

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 on the floor of the boat and looking at a yellow book. The person in the background is wearing a blue shirt and purple 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 fish. The water is a vibrant blue-green color.

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” after difficult situations and times, to try new things, recognise strengths, capabilities, emotions, to improve communication skills and learn how to seek help from others when necessary. Resilience is not gained at birth, but rather it is learned and developed.

THE JOURNAL is not only a space for writing, but also a tool that helps children understand themselves better and develop emotional resilience, confidence, and self-respect.

WHY IS THE RESILIENCE JOURNAL IMPORTANT?

The Resilience Journal for adolescents helps them to discover, understand and accept themselves, and learn how to cope with challenges and situations in life in a positive and useful way. This way, adolescents recognise their own reactions taking place in their bodies, emotions, and thoughts, which often affect their mood and behaviour.

While using the Journal, adolescents recognise their own strengths and emotions in every step they take, every word they write, symbol they draw, sentence they finish, in every written story, as well as during leisure and relaxation.

EXPOSURE TO STRESSFUL SITUATIONS

Adolescents come across various stressful situations, such as: difficulties in school commitments and demands, challenges and violence from peers or adults (hitting, pushing, hair-pulling, shouting, mocking, disparaging, teasing, name-calling, cyber-bullying), losing their home, their loved ones, parents or friends, migration, difficulties with adjusting to new environments and habits. Adolescent refugees are additionally exposed to stressful situations. They will have experienced some of these in their home countries, then during migration, travelling through different countries to get to a certain safe country, as well as upon their arrival to the county of destination.

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 of Resilience, adolescents are children between 12 and 18 years of age.

ADOLESCENTS DEVELOP 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 successfully cope with these states because they recognise what matters to them, which is:

STRENGTHS AND NEEDS

The word “*strength*” in the Journal represents a trait that is carried within. It is not physical strength, but rather a capability to attempt, learn or understand something new. These are supportive thoughts, values or ideas that are learned from parents, grandparents, teachers or simply people in our surroundings whom we love, trust and can rely on in difficult situations.

Resources include different positive things that help adolescents to improve strategies for dealing with stressful situations. Resources can be internal and external. It is important that adolescents think about them and recognise them.

Internal resources point to our own strengths such as confidence (*feeling 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 is of course not an exhaustive list of strengths, as every adolescent recognises the strengths they have within.

External resources are things, people, social networks available outside of 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 happiness, sadness, calm, excitement, anxiety, anger, concern, contentment, love and many other emotions and states. Different situations in life put them in motion. Therefore, emotions are important in the life of every adolescent. They send signals in order to be noticed and accepted, as well as to aid the development of strategies to control emotions.

COMMUNICATION AND COMMUNICATION SKILLS

Communication is a skill that is learned 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. In order for communication to be successful it is necessary to have a grasp of verbal and non-verbal communication, as well as how these two align, since conflicting signals that can occur when the verbal does not align with the non-verbal can confuse adolescents and send the wrong message. It is important to be skilful at active listening and to use “I” messages instead of “You” messages.

ADOLESCENTS KNOW WHO CAN HELP

Adolescents need to recognise their strengths and capabilities, believe that they can help them cope with different emotional states. However, they will not be any less worthy if they recognise that they need support from others when they are sad, anxious, or scared. It is valuable to seek help from those in near vicinity. Support always exists, one only needs to recognise it and use it.

The Diary of Resilience provides adolescents the opportunity to develop their own resilience, recognise growth after stressful situations and decisively move on into the future.

HOW TO USE THE RESILIENCE JOURNAL?

- Teachers, psychologists, and trusted others who understand stress and trauma introduce the importance of using the Resilience Journal to adolescents.
- The methodology of the Journal recognises that every adolescent is unique, since they can respond to the same questions, instructions, tasks in their own unique way, recognising their own reactions and strengths, seeking solutions that suit them. It uses language and symbols that describe them.
- Adolescents use their Journal once or twice a week at a minimum, or more depending on their needs, motivation, and readiness.
- It is required that there is dedicated time for conversation with adolescents around their achievements and changes during their process of using the Resilience Journal, to encourage them to continue 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. However difficult and demanding they might seem to you; you certainly have the strength to handle them. Do not worry if you go through different 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 and they make you stronger and more resilient, to accept that you are not alone, that your peers go through 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”.
- **Recognising healthy relationships** with peers, seeking, and offering support “I need support, I will think about who could help me”.
- **Facing and handling** 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 useful way.

It helps you develop confidence, self-respect, recognise your strengths, emotions, practice communication skills and learn 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 teaching staff, psychologist, and trusted others when you have dilemmas, questions, confusion, but also your progress when you recognise it.

MY RESILIENCE JOURNAL

Personalisation of the Resilience Journal



My name or nickname: _____

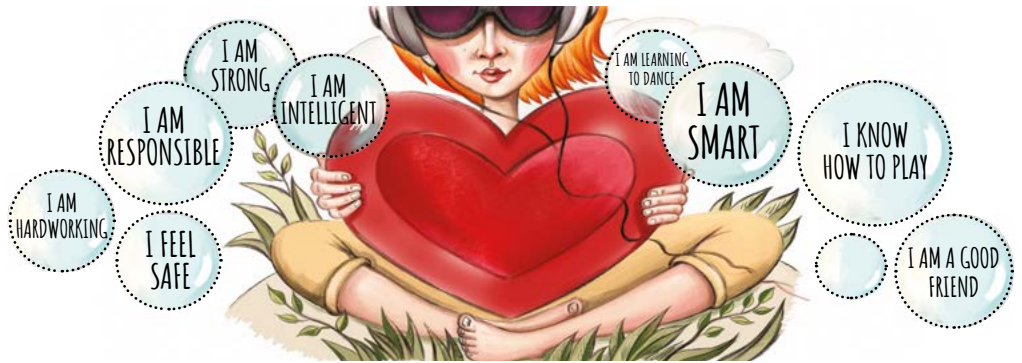
My school year: _____

My hobbies: _____

The place I love: _____

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

STRENGTHS AND NEEDS



Every human being has their own strengths and abilities that need to be recognized, strengthened, and utilized.

That way you strengthen your resilience, and your numerous internal and external resources help you in that. Resources point to your strengths and abilities that are within you and around you, making it easier for you to cope with different situations in life. Sometimes more effort and time is needed for you to recognize and understand what your strengths are, as we have gotten used to thinking about our weaknesses.

In this Journal, the word *“strength”* represents 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 loved ones in your surroundings, whom you trust and lean on in difficult situations. As you grow up, your strengths, physical as well as internal, grow with you.

INTERNAL RESOURCES point to 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.”*
- **In one’s own success:** *“I will become a good basketball player.”*
- **In one’s own traits:** *“I am smart,” “I am reliable,” “I am responsible,” “I am resourceful,” “I am diligent/hardworking,” “I am a good friend.”*

• **In one's own 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 recognize 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 your strengths in your vicinity, such as family, school, friends, peers, pets, social environment and many more.



