

O. Coping Skills

Advanced

Knows how to manage emotions properly (does not “fly off the handle” in rage or sob inconsolably in response to minor issues)	Observation of Skill
Knows how to assert oneself and advocate for oneself appropriately (without being too aggressive or too passive)	CS-68-68a; CS-69-69a; CS-70-70a; CS-71-71a; CS-72-82
Knows how to talk about their feelings openly (with significant others, with natural supports, with therapist, etc)	Observation of Skill CS-72-82
Knows how to ask for advice or support from someone	CS-72-82
Feels confident about their abilities to cope with difficult situations and emotions	CS-83-102
Knows how to identify barriers that may get in the way of being able to cope	Observation of skill
Knows how to identify and use appropriate coping skills and strategies	(All of the above resources)
Knows how to use their “WRAP” plan	Observation of Skill WRAP Book (entirety)

Coping Skills CS-68a



FALL IN THE TRAP.....

ASK – DON'T ASSUME!

PURPOSE:

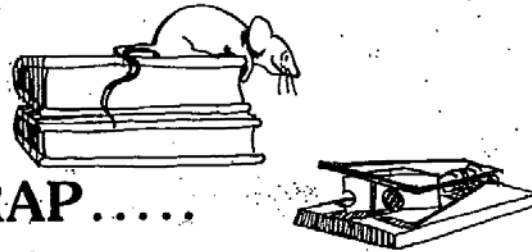
To increase assertive skills by encouraging "asking" and discouraging "assuming."

GENERAL COMMENTS:

The trap of ASSUMING and not ASKING frequently gets people into uncomfortable situations. Often, incorrect assumptions are made. ASKING requires thought, time, and practice and will result in increased assertiveness.

POSSIBLE ACTIVITIES:

- A.
 1. Use the example provided to explain the concept.
 2. Encourage the group members to fill in the blank boxes.
 3. Encourage role-playing for the remaining situations.
 4. Process the right to ask questions and possible benefits.
- B.
 1. Divide the group into teams of 3 members. Member #1 writes reply in "Your Assumption" column and passes it to member #2 who writes reply in "You ask" column and passes it to member #3 who writes reply in "Possible Responses" column.
 2. Instruct members to rejoin the entire group.
 3. Encourage each team to share one or two favorites.



DON'T FALL IN THE TRAP.....

ASK – DON'T ASSUME!

You have the **right** to ask questions!!

SITUATION	YOUR ASSUMPTION	YOU ASK	POSSIBLE RESPONSE(S)
<i>Friends were supposed to meet you at 6 o'clock but they arrive an hour late.</i>	1. They got in a car accident. 2. They stood me up. 3. They ran out of gas.	Why were you late?	1. We had a flat tire. 2. We got lost. 3. We <u>said</u> we'd be here at 7 o'clock.
<i>You asked to borrow the car for Saturday night and your parent says NO!</i>			
<i>A police car pulls you over and stops you!</i>			
<i>You leave your teenagers home alone for the evening. When you walk in, you smell cigarette smoke!</i>			

Aggressive • **ASSERTIVE** • Passive

PURPOSE:

- To recognize these three types of communication styles.
- To increase awareness of the advantages of being assertive.
- To recognize how these styles present themselves in women.

GENERAL COMMENTS:

This is an overview of the three basic communication styles, including nonverbal communications, view of rights, and implications of these behaviors. Communication is most effective when assertive.

I. POSSIBLE ACTIVITIES:

- A. Pursue discussion of the socialized role of women to be passive from childhood to adolescence to adulthood, and the consequences. (This is a particularly good handout for a women's group.)
- B. This activity is designed to be used in conjunction with page 3 when both men and women are in the group. Divide group into 2 teams.
 1. Instruct volunteers from team #1 to role-play one style and team #2 to guess which style was being presented.
 2. The teams can repeat the process with team #2 role-playing and team #1 guessing.
 3. Continue alternating.



