

Below the portrait: Write one word that describes you well.



RESILIENCE IS STRENGTHENED ON A DAILY BASIS

Resilience is crucial for helping you cope with both expected life situations and unexpected challenges, such as forced displacement (*refugee status*), separation from parents, or the loss of friends and home—the things that once brought you happiness. By consistently strengthening your resilience every day, you will find it easier to overcome life's challenges. To continue building your resilience, practice every day, knowing that this is how you will succeed.

“My Wheel of Positive Messages”

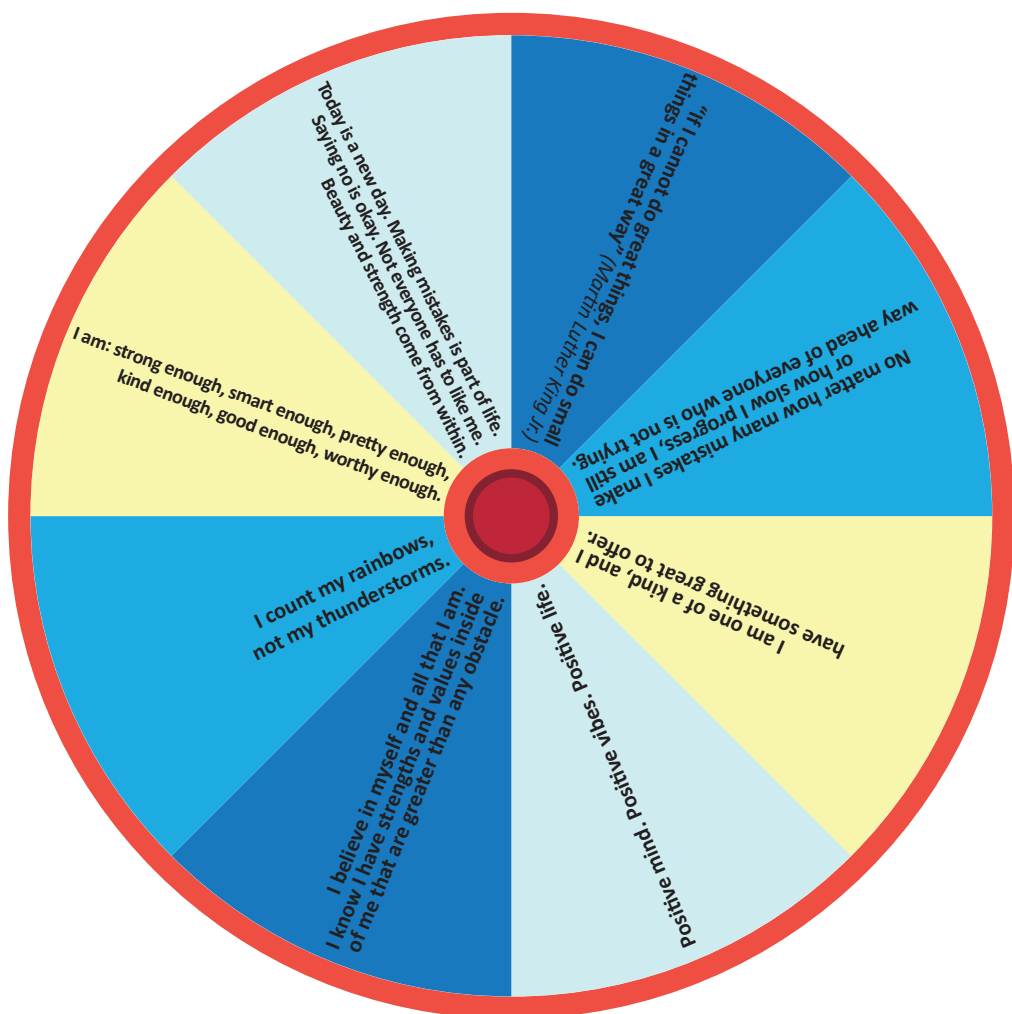
Start the day by spinning the Wheel of Positive Messages. Close your eyes and randomly point your finger at the wheel of positive messages. Then open your eyes and read the message out loud. This will be your guiding message for the day. Try to think about it and have it with you throughout the day.

Use the Wheel of Positive Messages and take one message for you.

The Wheel of Positive Messages:

- 1. I am:** strong enough, smart enough, pretty enough, kind enough, good enough, worthy enough.
- 2. Today is a new day.** Making mistakes is part of life. Saying no is okay. Not everyone has to like me. Beauty and strength come from within.
- 3. I count my rainbows,** not my thunderstorms.
- 4. I believe in myself and all that I am.** I know I have strengths and values within me that are greater than any obstacle.
- 5. Positive mind.** Positive vibes. Positive life.
- 6. I am one of a kind,** and I have something great to offer.
- 7. No matter how many mistakes I make or how slow I progress,**
I am still ahead of everyone who is not trying.
- 8. “If I cannot do great things, I can do small things in a great way.”**

(Martin Luther King Jr.)