SOME RESOURCES THAT REPRESENT YOUR STRENGTHS ARE:

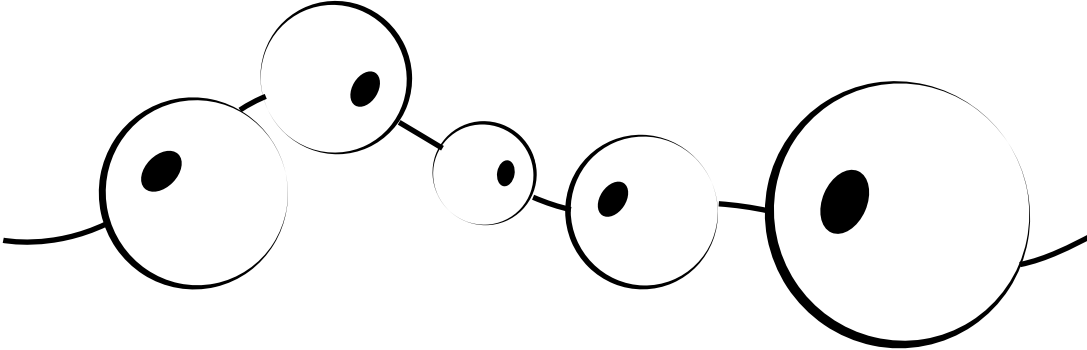
- Supportive relationships with parents, loved ones, and trusted others in the family, school, and environment. Support is also provided by books, images, pets, animals.
- The feeling of one’s own worth and pride, confidence, self-support, and self-respect.
- Development of activities which you love and enjoy doing.
- Recognising and controlling emotions in a positive and useful way.
- Positive advocating of your own needs through communication with others, which makes it easier for you to seek support when needed and show empathy for others, which shows assertiveness.

RECOGNISE YOUR OWN STRENGTHS!

Using 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, with a square for each person, activity or thing that helps you, draw one symbol which represents them. You can use different colours and pens if you wish, but it is important to know who the symbols refer to because they are 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, remember your strengths. They are your treasure that nobody can take 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 capabilities. – YES or NO
- I believe it is worth trying. – YES or NO
- I believe there is a way out of 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 my capabilities. – YES or NO
- I have people who can help me and understand me. – YES or NO
- I can say what I think. – YES or NO
- I can show I have a problem. – YES or NO
- I can say I need help. – YES or NO
- I can say NO loudly and clearly. – YES or NO

If your answers to the statements are YES, be proud of yourself since 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, have, can and 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:

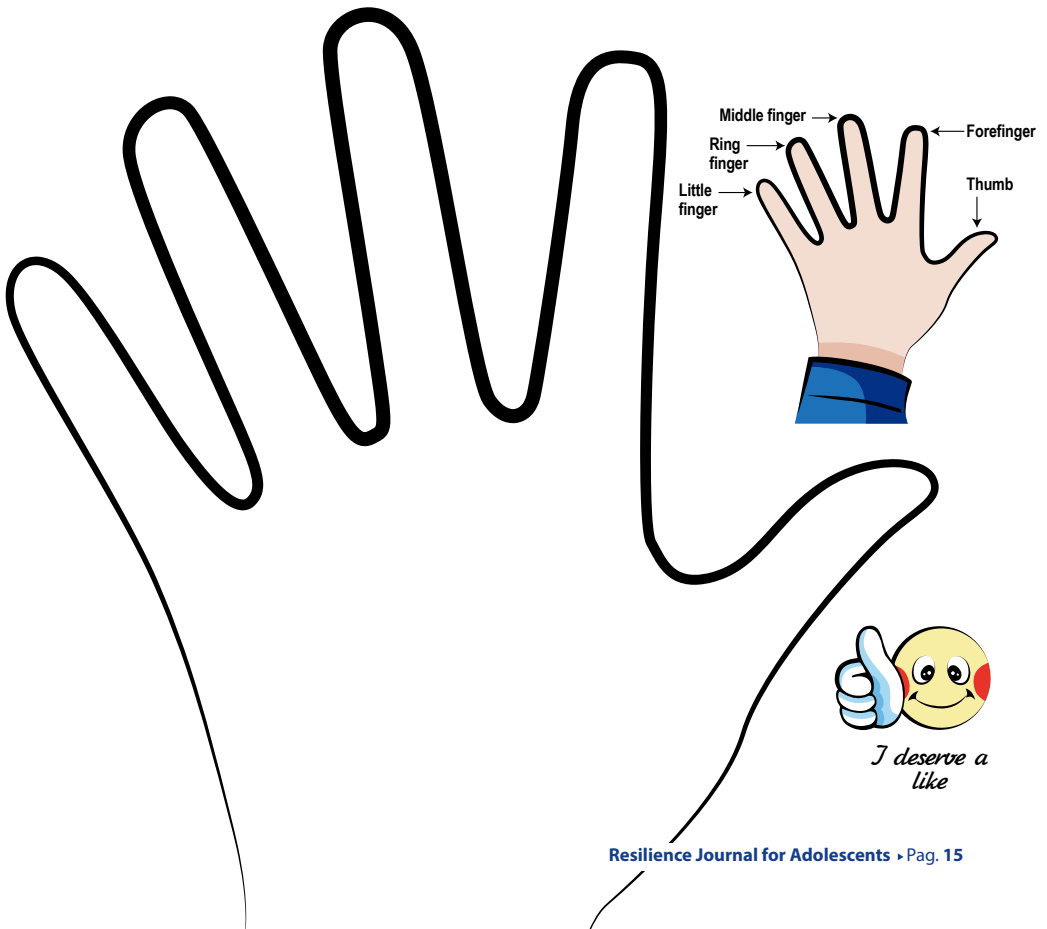
In the little finger, write **I HAVE** and list names of people you can count on for support.

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 thinking about your heart. Who do you love and who do you hold in your heart? These can be different people, pets, things or activities you love and who give you love. After you have thought about them, take a few colouring pencils and find a place for each one of them on the drawing of a heart below. You can write down names or draw symbols that represent them. You can also use different colours and colour in the heart as you wish.









HERE ARE SOME EXAMPLES OF WAYS TO THINK ABOUT YOUR OWN EMOTIONS:

I am angry, *"I feel anger when people do not understand me, when they fail their promises, when they give me a hard time, hurt me, call me offensive names or nicknames I do not like...". The emotion of anger is natural when you are facing injustice. It does help you learn to cope with situations above and more, to break free of tension but without hurting yourself or others. Therefore, develop your own ways of controlling your anger.*

I am happy, *"I feel happy when I travel, spend time with loved ones, when I get praised at school, when I am hanging out with friends and making jokes, when I listen to music, dance, play, have fun...". The emotion of 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, beginning of the summer...". You get new strength.*

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, an item that means a lot, I feel sadness when I do not have what I want...". Sadness takes away your strength and you feel empty.*

I am scared, *"I feel fear when my life is in danger, when there is a threat to me, my parents, a friend, when a dog is barking or chasing me, when someone is staring at or touching me in a way I do not like and making me uncomfortable..." When you are scared you feel down.*

I am worried, *"I feel worried due to being separated from my parents, my parents' divorce, lack of success in school, financial issues, illness in my family...". Worry affects your confidence and creates insecurity.*

I am anxious, *"I feel anxious when I do not receive a grade in school that I thought I would, when I say goodbye to a person I care about, when I lose a friend, when I am in a new situation and do not know what to expect...". Anxiety creates a feeling of nervousness, fear, uncertainty.*

I am in love, *"I feel in love when I am with a person I love, when I read books*

I like, go to places I like..." When you are in love you feel good.

