

# Hope Lives Here Training Guide:

Empowering Students to Build Resilience



# Welcome!

In an effort to promote H.O.P.E. (Healthy Outcomes from Positive Experiences) in Idaho, this booklet was created to educate youth and caregivers (parents, teachers, and guardians) regarding resiliency. We will be providing you with information, skills, and resources to build resiliency in Idaho.



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## QR Codes

Throughout this booklet you will find QR codes to scan with your phone camera that will take you to additional resources, videos, and more in depth explanations. To use the QR Code, simply scan the box with your phones camera. You'll see the code's URL appear at the bottom of the frame. Tap it to open that URL and enjoy!

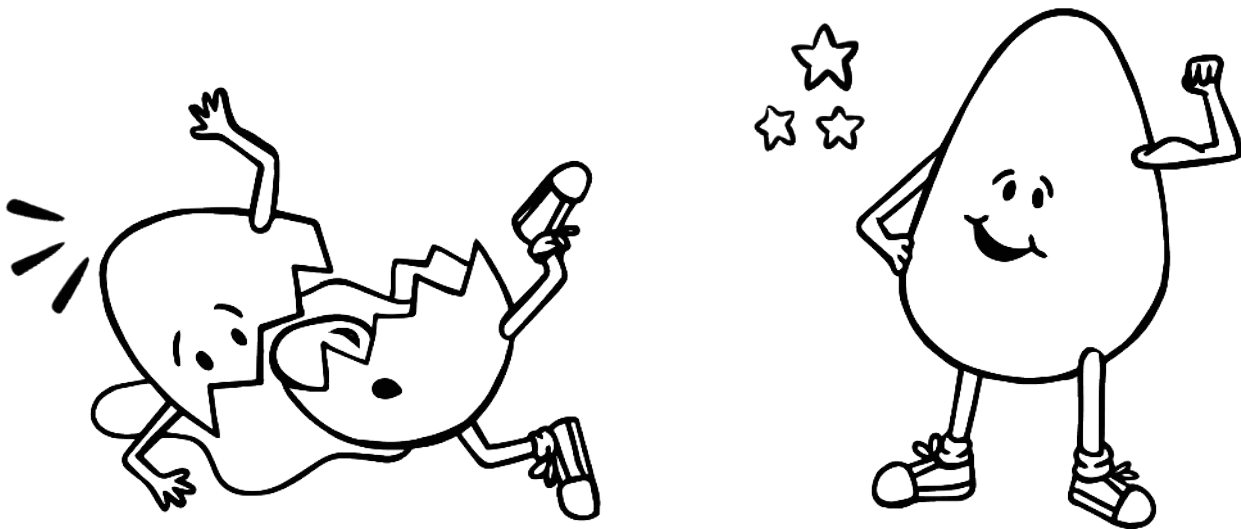
*Important Note*



## What is Resiliency?

People who have resilience do not experience less distress, grief, or anxiety than other people do! They simply have specific support and skills to handle difficulties in ways that foster strength and growth and often emerge stronger than they were before!

A great example of resilience is an egg. When a fresh egg is thrown on the ground, it splatters and makes a big mess. However, if the egg is boiled and cooled, when it drops to the ground it will not splatter like an uncooked egg. Resiliency are skills and supports that make the falls easier to withstand.



Resilience can help with so many things, from doing math to working through problems with friends. It can help you through hard, stressful times and make good times last even longer.

## How Do We Build Resiliency?

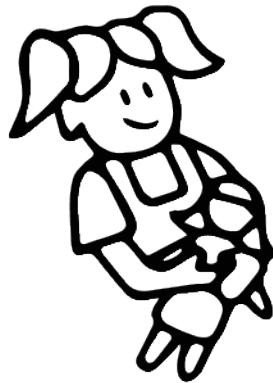
There is always hope! Resiliency can be built at any age! Resiliency is not something you are born with, it is something built and strengthened through life experiences. It's a muscle that we can build and maintain no matter how old we are.

Below are some examples of what brains need in order to stay in their most resilient state:

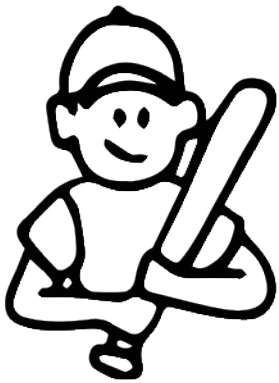
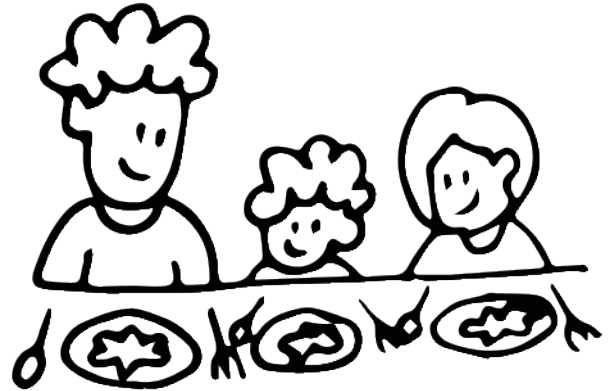
*Focus Time*



*Play Time*



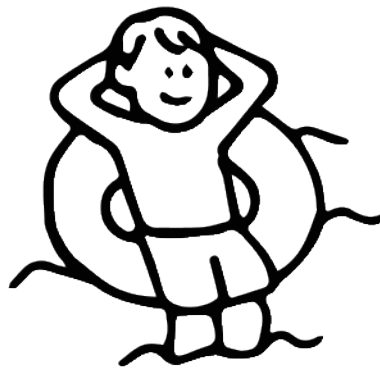
*Connecting Time*



*Physical Time*



*Time In*



*Down Time*



*Sleep Time*

### Learn More

Here is a website that helps you identify what kids need to stay in a resilient state



## Identifying Positive Childhood Experiences

There is a significant amount of research out there talking about how our brains and bodies are impacted by experiences, especially traumatic events. These traumatic events put our mental and physical health at risk. However, let's talk about how positive experiences can build resilience and shape our future. After all, we want to focus on HOPE.

Positive Child Experiences is an evidenced based approach to offsetting our negative experiences. There are seven experiences linked to improved resilience and a decrease in adult mental health issues. (Ranch, 2020)

- 1. Able to talk with my family about my feelings.**
- 2. Felt that my family stood by me during difficult times.**
- 3. Enjoyed participating in community traditions.**
- 4. Felt a sense of belonging in high school.**
- 5. Felt supported by friends.**
- 6. Felt safe and protected by an adult in my home.**
- 7. Had at least two non-parent adults who took a genuine interest in me.**

### Learn More

Additional information about defining positive childhood experiences:

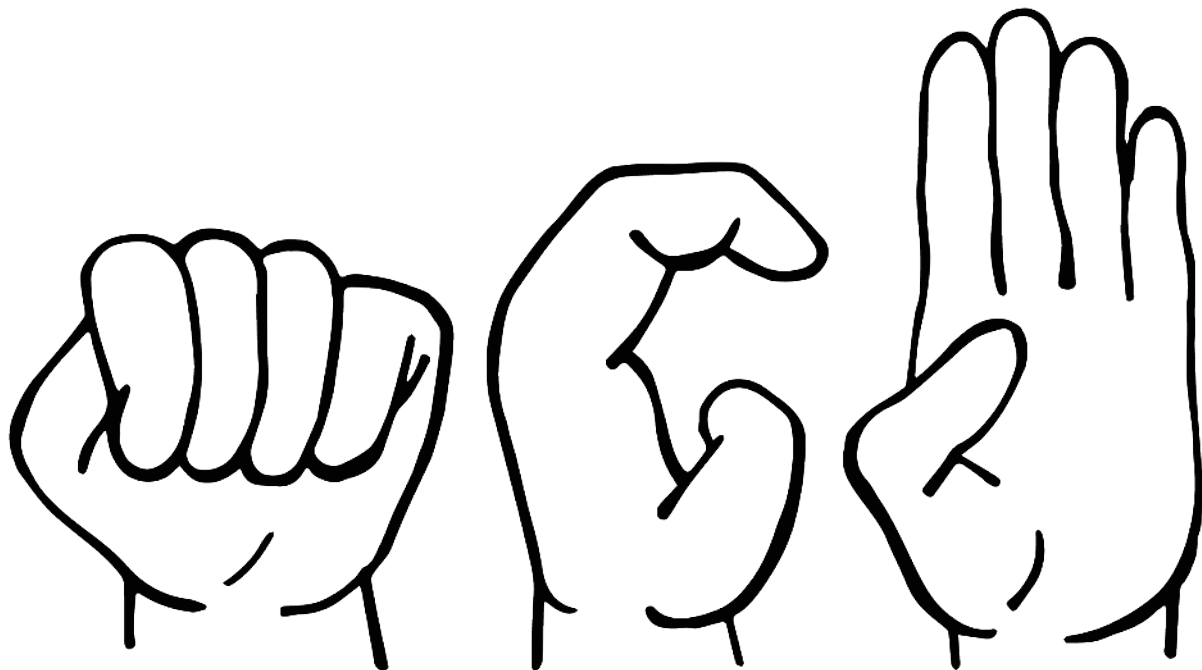


## What Happens When We Have BIG Feelings?

Across the United States many children and caregivers are learning about emotions and how our bodies and brains respond to various situations. You may recall seeing references to this idea in the media. For example, Snickers pokes fun at being cranky or "hangry" when hungry.