Aggressive • **ASSERTIVE** • Passive

Meet

AGNES AGGRESSIVE:

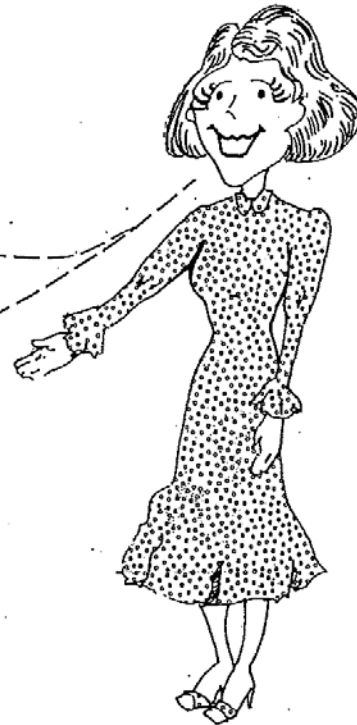


I'm loud, bossy and pushy.
I dominate and intimidate people.
I violate other's rights.
I "get my way" at anyone's expense.
I "step" on people.
I react instantly.

Meet

ALICE ASSERTIVE:

I'm firm, direct and honest.
I respect the rights of others and recognize the importance of having my needs and rights respected. I speak clearly and to the point.
I'm confident about who I am.
I realize I have choices about my life.



Meet

PATSY PASSIVE:



I'm unable to speak up for my rights.
(I don't even know what my rights are!)
I get "stepped on" often.
I'm meek, mild-mannered and very accommodating.

PASSIVE

ASSERTIVE

AGGRESSIVE

PURPOSE:

- To recognize these three types of communication styles.
- To increase awareness of the advantages of being assertive.
- To recognize how these styles present themselves in men.

GENERAL COMMENTS:

This is an overview of the three basic communication styles, including nonverbal communications, view of rights, and implications of these behaviors. Communication is most effective when assertive.

II. POSSIBLE ACTIVITIES:

- A. Pursue discussion of the socialized role of men to be aggressive from childhood to adolescence to adulthood, and the consequences. (This is a particularly good handout for a men's group.)
- B. This activity is designed to be used in conjunction with page 2 when both men and women are in the group. Facilitate role-playing of the 3 communication styles using the following examples:
 1. A friend needs to borrow \$100.
 2. You want a raise.
 3. Your spouse has been away from home too much.
 4. You're waiting at a restaurant for a half-hour and no one is helping you.



PASSIVE

Hi... I'm

PETEY PASSIVE.

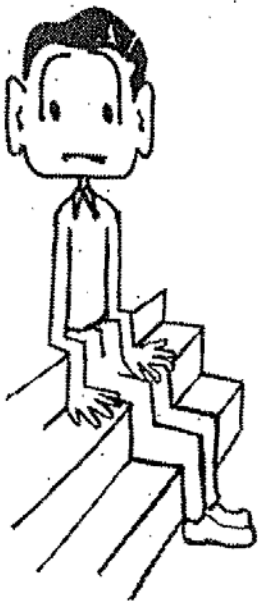
I talk softly
and give
"cold-fish"
handshakes.

I don't
stand up
for my rights.

I tend to
avoid conflicts
and
disagreements.

People take
advantage
of me!

I have trouble
saying "no,"
and then I'm
angry
and
resentful.



ASSERTIVE

Hello! I'm

ALEXANDER ASSERTIVE.

I am an effective communicator,
able to express my needs and
thoughts. I'm honest, direct and
confident. I make good eye-contact
and speak with a firm voice!



AGGRESSIVE

**YEAH!
ATTILA
AGGRESSIVE**

here!

I OFTEN VIOLATE
OTHERS BY USING
MY POWER,
POSITION
AND LANGUAGE.

I ALWAYS GET
MY WAY, EVEN IF I
NEED TO STEP ON
PEOPLE TO GET THERE.

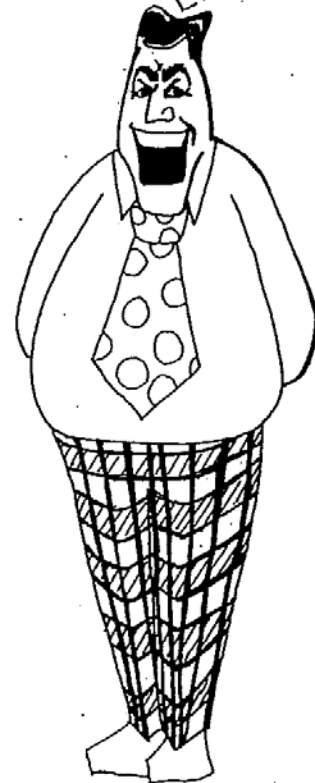
I SPEAK IN A LOUD
VOICE AND DON'T CARE
WHERE OR WHEN I

"BLAST" SOMEONE!