I am in peace, *"I feel peaceful when I am relaxing, drawing, colouring, reading a book, walking..." Peace gives you new strength and confidence.*

Every emotion is okay, but some give you strength, and some take it away. It is important to recognise them.





RECOGNISE YOUR EMOTIONS!

In the table below, recognise the emotions you feel most frequently, and 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. First 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.</i> <i>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 FREQUENT EMOTIONS THAT GIVE ME STRENGTH	MY MOST FREQUENT 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 calm preserves your body.



STRESS GAUGES

Stress means pressure, tension that arises due to a school exam, a sports competition we participate in, or when we have to go to a new school, meet new people, or learn a new language.

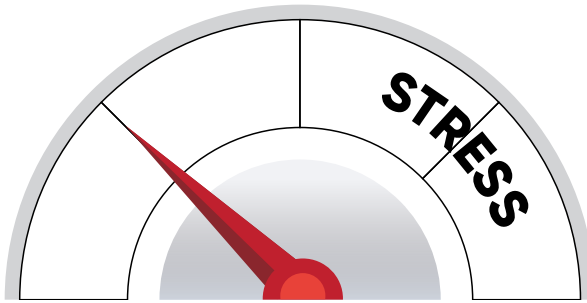
A small amount of stress can be good and motivate you to achieve your goals. Too much stress can affect your body, mood, well-being, and relationships with people.

When you are under stress, your body reacts first, and often we encounter various problems such as weight gain or weight loss, dizziness, sleep problems, sweaty palms, rapid heartbeat, breathing issues, anxiety, concentration problems, etc. Therefore, we must learn how to deal with stress by practicing resilience skills.






STRESS GAUGE

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



Legend of Stress gauge:




	My stress level is okay. <i>I should keep using my strengths.</i>
	My stress is medium. <i>I need to use my additional strengths.</i>
	My stress is high. <i>I need to think and use my internal and external strengths.</i>

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.



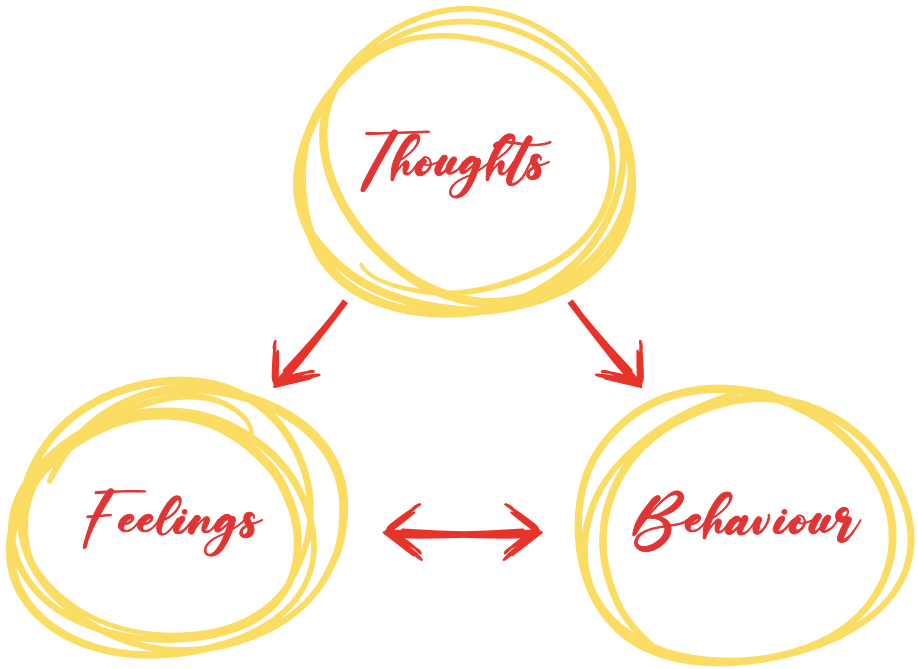
Legend of Stress gauge:

	My stress level is okay. <i>I should keep using my strengths.</i>
	My stress is medium. <i>I need to use my additional strengths.</i>
	My stress is high. <i>I need to think and use my internal and external strengths.</i>

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 AND NEGATIVE.

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

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

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 them if you like them or not?
4. **CHANGE** them with thoughts that give you strength.

Controlling your own thoughts requires practice 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>

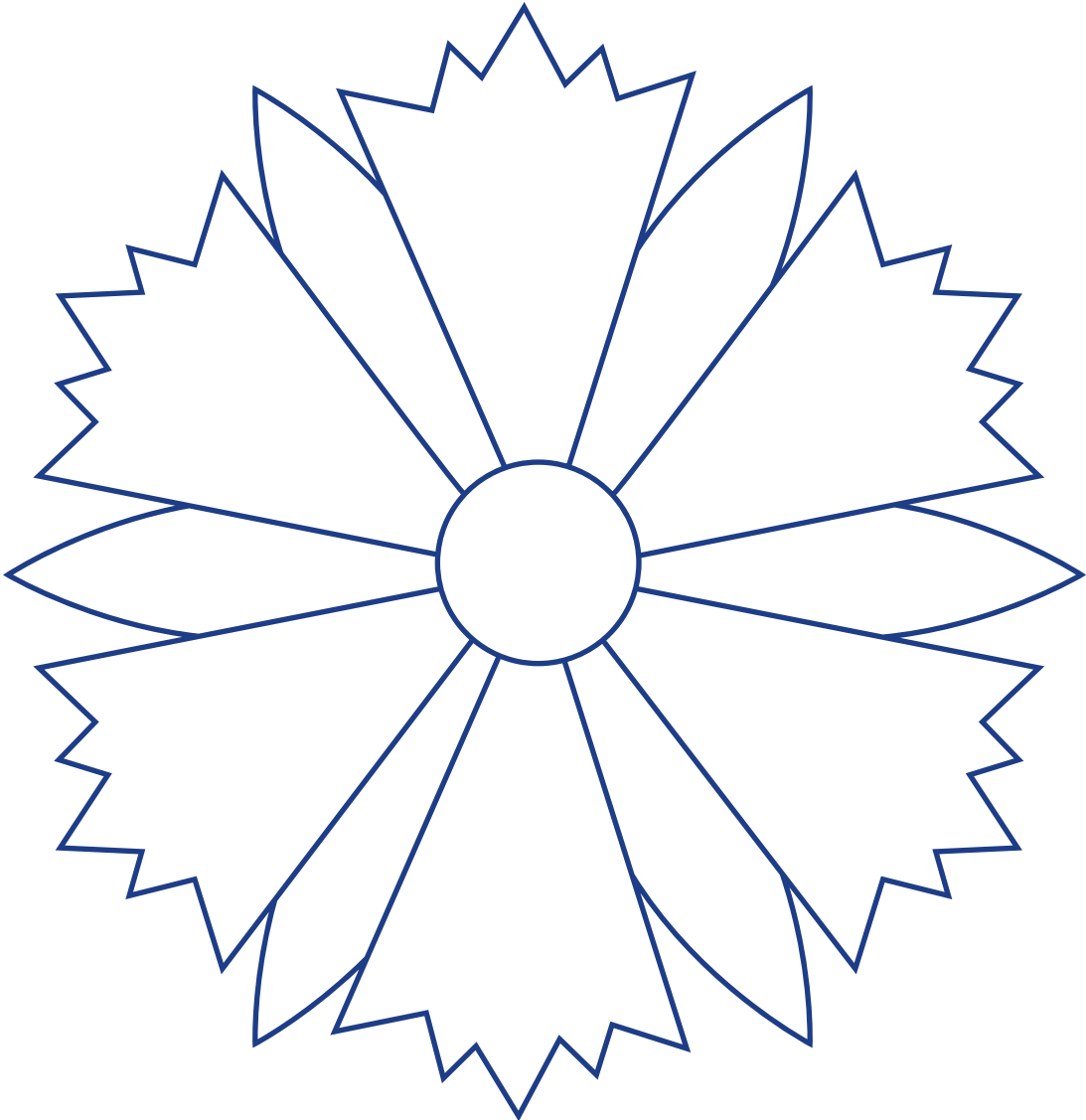
Remember a recent situation that was stressful or difficult for you and start with an exercise of having more control over your thoughts and coping with stressful situations.