But why does it matter and what is the benefit of knowing this information? Teaching children to identify their emotions is the first step in teaching self-regulation skills. Once they have mastered emotional awareness they can then begin the process of practicing regulation and coping skills (Lamurray, n.d).

Dr. Dan Siegel, a Clinical Professor of Psychiatry at the UCLA School of Medicine, describes this concept as Flipping Your Lid. The model below describes what occurs in our brains when faced with emotions and is a great tool when teaching teens and adults (Siegel, 2020).



**GREEN**

*Lid is on*

**YELLOW**

**RED**

*Lid is flipped*

### Learn More

Here is a video to explain Flipping Your Lid.



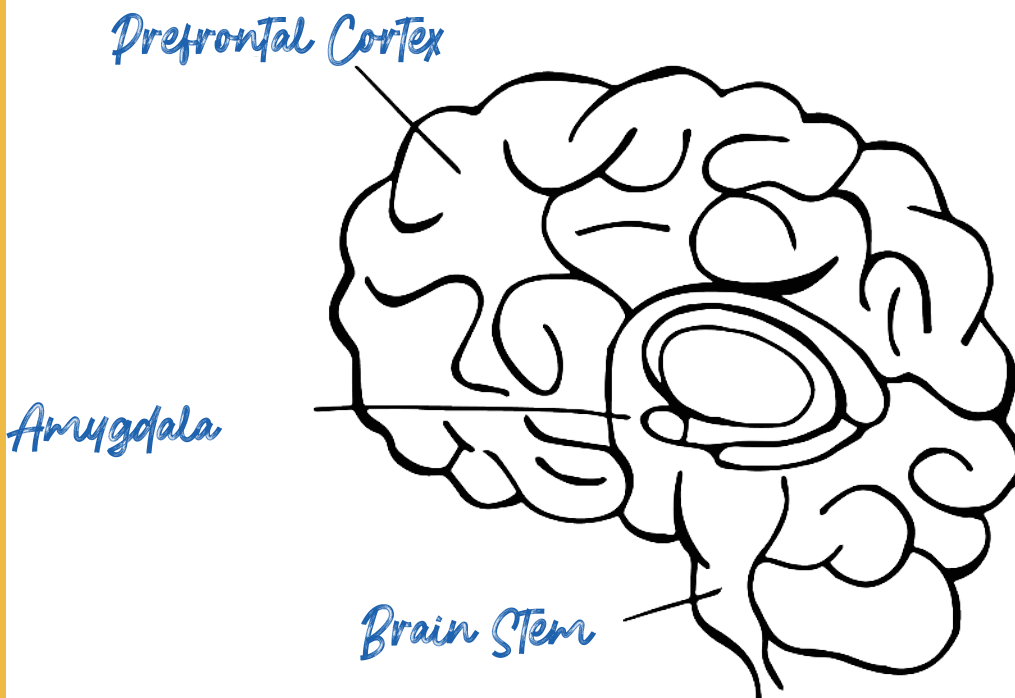
## Brain Power

**Prefrontal Cortex:** This is in charge of thinking and reason. When your child's lid is on they are able to learn and retain information. Tip: when children's lids are on, it is a good time to talk to them about a rule they broke earlier and a really great time to teach them new skills!

**Amygdala:** It is in charge of alerting our body of danger and is the main center for many of our big feelings. The amygdala is the part that alerts the body to run when it's time to run to safety! When it does this, it shuts off the cortex and relies only on survival instincts. This is when we "flip our lid." Once flipped, our prefrontal cortex isn't even being used!

When the amygdala is calm, it sends messages to the body and to the prefrontal cortex that everything is okay. This is the best time for learning because it makes the brain open and receptive to new information.

**Brain stem:** Our brain stem is the connection to our bodies. When our lid is flipped our stress response system within our body takes over. We are no longer able to think rationally or retain information. Tip: This is not the time to engage with children about chores or learning new skills. Instead offer them a break and time to regulate. Some regulation strategies commonly used are: taking a break, going for a walk, listening to music, getting a hug, or anything that helps soothe and put our lids back on.

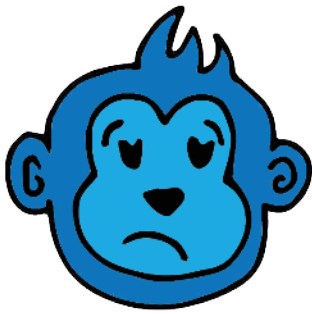


Here is a video that is great for teaching children about these parts of their brain:



There are many ways to help rate the level of feeling kids are having. We've provided two methods. One for school aged children and one for younger children.

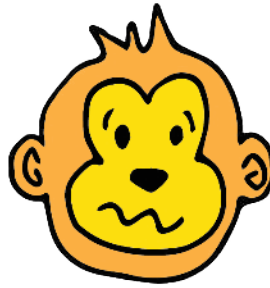
Being able to label levels of distress is the first step in being able to help them! Tip: parents it is helpful to print these out or create your own version. This is a great way to begin teaching children how to recognize their own responses.



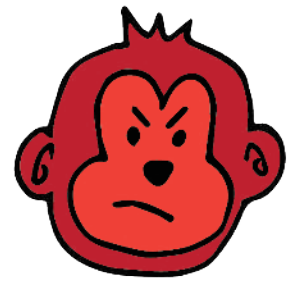
Blue



Green



Yellow



Red

## What Color Are You In?

**Blue:** We may feel sick, sad, tired, bored, or we may just be moving slowly. Tip: Your child may need rest, food, water, or movement (walking or light stretching).

**Green:** We are Happy, calm, focused, and ready to learn. Tip: because this is the place where best learning happens, This is the time to address previous behavior. Ask how they were feeling and how they could respond differently next time. Practice responding the correct way.

**Yellow:** We feel frustrated, worried, silly, wiggly, anxious, or excited. Tip: This is the best place to catch it low before our lid flips. Some skills in this book can help this!