I CAN BE ABUSIVE. I

GIVE VICE-LIKE

HANDSHAKES. I LIKE
TO GET EVEN!



SAYING "NO"

PURPOSE:

To increase assertiveness by recognizing certain situations in which it is difficult to say "no," and rehearsing and listening to "no" in an assertive style.

II. GENERAL COMMENTS:

A nonassertive communication style often results in a reluctant "yes," a mixed message, and/or a hostile "no."

III. POSSIBLE ACTIVITIES:

- A.
 1. Instruct group members to read the situations and rank them from easy to difficult (1-9).
 2. Discuss.
 3. Review guidelines and example formats.
 4. Role-play.
- B.
 1. Review handout.
 2. Distribute strips of paper and have members write personal examples in which they have difficulty saying "no." Put in "hat."
 3. Ask members to choose one and role-play.

SAYING "NO"

YOU HAVE THE RIGHT TO SAY NO!

DO YOU HAVE TROUBLE SAYING "NO" TO....

- ___ A. your mother? (e.g., who continuously needs rides to the doctor/pharmacy/beauty salon) _____
- ___ B. door to door people? (e.g., Girl Scouts selling cookies/salespeople/fundraisers/religious enthusiasts/charity solicitors) _____
- ___ C. a friend? (e.g., who wants you to use drugs/alcohol with him or her/wants to borrow money) _____
- ___ D. a neighbor? (e.g., who wants you to watch her five children "just for an hour") _____
- ___ E. your children? (e.g., who want... new toys/more allowance/the car) _____
- ___ F. a fellow worker? (e.g., asks you to help him fix his car/go shopping with her/contribute for a gift) _____
- ___ G. your spouse? (e.g., who wants to buy his or her "dream car" which you feel is too much money at this time) _____
- ___ H. your boss? (e.g., asking you to stay late) _____
- ___ I. _____
- ___ J. _____

GUIDELINES TO SAYING "NO":

- Be honest, open and direct.
- Don't make excuses.
- By saying "no" you're gaining self-respect.

EXAMPLE FORMATS...

- No, I am unable to do that today. Maybe you can...
- No...to be honest, I don't want to...



Skill #6

Communication

CS-72

Coping Skills CS-73

Here is a quote that sums up the importance of communication in our lives.

I see Communication as a huge umbrella that covers and affects all that goes on between human beings. Once a human being arrives on earth, communication is the largest single factor determining what kinds of relationships he/she makes with others and what happens to him/her in the world.

— Virginia Satir

Did you know that Communication is:

- 7 % Verbal
- 35 % Facial Expression
- 35 % Body Language
- 23 % Tone Of Voice

Communication is simply the sending and receiving of messages, intentional and unintentional, verbal and nonverbal. Being able to communicate well is a skill that most of us have not learned about and yet it is an essential part of good coping. It affects our feelings and our health. In dealing with cancer, it can affect the treatment we receive and our quality of life. No wonder then that communication is basic to every human relationship.

Tools For Successful Communication

- 1. Being Committed**
 - Wanting to develop a clear and healthy relationship.
- 2. Allowing Growth**
 - Realizing that every relationship is changing and growing.
- 3. Feeling Equal In The Relationship**
 - Feeling as if you share a common goal, with equal responsibility and authority.

Assertive Communication

Another step to good communication involves knowing how to be assertive. There is a clear difference between being assertive and being aggressive. Assertive communication is expressing yourself — your needs, your feelings, perspectives — in a manner which is clear, direct and neither threatening nor attacking.

Basic rights

- Your feelings are legitimate.
- You have the right to ask questions, state feelings.
- It is OK to negotiate for change.
- It is your right to set boundaries, to say "no."
- You know better than anyone what you think, feel, and want.