WHAT CAN I DO TO MAKE MYSELF FEEL BETTER?

Colour in the flower with your own strengths, choose different colours, a colour for each strength, or write down your strengths, capabilities you rely on in different situations in life.





ESTIMATE OF MY STRENGTHS IN CONTROLLING EMOTIONS AND RECOGNISING STRATEGIES

Make your own estimate of strengths in controlling emotions and recognising strategies. You can choose any emotion. In the estimate of emotions on the scale of 1 to 5, 1 means **no effect at all**, 2 **little** effect, 3 **medium** effect, 4 **strong** effect and 5 **total** effect.



SITUATION	EMOTION	HOW MUCH DOES THE EMOTION AFFECT ME <i>(estimate 1-5)</i>	STRATEGIES <i>(strengths, capabilities)</i> I POSSESS	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>	3 <i>(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 own estimate and the dedicated time help you recognise strengths that lead to change.

Do not strive for perfection. Recognise small steps and strengths that lead to you achieving 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 the traffic light on, using red colour (*red light showing that you are very angry*), yellow colour (*yellow light showing that you are moderately angry*), and green colour (*green light showing that you are calm*). With every light, describe a situation of anger.

The form consists of a vertical traffic light graphic on the left and three corresponding writing sections on the right. The top section has a green light and a green bar with the text "DESCRIBE SITUATION" and five horizontal lines. The middle section has a yellow light and a yellow bar with the text "DESCRIBE SITUATION" and five horizontal lines. The bottom section has a red light and a red bar with the text "DESCRIBE SITUATION" and five horizontal lines.

BALLOON IN THE BELLY

Instruction:

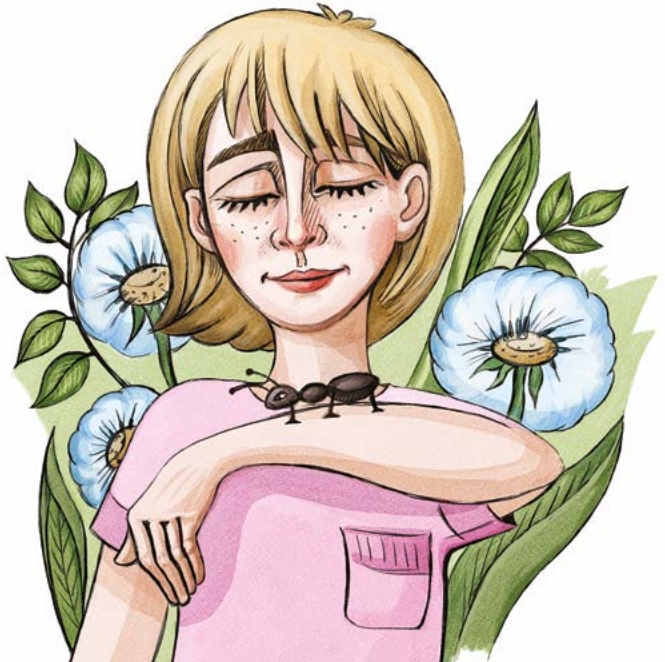
Imagine you have a balloon in your stomach that you want to inflate and then deflate. Breathe in through your nose for 5 seconds, then breathe out slowly through your mouth for 7 seconds. Follow how the balloon is inflating in your belly as you breathe in, and deflating as you breathe out.



ANTS AND BODY

Instruction:

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



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

1. Inflate the balloon, even if it blows up.
2. Count to 10.
3. Breathe in and breathe out deeply, to follow and control my breathing.
4. Walk around and breathe fresh air.
5. Hug myself.
6. Draw and colour.
7. Listen to music.
8. Read.
9. Do something physical, for example run, jump, dance.
10. Take time for myself and think.
11. Hold my favourite toy tightly.



„It’s clever to direct your anger towards problems, not towards people – direct your energy towards solutions, not excuses.“

(William Arthur Ward)



MY FIVE SENSES – CALMING AND RELAXING

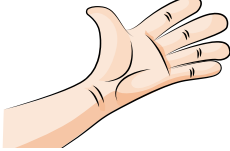
Slowly breathe in and breathe out to continue...

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 in the moment, you can say what your 2 favourite smells are.

TASTE



Say out 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.

***In the end take a deep breath through your nose,
then slowly breathe out through your mouth***



MOOD

Know that everyone is sometimes in a bad mood, but this goes away over time. Do not allow yourself to be consumed by this mood for long; it will drain your energy and exhaust you.