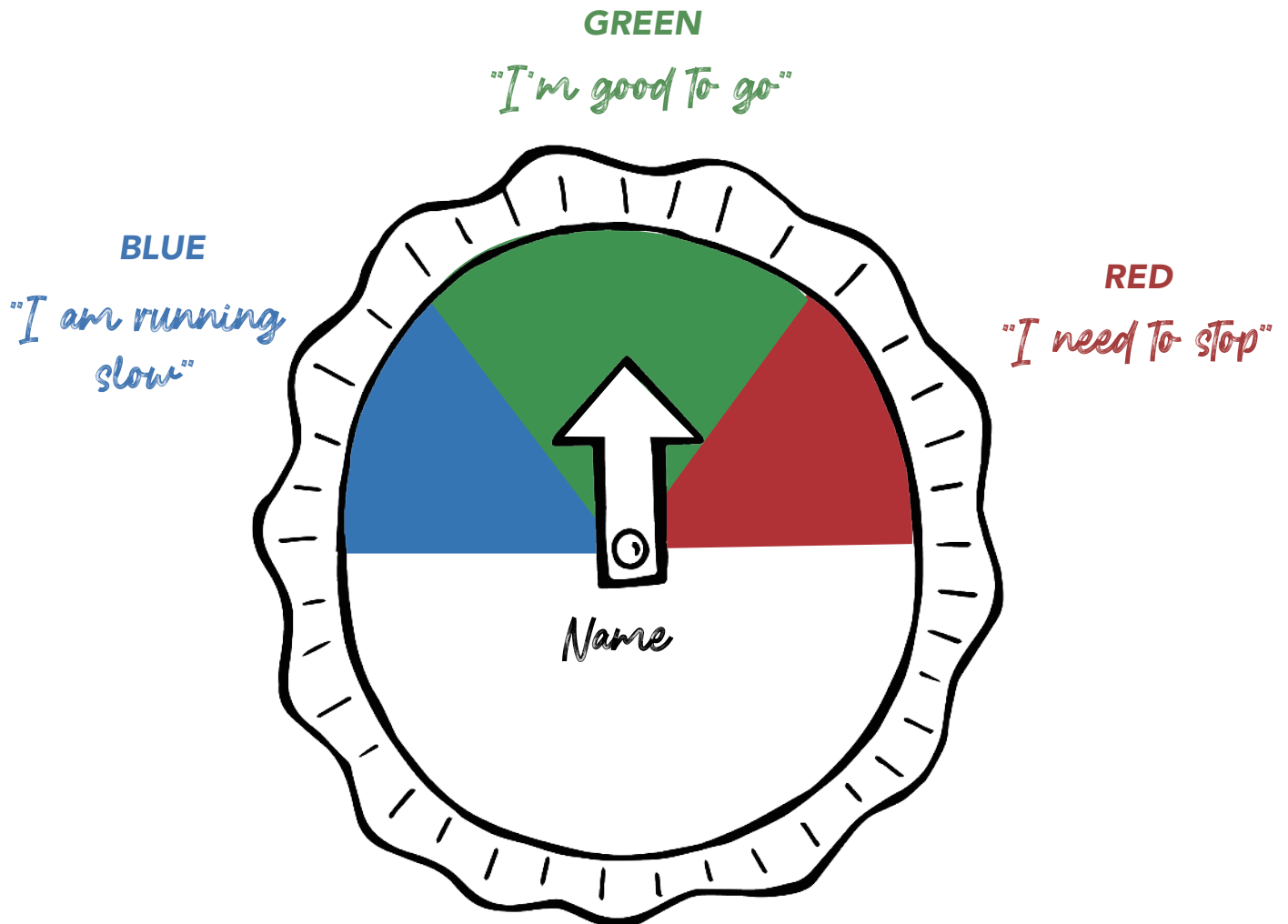
**Red:** We feel mad, angry, and highly distressed. We may engage in yelling, hitting, or out of control. This is when we have flipped our lids! Tip: This is not the time to correct behavior. The learning - rational part of our brain is no longer functioning. Anything you say is in one ear and out the other. This is the time to give space and offer a calming strategy. Wait until they are back to green to discuss the event.

### Remember

Adults can be in yellow and red too. In fact, it is normal human behavior. Be mindful of your color or "lid" when interacting with your child(ren). We recommend adults, as much as possible, do not engage or try to discipline while either their lid or the child's lid is flipped.

## Trust Based-Relational Intervention, TBRI

Trust Based-Relational Intervention, TBRI, uses Engine Plates to introduce this concept to young children. It is less complex and allows them to practice identifying how their bodies are feeling. Often a paper plate is used as a craft to create individual engines for children to utilize (TBRI & Trauma-Informed Classrooms 2019)



### Put It Into Action

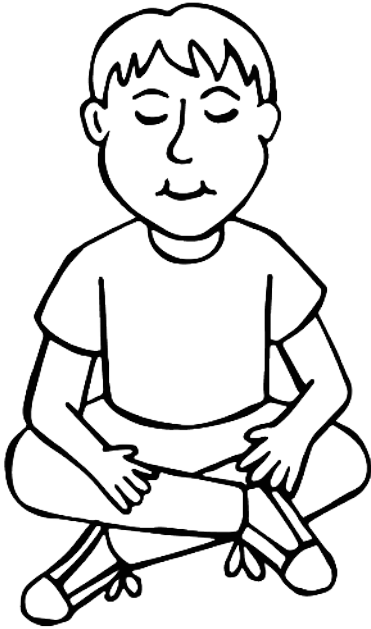
Now that you know about the body and brain, what can you do to keep lids on or maintain in the color green? How do you move from blue or red to green?

Keep reading to learn about great skills, for different age groups, to proactively teach children to regulate their emotions. Remember their thinking brains are far from accessible when they are already upset.

## A Calm, Safe Space

This activity teaches children how to reduce stress and tension through guided imagery. Introduce guided imagery by explaining that it's a way you can make pictures in your mind that can help you feel calm and relaxed. Then lead them through this simple guided imagery process.

### **Materials Needed: Just this script!**



#### *step 1*

Now imagine in your mind a place where you feel totally comfortable and happy. This might be a favorite place you have been, or somewhere you have seen, or it might be completely made up. It's up to you.

Picture a place where you feel happy and calm.

Start to add details now: **What do you see there? What do you hear? How does this wonderful, calm, happy place smell?**

Imagine how your body feels. You are comfortable, enjoying the nice temperature. Happy being still and relaxed or doing whatever enjoyable activities you participate in here.

Enjoy the way you feel in this safe place. You feel calm and safe here.

Remain in your place while you practice being calm and relaxed.

Find a comfortable position. You can sit or lie down. Notice how you are feeling right now - your body and your mind. Take a deep breath in through your nose, and let the air out through your mouth.

Take another breath, and feel your whole body getting calm as you breathe out. Continue to breathe slowly and gently.

Breathe in relaxation...  
Breathe out any worries...  
Breathe in calm...  
and let all your worries go as you breathe out...

#### *step 2*



Again notice the environment around you in this place. Take some moments to just enjoy it and be here. Soon, it will be time to leave, but know that you can return here in your imagination any time to relax, feel calm, and feel comfortable and safe.

In a moment I will count to three. You can become more awake and energized on the count of three.

1

**Take a deep, cleansing breath in,  
and breathe out slowly.**

2

**Take another deep breath,  
and breathe out**

3

**You are feeling calm,  
confident, and refreshed.**

**For More & Video Guidance**



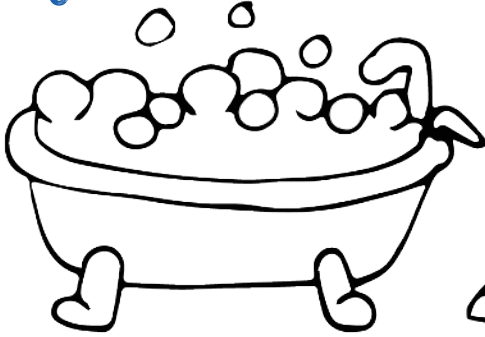
*for children*



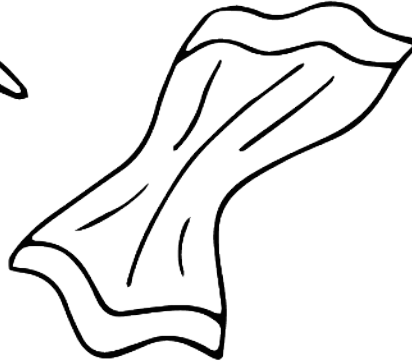
*for teens & adults*

## Other Activities for Helping Find a Calm State

*Taking a bath*



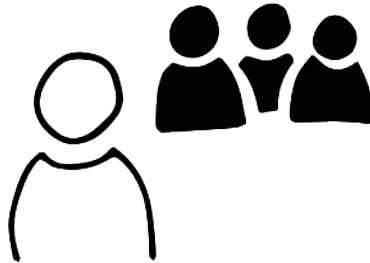
*Using a weighted blanket*



*Listen to music*



*Look at a glitter jar*



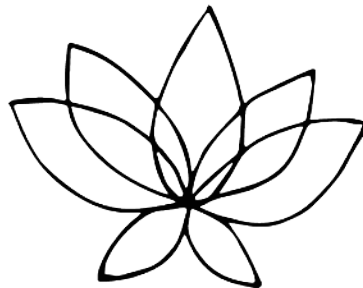
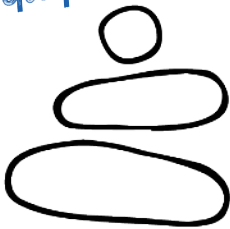
*Have some alone time*