Remember, your best friend is always with you. He / she is there to support you, to remind you of your strengths and qualities, to assure you that it is okay to express your emotions and to acknowledge that you have endured many tough situations and persevered. Do not underestimate your best friend (*yourself*). Listen to him / her, because he / she only wants what is best for you.



LETTER TO MY DEAREST FRIEND

Write a letter filled with words of encouragement, inspiration, support - everything you would say if you were addressing yourself as your best friend. Begin with:

My dear best friend, _____

KEEP STRENGTHENING YOUR RESILIENCE!

You are building resilience and managing life's ups and downs. The following statements explain how we can continue to strengthen resilience. Colour a heart in the box next to the statement that you currently consider important for yourself.

	<i>I recognise my strengths, on which I can always rely.</i>
	<i>I am proud of my competences and skills; it empowers me.</i>
	<i>I recognise my emotions in my body.</i>
	<i>I recognise my anger and can manage it.</i>
	<i>I feel sad, but I have the strength to move forward.</i>
	<i>Every emotion is okay; it just depends on how I manage it.</i>
	<i>I know what creates tension and negative thoughts.</i>
	<i>I listen to my body.</i>
	<i>I recognise how negative thoughts can be transformed into positive ones.</i>
	<i>I relax, play, laugh, joke, write, draw, and listen to music.</i>
	<i>I do what brings me joy and strength in my body and mind.</i>
	<i>I am ready to work on solving problems that cause me stress.</i>
	<i>I do not waste time or thoughts on things I cannot change.</i>
	<i>I am proud of how I handle stress.</i>
	<i>I am proud of myself and my strengths, because I am a unique gem.</i>
	<i>I spend time with friends whom I love and who love me.</i>
	<i>I talk to people I trust: parents, teachers, friends.</i>
	<i>I know I am not alone. I seek help when needed.</i>
	<i>I know who can help me.</i>
	<i>I know my desires.</i>
	<i>I know what I like about myself.</i>
	<i>I know my favourite song.</i>
	<i>I know which activities I like.</i>
	<i>I know when to say „NO“.</i>



ACTIVITY PLAN

When you feel down or in a low mood, follow your plan to help you regain your mood and strength. Balance your activities between those you must do (*such as school, homework, learning new material, and reviewing old material*) with those you enjoy and that uplift your spirits.

This table helps you to plan activities that uplift your spirits and balance activities that you MUST and ENJOY doing.							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
MORNING							
AFTERNOON							
EVENING							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
MORNING							
AFTERNOON							
EVENING							

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
MORNING							
AFTERNOON							
EVENING							
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>	<i>Sunday</i>
MORNING							
AFTERNOON							
EVENING							

SHIRT OF HAPPINESS

Identify your shirt of happiness, on which you will write your answers to the questions: **‘What are you good at’** and **‘What are you proud of’**

Write your responses on the shirt and remember that this is your unique shirt of happiness.





DESERVED MEDAL

You have worked diligently, and for **YOUR** effort and success, the Resilience Journal proudly awards you a **GOLD MEDAL**.



CONGRATULATIONS!

INSTEAD OF CONCLUSION,

Congratulations! You have successfully mastered your journey of resilience.

In moments when you feel like you cannot go on, when you feel dissatisfied, overwhelmed by emotions, or powerless - and believe that no one can help you - remember your journey and the strength you possess.

[illegible]

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.



Adolescents experience various stressful situations, such as difficulties with school commitments and demands, the challenges of growing up, and violence from peers or adults. They often struggle to adapt to new people, environments, and habits.

Adolescent refugees, in particular, face especially stressful situations, as they may have lost their homes, parents, or friends when leaving their places of origin. While traveling through different countries to reach a safe location and upon their arrival, they are particularly sensitive and vulnerable.

The **Resilience Journal for Adolescents** aims to help young people recognise their emotions and build their confidence and self-respect. The Journal enables them to practice communication skills, celebrate their achievements, and learn where to seek advice or help.

By acknowledging their feelings and promoting positive thinking, adolescents can develop resilience in their daily lives, enabling them to effectively handle the stressful situations they encounter.

[Human rights protection of refugees and migrants in the Republic of Moldova - Council of Europe Office in Chisinau \(coe.int\)](#)

ENG

www.coe.int

..... The Council of Europe is the continent's leading human rights organisation. It comprises 46 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.