RECOGNISE SYMPTOMS OF LOW MOODS

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

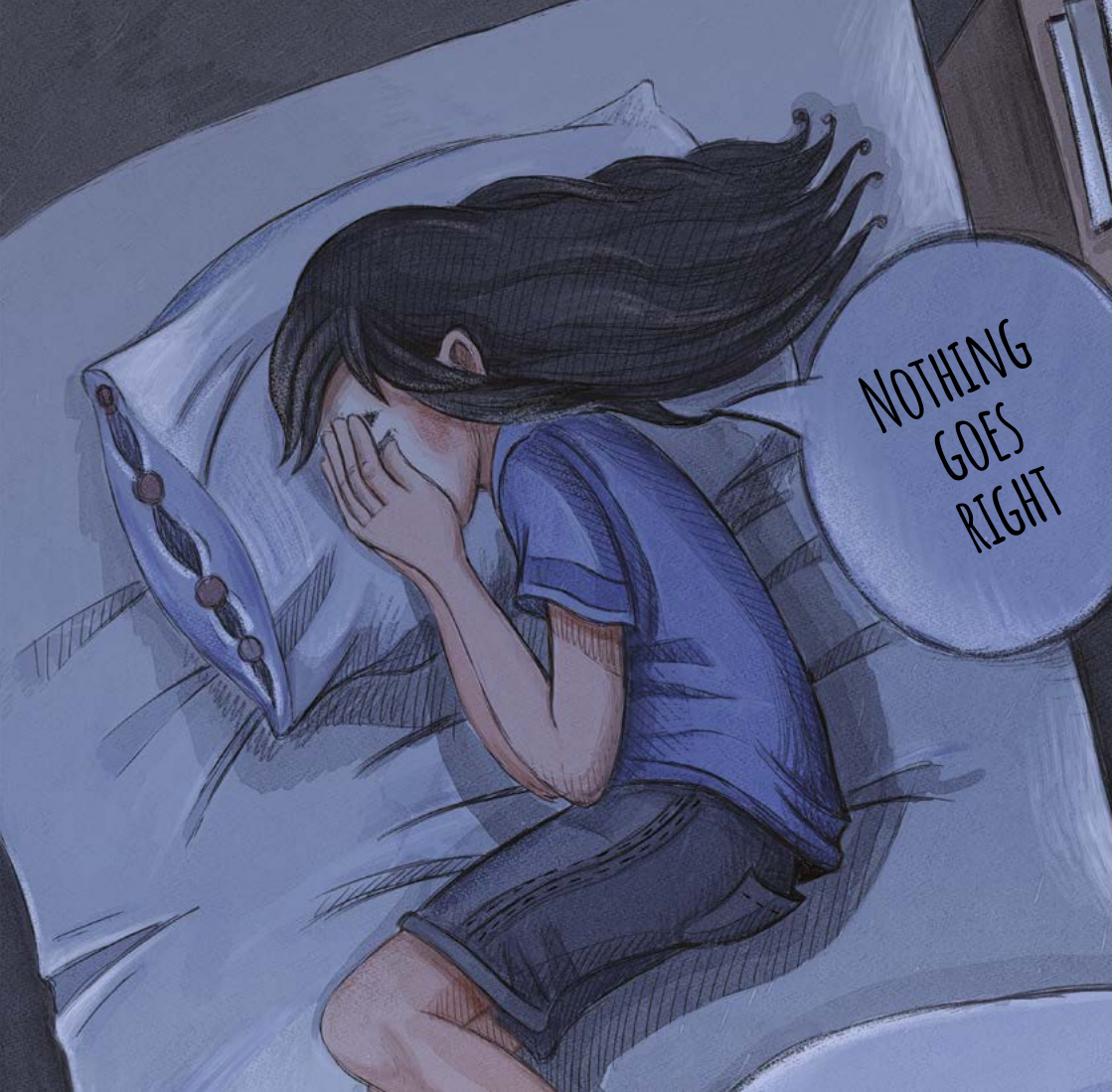
Low mood takes away your strength and problems with **concentration and decision-making** can occur.

Low mood can cause feelings of **of loss of willpower, guilt, and a feeling that nothing is going well**.

Low mood can **put you to sleep** and make you sleep too much, but can also cause a reversal of day and night and affect everyday activities.

Low mood affects **diet** and can cause loss of appetite or excessive need for food.

Low mood affects the body and creates **muscle pain**, as well as pain in other body parts.

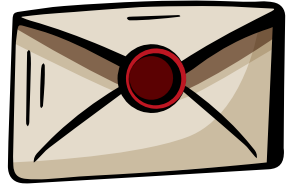


Think about and write down what you can do when your mood is low and empty? (*Finish the sentence*).

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

LETTER TO MYSELF

Write yourself a letter in which you will describe a situation that makes you sad. Do not forget to finish the letter by recognising your sadness and what helps you control and overcome it.



A series of horizontal lines for writing a letter, starting below the text and extending to the bottom of the page.

MY JOY IN MY BODY

Think about 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, essential for both children and adults. It is the essence of human interaction, establishing connections among individuals. It is the proper receiving and giving of messages, or conversation between two or more people.

Why is communication important?

Communication is important because it eases your daily life, improves relationships with other children and adults, and prevents conflicts.

What types of communication exist?

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

Non-verbal: Non-verbal communication relates 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?

Conditions for quality communication with others are:

- The skill of active listening
- Avoidance of 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 recognizes 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, and I know it is a bit boring for you, but school obligations and classes need to be followed. 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 foster understanding and connection. They help you express what you want without offending or judging the other person you are talking to.

"You" messages are statements that lead to misunderstanding and judgment, often escalating into arguments. They attack the person you are talking to, mocking, or criticizing them.

REMEMBER:

Conditions for successful and quality communication with others are:

- The skill of active listening
- Using non-accusatory „I message“
- Consistency between verbal and non-verbal communication
- Working on eliminating communication noise.



ASSOCIATION WITH THE WORD COMMUNICATION

What do you first think of 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'S YOUR TURN TO WRITE YOUR OWN 'YOU' AND 'I' MESSAGES"	

"I" messages enable better communication and foster positive emotions.

“QUIZ:

1

Why is communication important? _____

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

Think about the pictures and then write on the blank cards what you think those pictures describe.