*Give someone a hug*

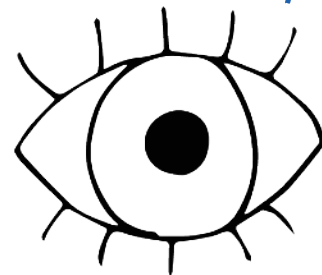


*Making eye contact with someone you love*

*Gratitude*



*Affirmations*



Check Out This Virtual Sand Tray



## Basic Relaxation Breathing (all ages)

**Materials needed: just your body and this script!**

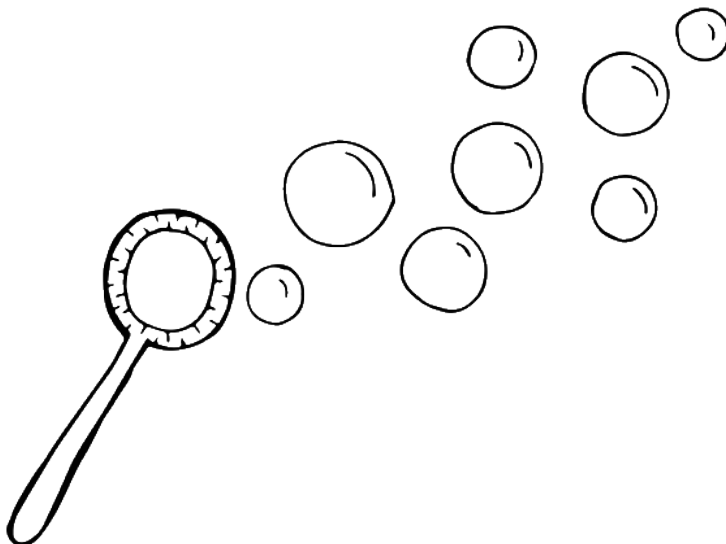
This is a breathing technique that is very helpful in turning off the stress response system, and can really help children and teens calm down feelings of anger and anxiety. It consists of breathing in through the nose to the count of four and breathing out through the mouth to the count of eight. When we do this, we activate the parasympathetic nervous system twice as long as the sympathetic nervous system with a net result of calming our physiology and stress response.

Teach children this simple technique and encourage them to use it during their day as often as they think of it, particularly if they are angry, stressed out, worried or upset. It's an excellent way to increase their ability to self-regulate.



Breathe in through your nose to the count of four and out through your mouth for the count of eight. When you breathe out, purse your lips and blow gently like you are blowing a bubble. This will help you slow down and exhale. Don't worry if your nose is stuffy, just breathe in and out through your mouth instead.

Inhale through your nose: 1-2-3-4



**Exhale through your mouth with lips pursed, blowing gently, like blowing a bubble: 1-2-3-4-5-6-7-8**

**Repeat 3 times**

## Basic Relaxation Breathing (all ages) cont'd

Be sure to observe them when they're learning this to make sure they are breathing in slowly and then breathing out twice as slowly. Often, children will inhale very rapidly to get a big breath. This is counterproductive and may activate the stress response instead of deactivating it!

**Tips for Parents:** This practice is best used if it has first been taught when the brain is at ease. You can add this to a daily conversation with your young child by practicing it while on a drive or together as a family before or after dinner together. When it has been practiced in advance, it means that the brain is ready to access it when distress comes up. We suggest using this one time a day when children are young. Teens can practice this with parents or alone just before going to bed to help them sleep better!

**Tips for Teachers:** try this activity before a big test to help reduce feelings of anxiety and worry. Taking this time to regulate may even increase test scores!

## Another Thing to Try

*A great book with many relaxation breathing scripts for kids*



## Progressive Relaxation or "Tense & Relax"

**Materials needed:** just your body and this script!

Tense and Relax practice is a deep relaxation technique used to release stress and extra energy. Here's how it works: panic or anxiety manifests in the form of energy pulsing through our bodies. Why not give the energy somewhere to go and channel it outside of the body?

This technique is a two step process.

*One, tense a group of muscles and holding them tight.  
Two, releasing the hold and leaving the muscles relaxed as the tension flows away.  
Hence the name, "tense & relax."*

**Parents & Teachers:** you will need to start by helping children understand how their body reacts when they are worried, angry or upset. Using the rating scale above can help this! Help them understand how their bodies respond when they are distressed. Does their heart beat fast? Do they have tight muscles? Do they have a funny feeling in their stomach?

**For Younger Children:** Using spaghetti noodles to demonstrate tense and relaxed muscles. Uncooked spaghetti is rigid while the cooked one is relaxed and wiggly. You can ask them to illustrate the difference between the two to experience this in their bodies. Have them stand straight and stiff like the uncooked spaghetti noodles, then act floppy like the cooked ones. It will help them better understand what you mean by tense and relaxed muscles.

## Progressive Relaxation Script

**Face:** You know the scrunched face emoji? Well that's your look-a-like. Scrunch your face as much as possible. Hold for 5-10 seconds. Relax and breathe in, then out

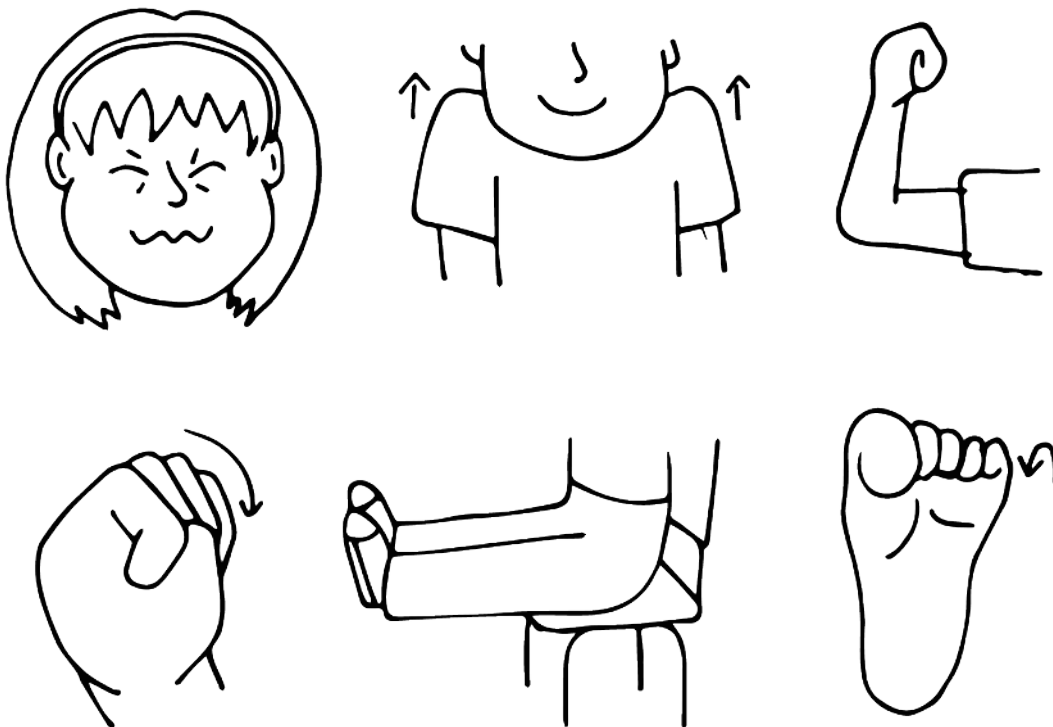
**Shoulder:** Picture a ninja turtle getting back in it's shell. Pull shoulders up like you want to retreat into your body. Hold for 5-10 seconds. Relax and breathe in, then out.

**Arms:** Now, flex those muscles. Show them off. Hold it for 5-10 seconds. Relax and breathe in, then out.

**Hands:** Imagine squeezing an orange to get all the juice out. Or you can do this by squeezing a stress ball. Hold it for 5-10 seconds. Relax and breathe in, then out.

**Legs:** Imagine a string puppet being pulled up. Tense your legs by pulling your legs up. Hold it for 5-10 seconds. Relax and breathe in, then out.

**Toes:** Imagine you are on a beach, and you want to bury your toes in the sand. Tense your toes by curling them. Hold it for 5-10 seconds. Relax and breathe in, then out.



You can repeat all these exercises as needed. Remember, there is no right or wrong way to do it. You can customize your script whatever your child responds to.

**PS: This is great for children & ADULTS!**

## Progressive Relaxation cont'd

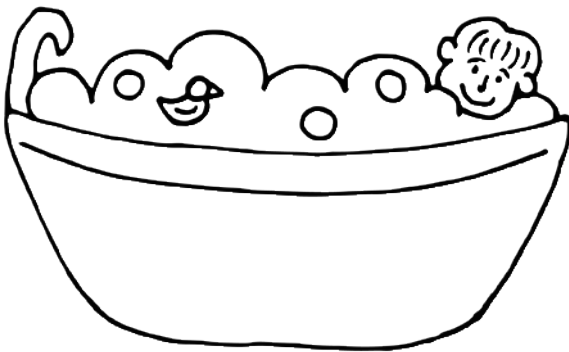
Parents, progressive relaxation is a great addition to the bedtime routine. When the entire family joins this can promote the relief of stress and a slow down that will promote good sleep for everyone!