About anger

There is always another feeling behind anger. An old proverb says that if you can be patient in one moment of anger, you will escape 100 days of sorrow. Anger is an off-the-mark judgment that affects everyone around in a negative way. When you are angry count to 10; when you are very angry, count to 100. Compare being angry to being assertive.

Here is a specific technique for good communication in a situation where the other person is disagreeing with you — it may be a child, a spouse, a nurse or doctor, etc.... It works!

- Step 1.** Listen and find some truth in what the other person is saying.
- Step 2.** Listen and put yourself in the other person's shoes and try to see the world through his or her eyes.
- Step 3.** Listen and ask gentle, probing questions to learn more about what the other person is thinking and feeling.
- Step 4.** Find something positive to say to the other person.
- Step 5.** Express your feelings with "I" statements.
- Step 6.** Real listening is active listening — not waiting to talk.

Note how important listening is and how often it is used.

Coping Skills CS-75

The most important step in good communication is being able to use "I" statements.

"I" messages have 3 parts:

- I think.
- I feel.
- I want.

"I" Messages Are Used To:

- A. Disclose thoughts, feelings and wants.
- B. Assert self: say yes/no.
- C. Prevent disappointment in the future.

"I" messages are a healthy way, as Shakespeare wrote, "to give sorrow words."

On the next page is an example of how you can turn a message into an "I message" that communicates how you think, and feel and what you want.

Try to avoid blaming others. Try not to use "you" messages.

A. Disclosing thoughts, feelings, wants

eg: "I am frustrated when I trip over school bags in the entrance hall..."

"I need help carrying in the..."

"I want to have 10 minutes to myself before..."

Coping Skills CS-76

Exercise: Using "I" messages

SITUATION	"YOU MESSAGE"	"I MESSAGE"
	Blame	Ownership
Your mother calls everyday to ask you how you are doing.	"You are driving me crazy, —stop asking how I feel."	"Mom, I feel frustrated having to report about my health everyday. I'm really trying to live a normal life."

Fill in an example of your own here:

SITUATION <i>example</i>	"YOU MESSAGE" <i>example</i>	"I MESSAGE" <i>example</i>

The scenarios with "I" messages let us avoid problems by telling others what our needs are, and how others can best help. You will notice that the message is given in a clear and non-threatening way.

B. Asserting self: yes/no

How many people say "yes" when they really want to say "no"?
What is our "yes" worth if we never say "no"?

Making And Refusing Requests

When making requests be clear, specific and factual. In order to appear confident, expect your requests to be accepted. Avoid long apologetic statements...
"Do you suppose... Kind of... Maybe... Perhaps..."

Saying "No"

Brevity is crucial. Be as brief as possible, i.e. give a legitimate reason for your refusal, "I don't have the time". Avoid long elaborate explanations, justifications.

Actually say the word "no" when declining. The word "no" has more power and is less ambiguous than "well, I just don't think so..." ,
"I really can't just now..." etc.

Broken record technique. Repetition and persistence may be necessary. You may have to decline several times before the person "hears" you. It's not necessary to come up with a new explanation each time; you can use your original reason over and over again.

Shake your head when saying "no". Often people unknowingly nod their heads and smile when they are attempting to decline or refuse ... this is a double message. Make sure your non-verbal gestures mirror your verbal messages.

Limit the words "I'm sorry" when saying "no". Try to be conscious about using this phrase to excuse your refusal or to otherwise weaken your credibility. (Habitual use of this phrase can be distracting to your real intent.)

Buy time for yourself. Say, "let me get back to you on that," or "I'll think about it."

Practice:

Turn to your neighbour or friend and practice declining:

- an invitation to dinner
- being on a committee
- buying something

C. Preventive I messages: to prevent disappointment in the future

"I am going out tonight and do not want to find dirty dishes in the sink when I return."

"I would be so happy to celebrate my birthday next Wednesday by going out to dinner."

"I would really appreciate getting an early morning phone call on Mother's Day."