SITUATION A



SITUATION B



SITUATION C



A



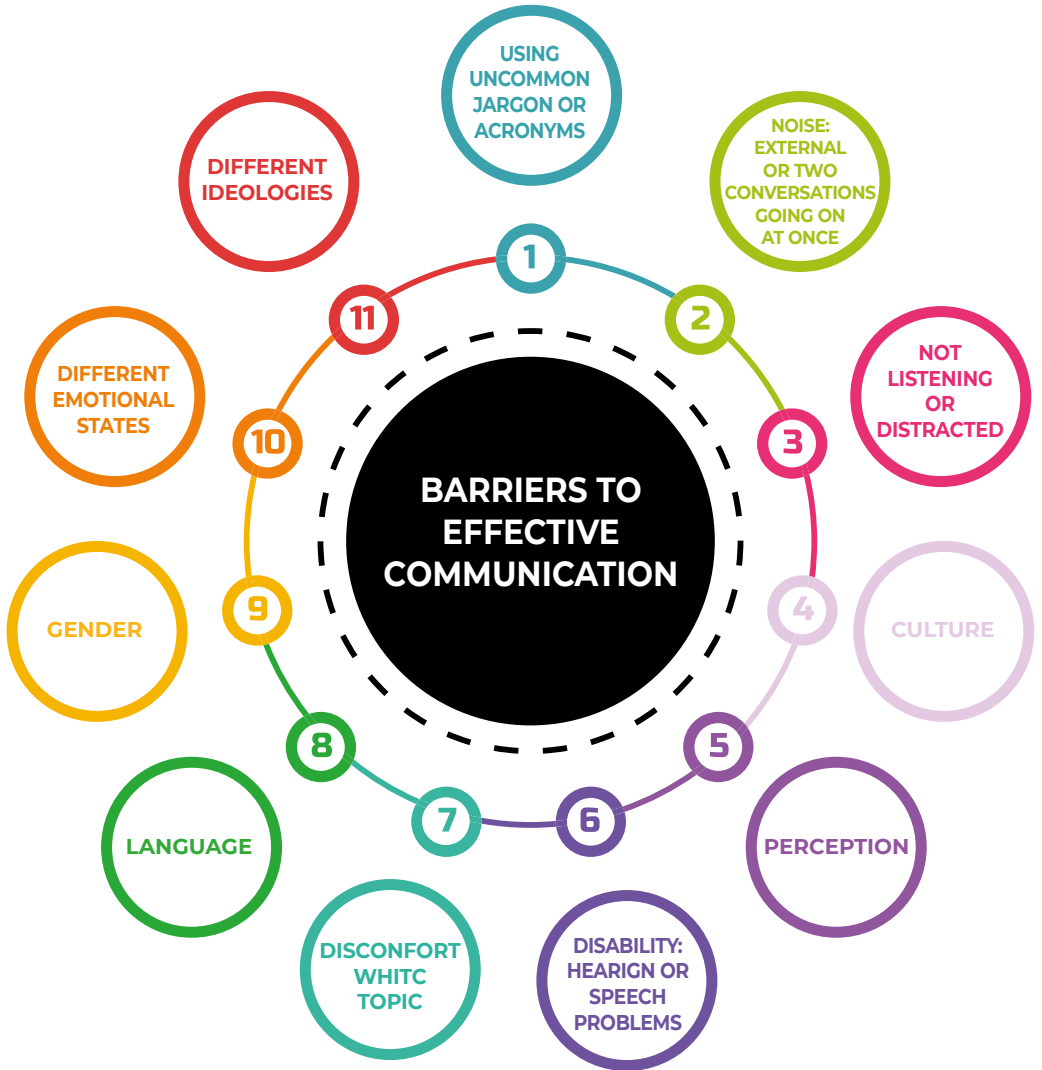
B



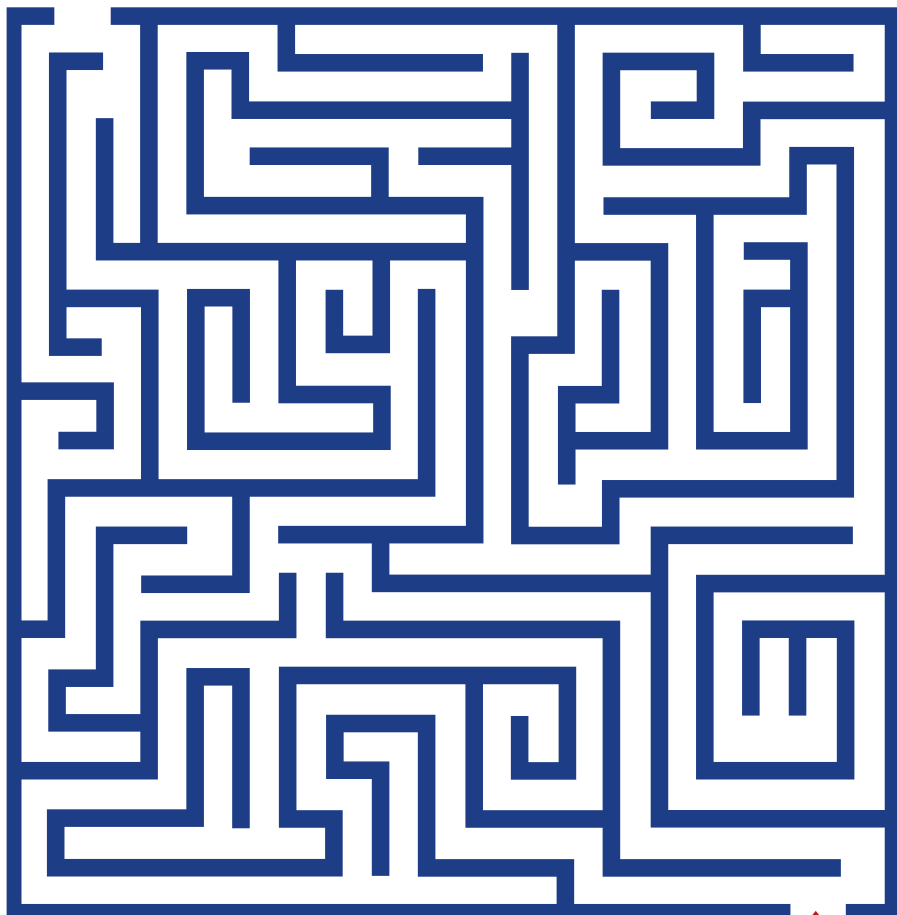
C



Read, Identify and Mark Your Own Barriers in Communication



Communication is like a maze but there is always a way out. Find your way out of 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, and when you face difficult life situations.

You need to believe in yourself and your strengths and abilities. However, you will not be less valuable if you realize you need support from others and ask for it.

Support exists in your environment; you just need to recognize and utilize it. The people around you are there to provide support, and you should ask for it.

IDENTIFY THE CIRCLE OF PEOPLE WHO CAN SUPPORT YOU BY FOLLOWING THE INSTRUCTIONS BELOW: THINK, RECOGNIZE, 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.