This is also a great one to do after a stressful event. It helps get all that stress out of the body!

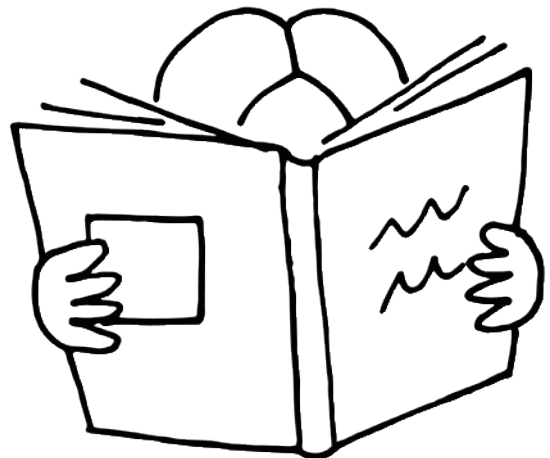
Tips for teachers: taking five minutes after recess or lunch to do purposeful regulation like this will help students transition back into the learning environment.

### Other activities for relaxation:

*Take a hot bath*



*Read a book*



*Use a weighted blanket*

**Guided Progressive  
Muscle Relaxation Video**



## The Colors In Me (Young Children)

**Materials needed: Body outline (provided below) & various colored crayons or markers.**

Let's take a look at the template of a body on the next page. It shows all parts of the body. We can think about what is on the outside or on the inside of your body while we complete this activity

It's a good idea to calm your body before we start this activity. This helps us feel calm and find the things we feel on the inside. Take a deep breath in and let it out three times to calm your body. Be sure to do it slowly.

Now that you are calmer, let's close our eyes and try to "sense feel" our body.

Sense feels are sensations, pressures, feelings in our body.

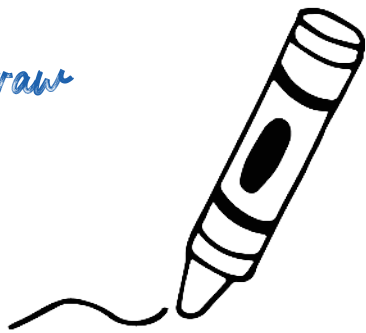
*What do you notice? Any pressure? Any pain? Any flutters? Any warmth?*

Now think about the feelings happy, sad, mad, scared, and excited. Pick a color from your crayons to represent each of those feelings.

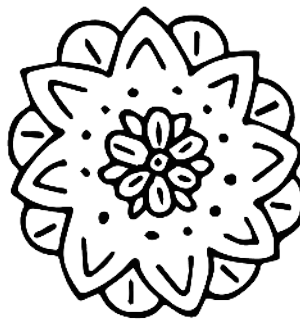
Parents, this can be helpful for young kids after they have flipped their lids, but are now calm. Being able to identify how they felt during their upset can help them release the stress from it and gives them the power to learn different ways to address it in the future. Plus, it gives you insight into what things you may be able to do to help them in the future.

### Other Activities to Try:

*Draw*



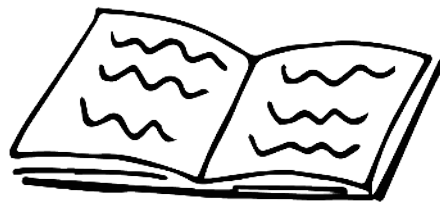
*Color a mandala*



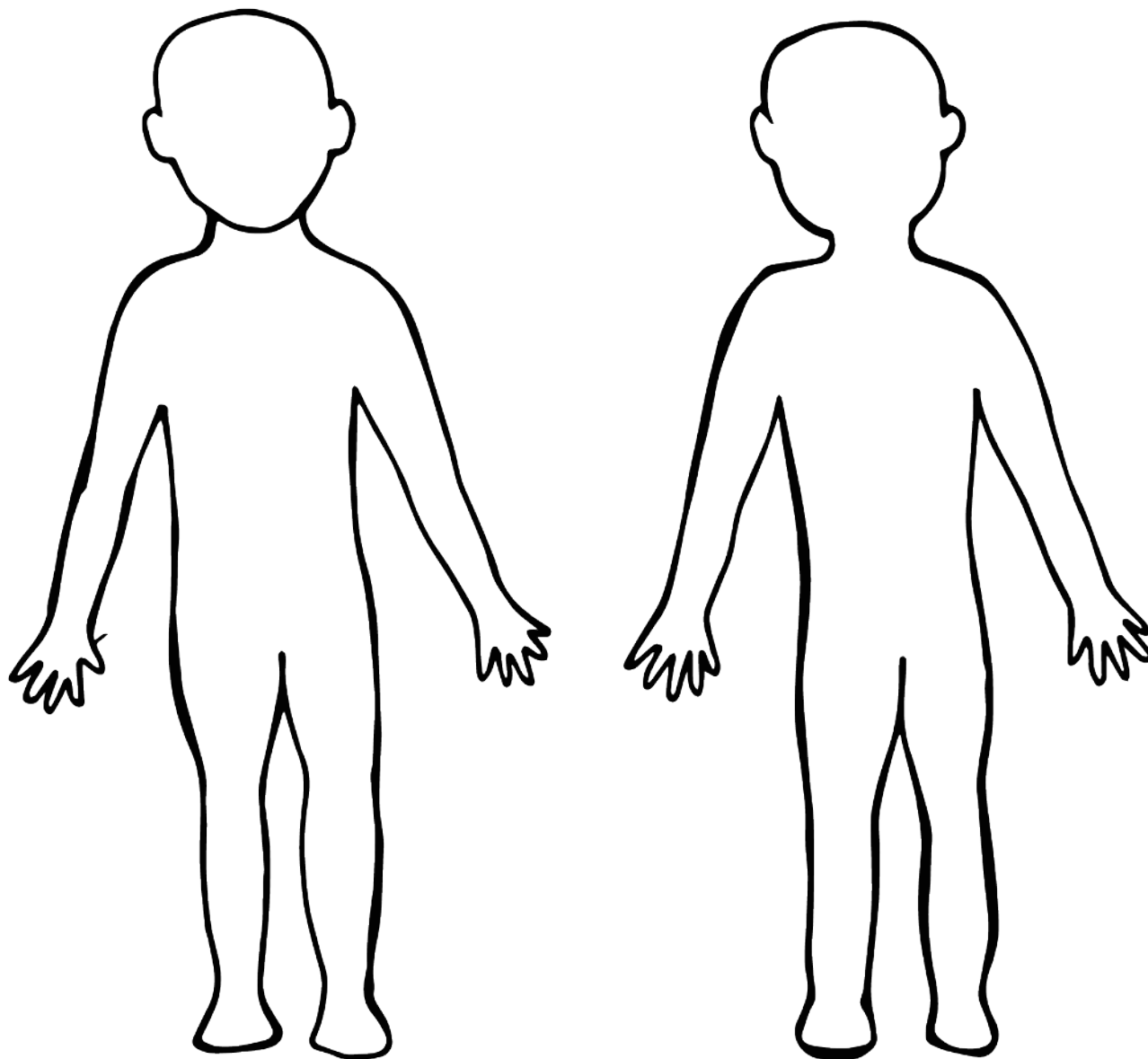
*Play with clay*



*Write in a journal*



**Can you show on this picture where you are feeling these feelings in your body?**



**Color on this body whatever feelings you are experiencing in your body.**

**Let's take a look at what you've created.  
Is there anything you can do to strengthen or lessen those feelings?**

## Feelings Dance (for all ages, and a great family activity!)

**Materials needed: Various forms of music and a body!**

I'm going to play some music and I want you to just listen for a moment.

Now let's dance and move with the music. There is no right or wrong way to dance. Just feel the music and then dance and move like the music is inside of you!

*Move however you feel like moving.*

*Notice where you feel the music in your body.*

*Pay attention to how it feels to move while you listen.*

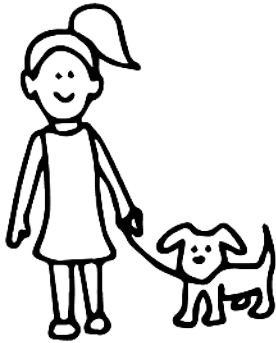
**Parents:** Play several different songs with different beats and different styles. This is a great way to get all the stress out of bodies after school. It can also be a way to get energy when feeling lethargic or in the "blue zone". Bodies are meant to move!