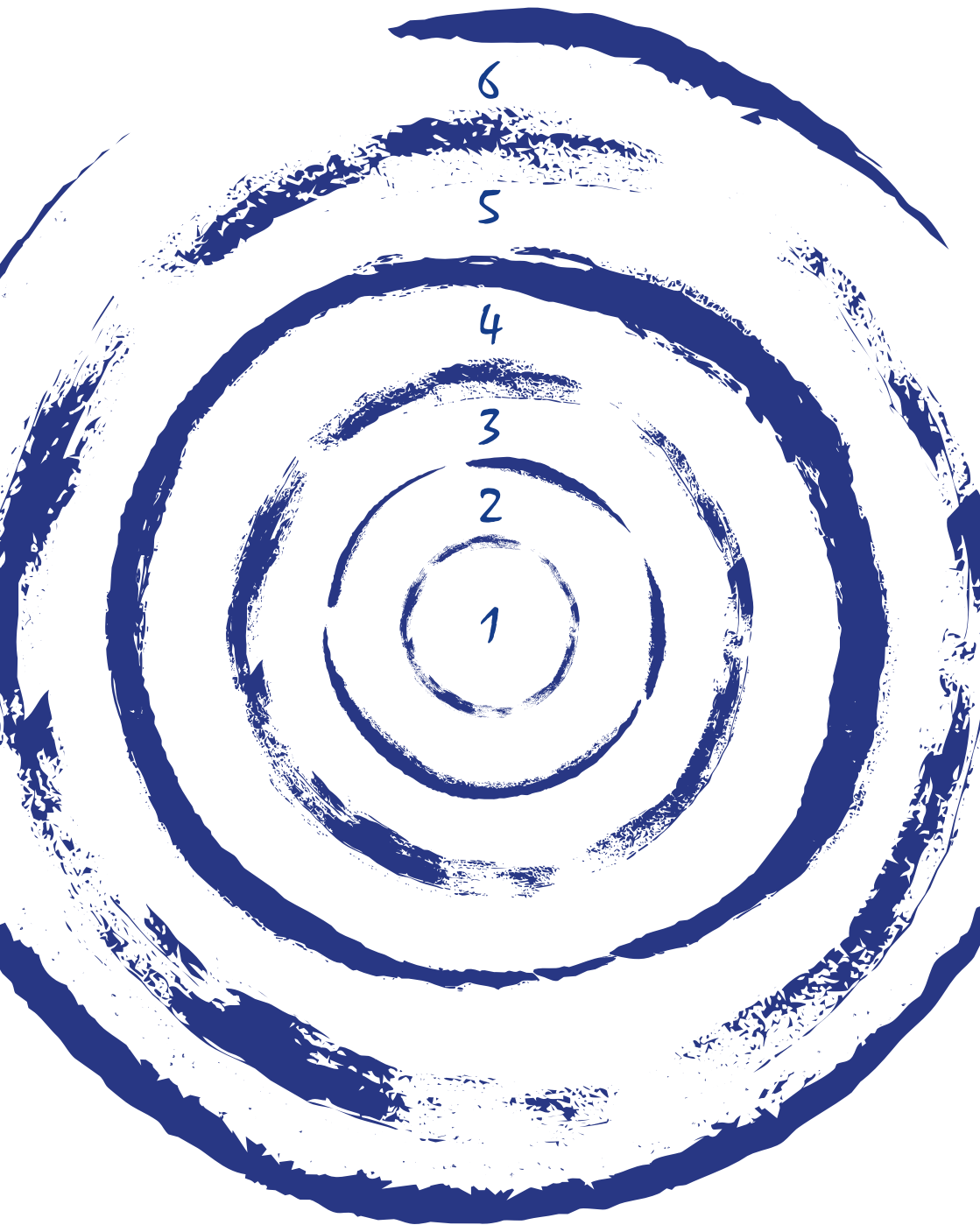
Circle 2 - Write the names of close friends you can rely on. Once you have written the names, colour that circle with the colour of your choice.

Circle 3 - Write the names of people at school whom you can always turn to. Once you have written the names, colour that circle with the colour of your choice.

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

Circle 6 - Write down institutions, organizations, or clubs that can help you. When you have listed them, colour that circle with the colour of your choice.



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 a stage fright. 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 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 continues to grow despite weather conditions but remains resilient.

Think about what kind of roots are there, which protect you and help you to withstand difficult life situations? Write it on the tree's root.

Look at the trunk of the tree, think and write in a different colour what your life motto is to endure difficult life situations.

In the picture there is also a canopy. On the right side of the canopy, write in a different colour what helps you not to break down in difficult life situations.

On the left side of the canopy, in a different colour, write what you lack and believe that through learning, practice, and the support of others, you could achieve in order 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 good success 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 fear.

I want a cozy home.

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



Write down your wishes:

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



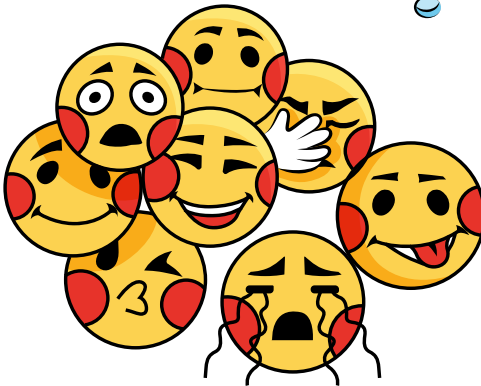
MY GOAL FOR THIS YEAR

Always choose what is best for you. Think and write down a goal you want to achieve in this year! Describe your goal in a square, and what you think, feel, and how you can behave, write in the spaces below. Try to visualize your goal by focusing on positive thoughts, reflect, take your time, and write it down."

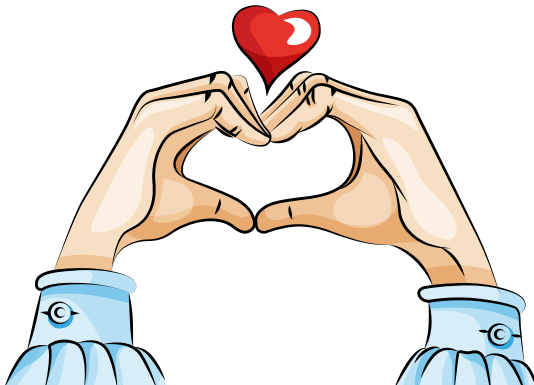
GOAL



Thoughts...



Feelings...



Behaviour...

MY PORTRAIT

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

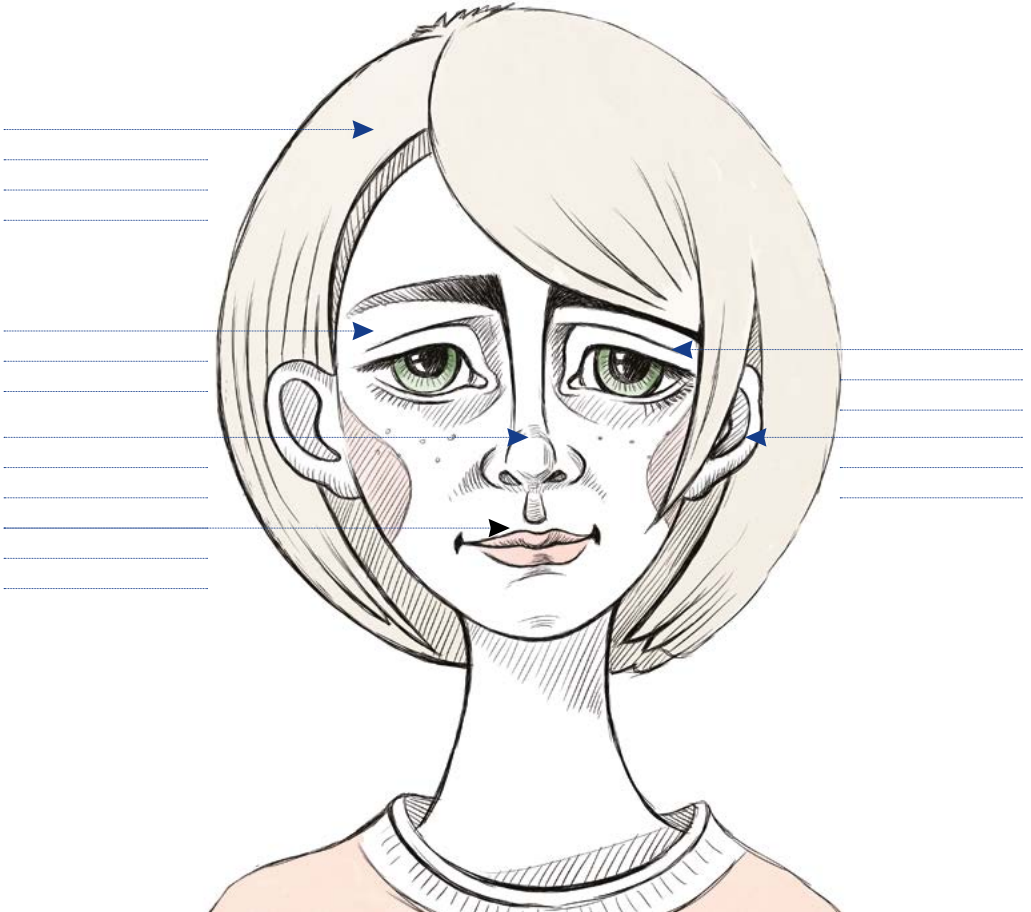
On the head: What do I like to think about?