When dancing is complete you may choose to process the experience with your kids. Ask them how they feel differently with different music. Explore what they noticed about how their body felt and moved while they danced and paid attention to how they moved. Ask them to identify what moves help their body when they are stressed or sad. Help them remember to use it when those times arise.

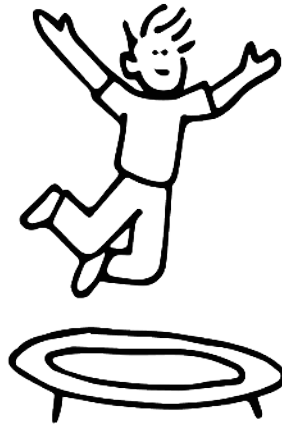


## Other Activities to Move Your Body

### *Jump on a Trampoline*



*Go on a walk*



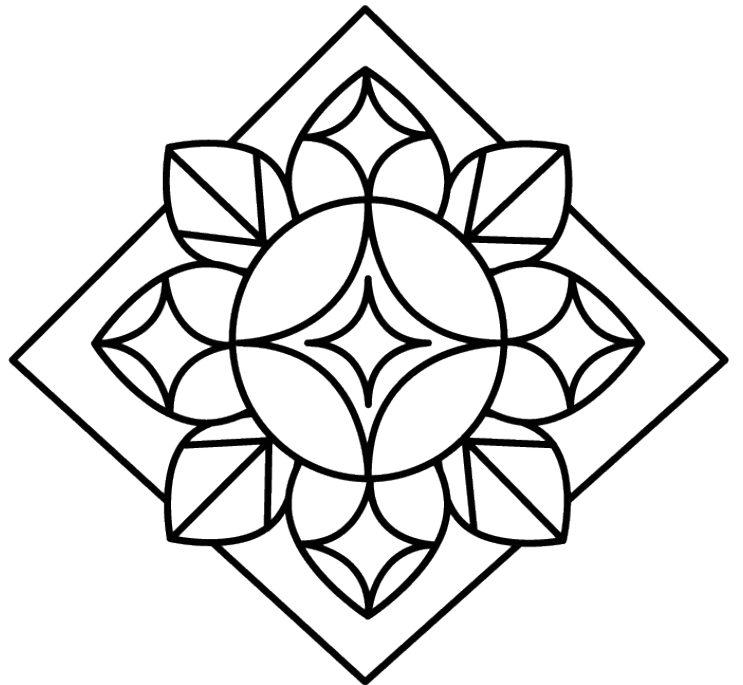
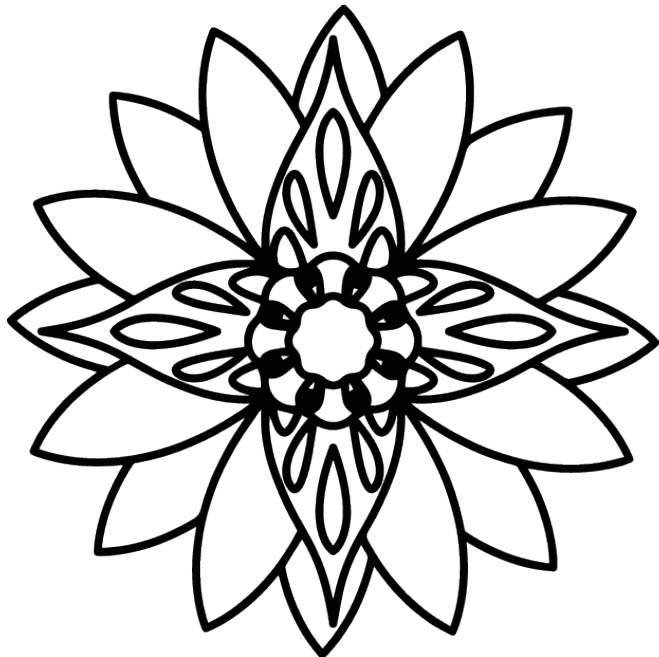
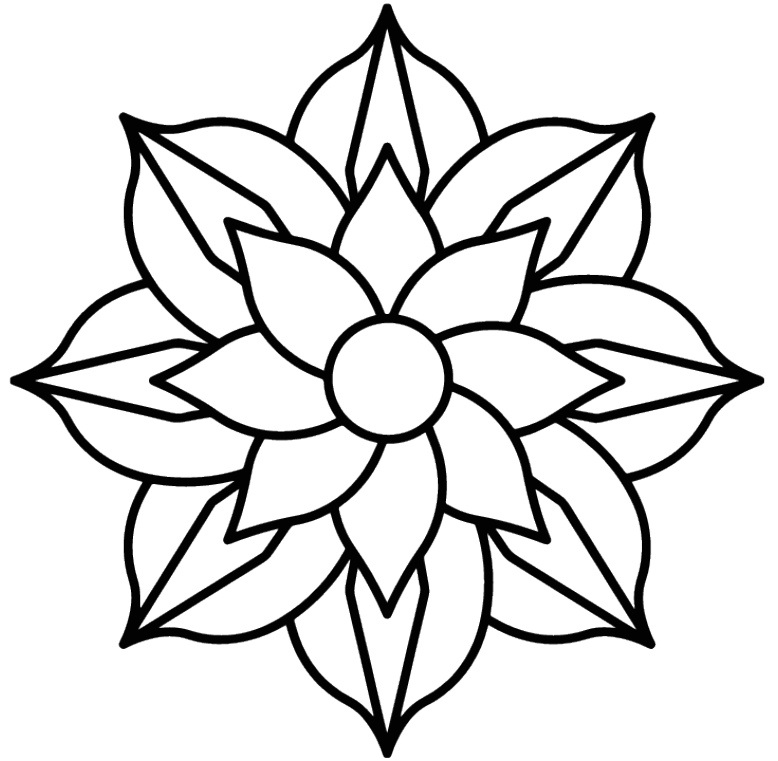
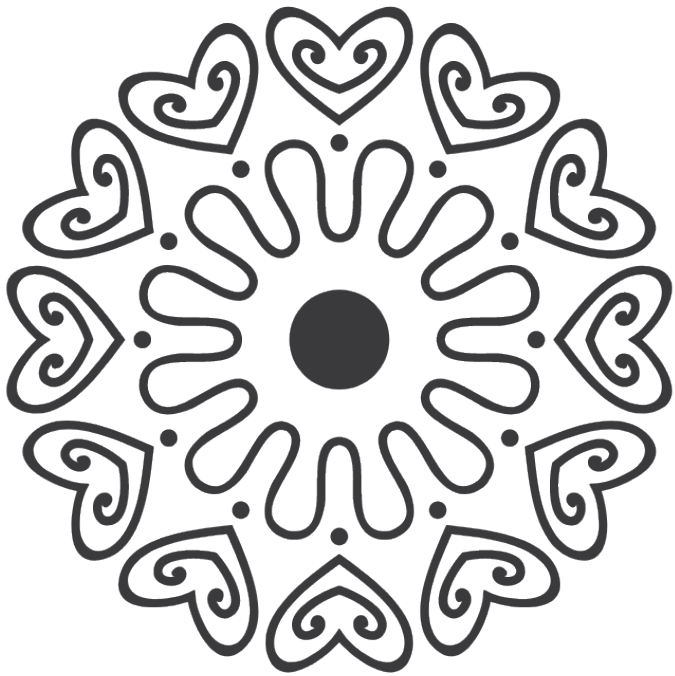
*Chew gum*