On the ears: What do I like to hear/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 important to help you cope with expected life situations as well as unexpected ones that come your way like forced displacement (*refugee status*), separation from parents, loss of friends, home, and everything that made you happy. By consistently strengthening your resilience every day, you will find it easier to overcome life's challenges. You will know that you can, you know, and you will, while also having faith and belief in your abilities. To continue building your resilience, exercise 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 place your finger on the wheel of positive messages. Then open your eyes and read the message out loud. This should be your message of 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 inside of me that are greater than any obstacle.

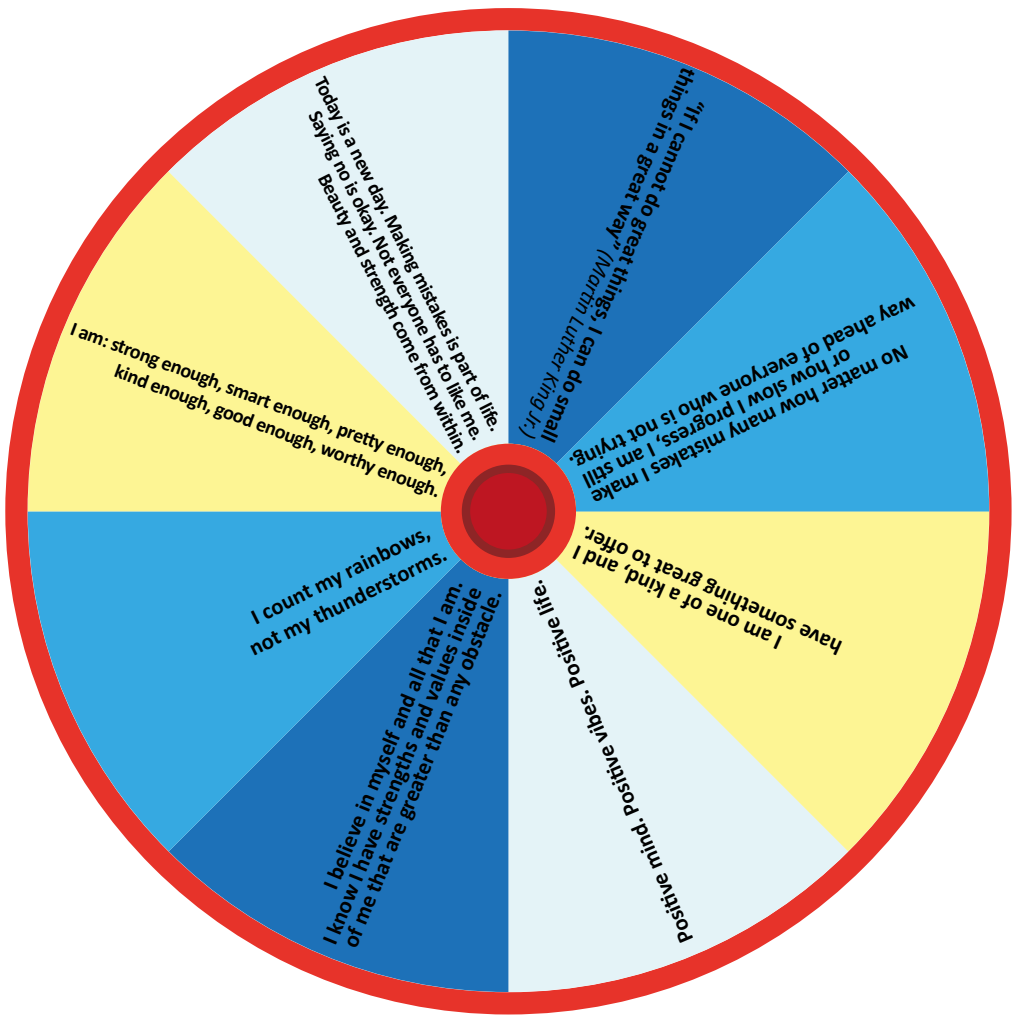
5. Positive mind. Positive vibes. Positive life.

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 way 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.)



Do not forget, your best friend is always with you. He/She is there to support you, to tell you how strong you are, to remind you of your strengths and qualities, to assure you that it is okay to show your emotions, and that you have endured many tough situations and continued resolutely. Do not underestimate your best friend (*yourself*); listen to him/her because he/she only wants the best for you.

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, strength, and balance activities between those you must do (*school, homework, learning new material, and revising old*) and those you enjoy and find pleasure in, which uplift your mood.

This table helps you to plan activities that uplift your mood and balance activities that you **MUST** and **ENJOY** doing.

	<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							

	<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

Recognize your shirt of happiness, on which are written your answers or messages to the questions **'What are you good at?'** and **'What are you proud of?'**

Write down your answers/messages on the shirt, and remember, it is your shirt of happiness.





DESERVED MEDAL

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



CONGRATULATIONS!

INSTEAD OF CONCLUSION,

Congratulations once again for successfully mastering your journey of resilience.

Your Journal testifies to this and serves as a reminder for all future life challenges. For those moments when you pause and think you cannot go on, when you are dissatisfied, overwhelmed by emotions, feeling powerless, and believe that no one can help you.



Adolescents come across various stressful situations, such as difficulties in school commitments and demands, challenges of growing up and violence from peers or adults. They often face difficulties adapting to new people, environment, and habits.

Adolescent refugees are especially exposed to stressful situations. They would have lost their homes, parents or friends when leaving their place of origin. On the move, travelling through countries to get to a safe place, as well as upon their arrival, they are particularly sensitive and vulnerable.

The Resilience Journal for Adolescents aims to help young people to recognise their emotions as well as to gain their confidence and self-respect. With the Journal they may practice communication skills, embrace their achievements, and learn where to seek for advice or help.

By acknowledging their feelings and promoting positive thinking, adolescents can develop resilience in daily life so that effectively handle the stressful situations they face.

[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.
.....