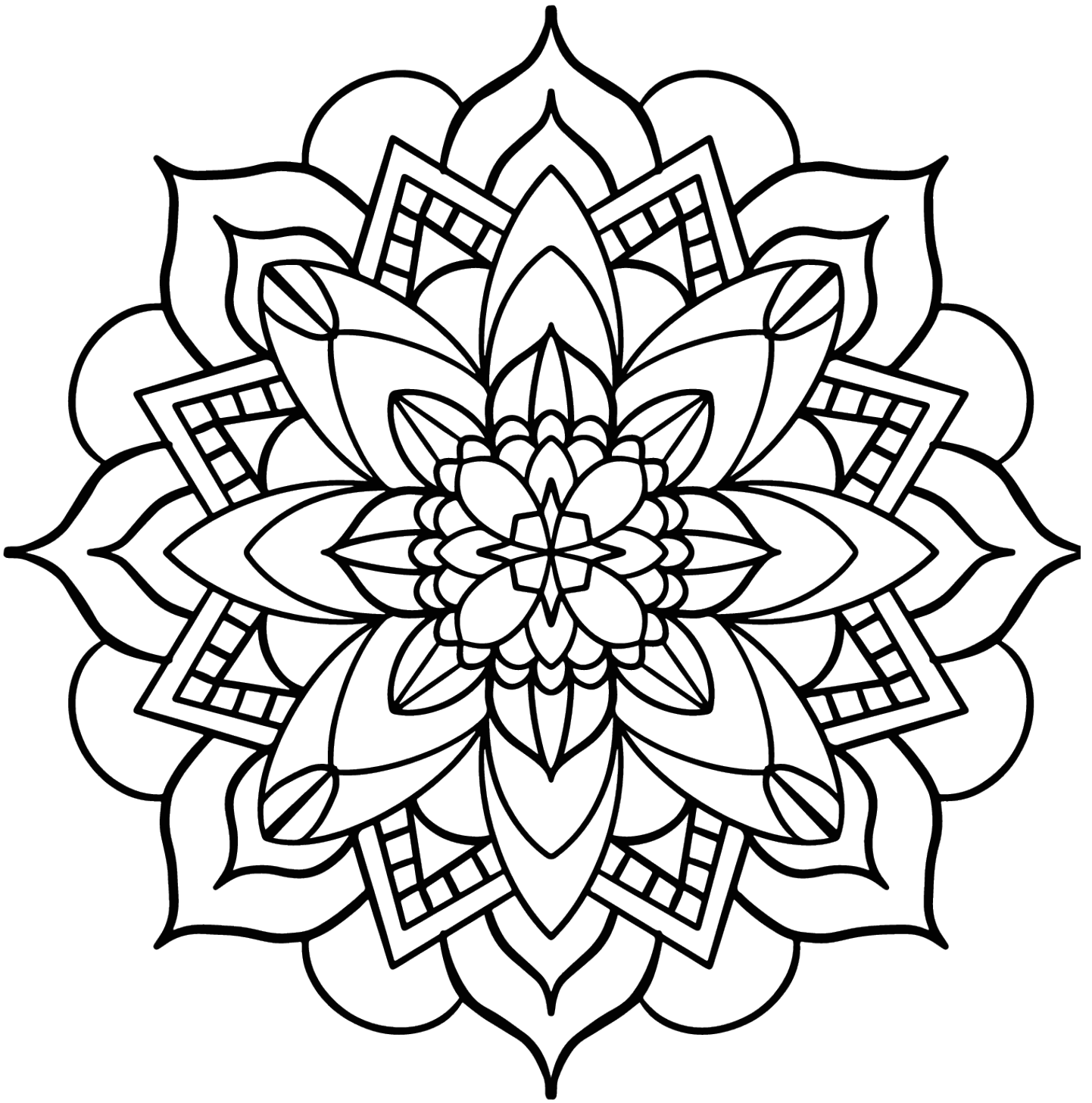
### **Playlist**

A great playlist for this activity is on Spotify and is called "Resilient Kids Feelings Dance" or simply scan the QR code



# Color a Mandala





# Resiliency Page

This is your resiliency page! There are many things that help us develop our resiliency muscle. Three ways we can focus in this activity are:

1. Knowing your internal strengths
2. Knowing what skills can help you stay in your sweet zone and
3. Using positive beliefs about yourself and the future.

## Instructions:

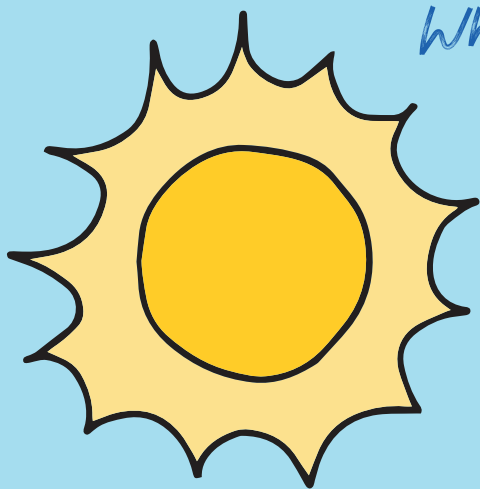
**The Sun and its rays:** What makes you shine? Think about things that you love to do or that you are naturally good at. These can include activities that make you happy, like playing soccer, or things that you do well at like being friendly to all people. Think about these or even ask others around you. List each of these on the rays of sunshine.

**Tree Roots Grounded into the Earth:** What skills do you use or want to use to help you stay regulated and in the green? You can use skills from this page or you can use ones that you know are perfect just for you. List each of those in the roots of the tree.

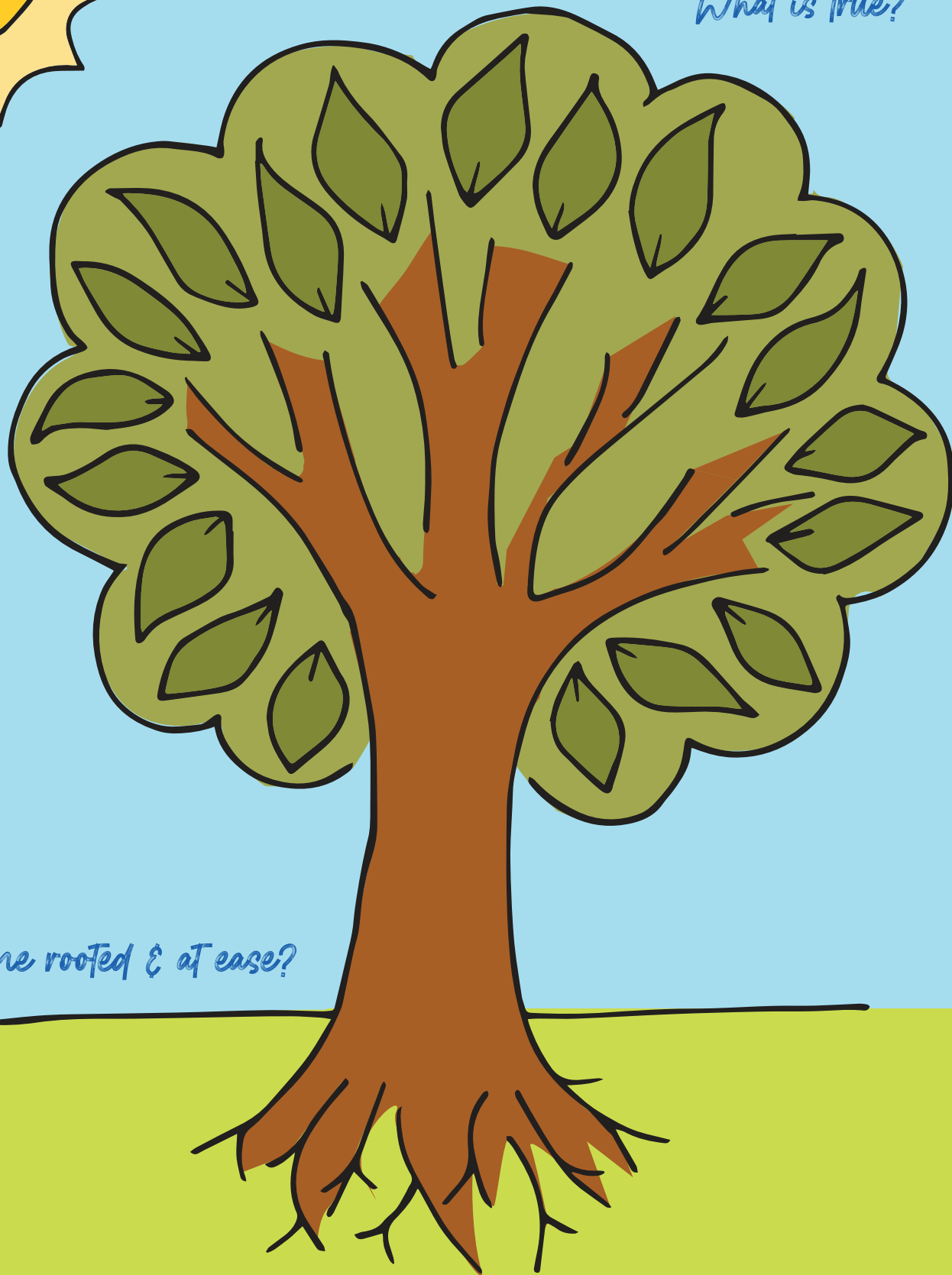
**Leaves of the Tree:** What is true? What affirmations can you use to help you remember your value and truth? Here are some sample affirmations:

I am lovable  
I am strong  
I can do hard things  
I am safe  
I have people who love me  
I learn from my mistakes  
I belong to my community  
I am okay how I am  
I am enough  
I am kind  
I am precious  
I can use my power  
I have a voice

*What makes me shine?*



*What is true?*



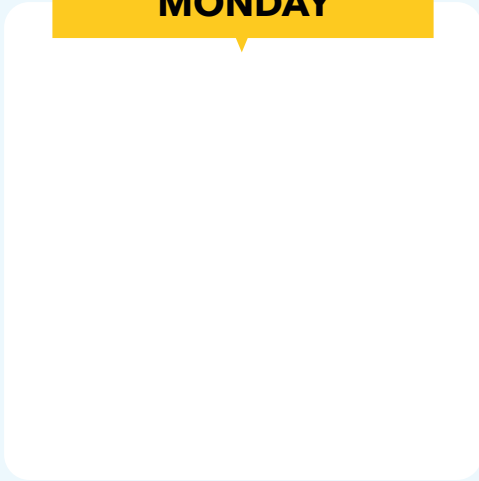
*What keeps me rooted & at ease?*

# Gratitude Challenge

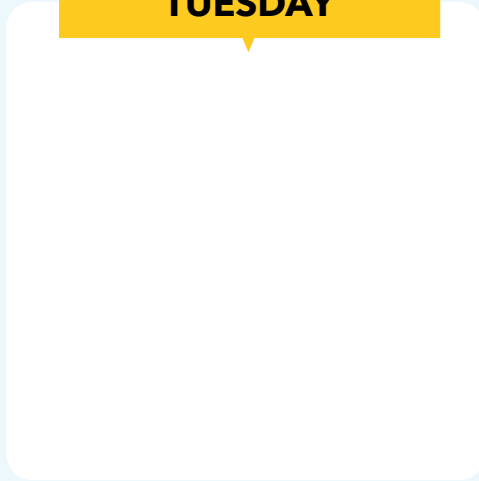
Find a friend & do this challenge for one week!

List 4 things you are thankful for each day! When you think of each of these, notice how it makes you feel inside your body.

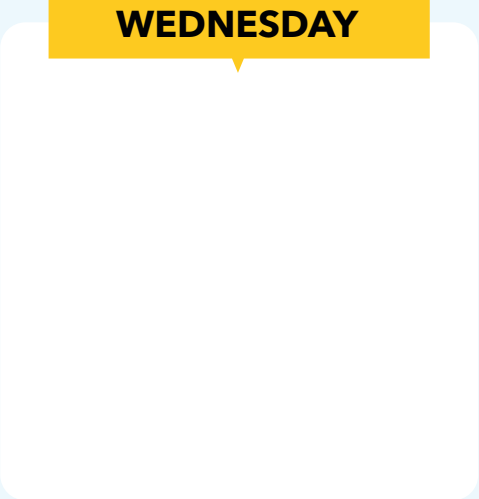
**MONDAY**



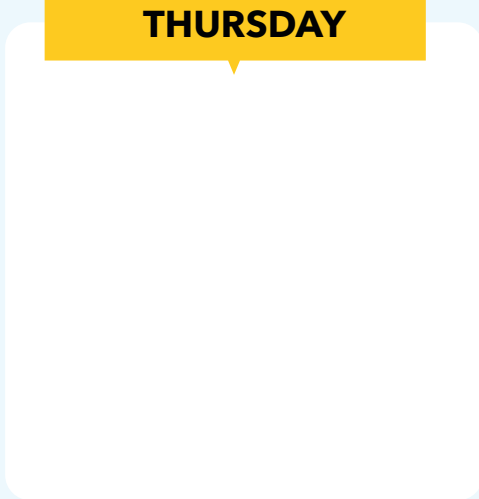
**TUESDAY**



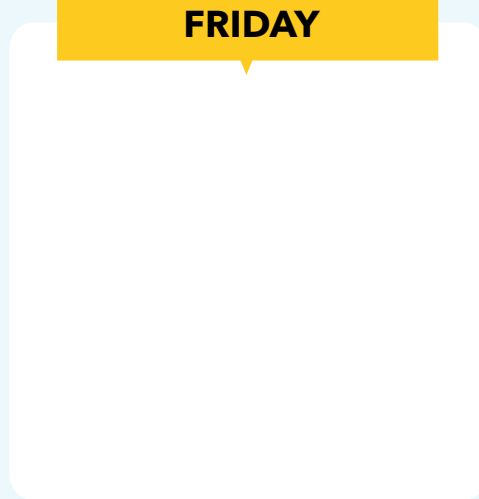
**WEDNESDAY**



**THURSDAY**



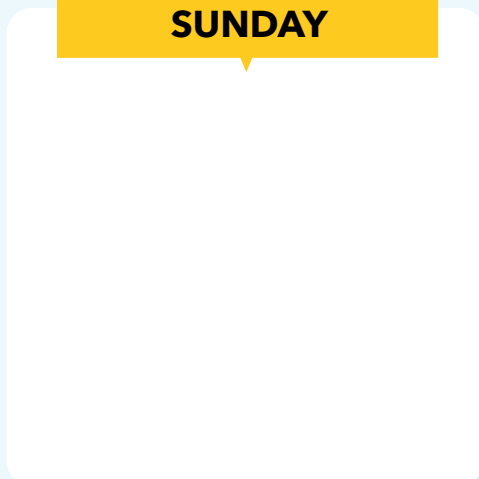
**FRIDAY**



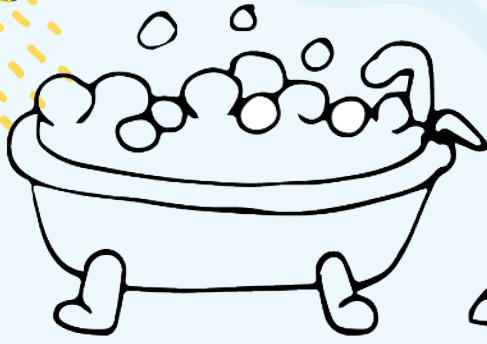
**SATURDAY**



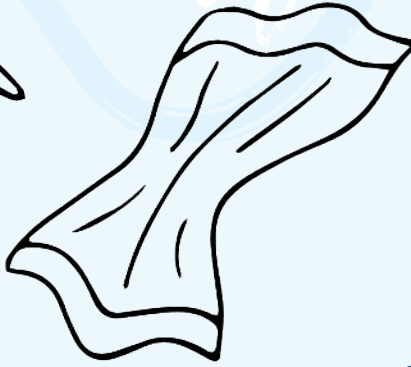
**SUNDAY**



Take a bath



Use a weighted blanket



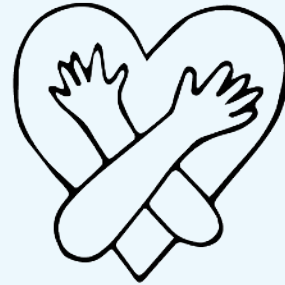
Listen to music



Look at a glitter jar



Give someone a hug



Have some alone time

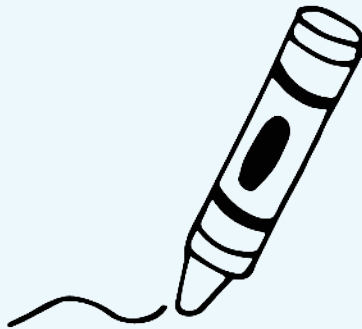


# When I Feel Upset I Can

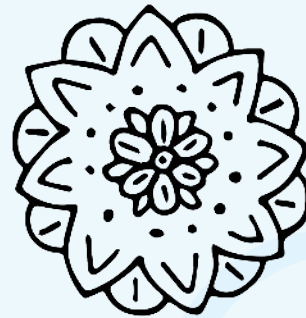
Jump on a Trampoline



Draw



Color a Mandala



Play with clay



Write in a journal



## References

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## Thank You!

Adversity can be countered with positive experiences, a supportive relationship with a trusted adult, and healthy environments that help build resilience. Thank you for taking the time to help teach resilience-building skills to Idaho's kids.



**Would you like to distribute this guide within your community?**

[www.idahoresilienceproject.org/hope-lives-here-guide](http://www.idahoresilienceproject.org/hope-lives-here-guide)



You are welcome to use this workbook to educate youth and caregivers (parents, teachers, and guardians) regarding resiliency, but may not sell it, distribute it or re-purpose the content in any way.

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