Family Communication

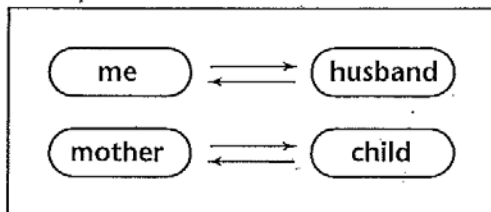
How families function is important to health and coping. Good communication is one of the best ways to have a family that functions well.

What is important to you and your family?

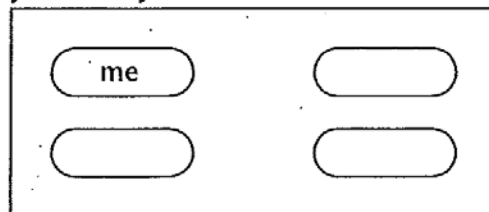
What are your strengths as a family?

How do you communicate with each other?
Read the example, then complete your own diagram.

example:



your family:



"me" and my husband talk freely to each other. I don't communicate as easily with my mother or my child, but there is good communication between the two of them.

Who in your family is most supportive to you?

Family functioning is determined by three factors:

- how cohesive or "together" the members of the family feel, and how they support each other.
- how members can express what they feel and think.
- how problems are talked about together and solved.

Good family communication is an important part of good coping.

Practice your communication skills at home too!

Doctor-Patient Communication

Remember to use the strategies in this section in the important relationship between your doctor and you !!! Here are more tips;

1. Write down a few questions or make a list of what you want to talk about. This can be your "prompt sheet."
2. Let the doctor know what is most important to you. He/she needs to know to help him/her choose the best treatments with you.
3. Ask a friend or family member to be with you to take notes.
4. Ask your most important questions first.
5. If you don't understand, ask your doctor to repeat in a way that is clearer to you.
6. Take a small tape recorder with you and tell your doctor you would like to record the visit to help you remember.
7. Regard your doctor as your ally and partner.

Following are some assertive rights which we have:

Assertive Bill Of Rights

I have the right...

- To be responsible for my own life.
 - To accept and respect myself and others.
 - To feel happy, satisfied, and to allow inner peace.
 - To take good care of my whole being; my body, my mind and my spirit.
 - To be imperfect.
 - To be aware of and to fulfill my own needs.
 - To have dreams, goals and ideals... and to make them happen.
 - To have and to express all my emotions.
 - To tell others how I want to be treated.
 - To allow people to help me without feeling guilty, unworthy or dependent.
 - To set my own priorities about my use of time, money, space and energy.
 - To get what I pay for.
 - To have healthy, life-enhancing relationships, where clear communication is valued and to make conscious decisions to change relationships.
 - To change, emerge, expand in new directions.
 - To have my own beliefs, ideas, values without apology to anyone.
 - To live in the present moment, free of guilt about the past and worry about the future.
 - To relax, to let go... and "DO NOTHING."
- ...and to remember that when I accept these as my rights,
I also accept them as rights of others!

*Adapted from POSITIVE ALTERNATIVES
123 Queen St. West, Brampton, Ontario, L6Y 1M3*

S U M M A R Y

Skill # 6 Communication Skills

1. "I" messages start with "I" _____, or "I" _____, or "I" _____.
2. Being assertive means _____ yourself in a clear, non-aggressive way.
3. Two tips to use when visiting your doctor are:
 - * Write down a few _____ before your visit
and _____ them with you.
 - * Let the doctor know what is most _____ to you.

My notes:

Coping Skills CS-83

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

DIRECTIONS

The question has always arisen about why people react differently to stressful events. Some people are able to stay relatively stress-free during periods of a lot of personal change. This ability is referred to as resiliency. Resiliency is a pattern of qualities that determine who will succeed in surviving change and stress without illness. The Resilient Personality Inventory is designed to help you identify how hardy you are in times of transition.

This booklet contains 32 statements that are divided into four sections. Read each statement and decide how close the statement is with your beliefs about yourself and about the world.

Circle 3 if the statement is - A Lot Like My Beliefs

Circle 2 if the statement is - A Little Like My Beliefs

Circle 1 if the statement is - Not Like My Beliefs

3 = A Lot Like My Beliefs

2 = A Little Like My Beliefs

1 = Not Like My Beliefs

It is natural for things to change

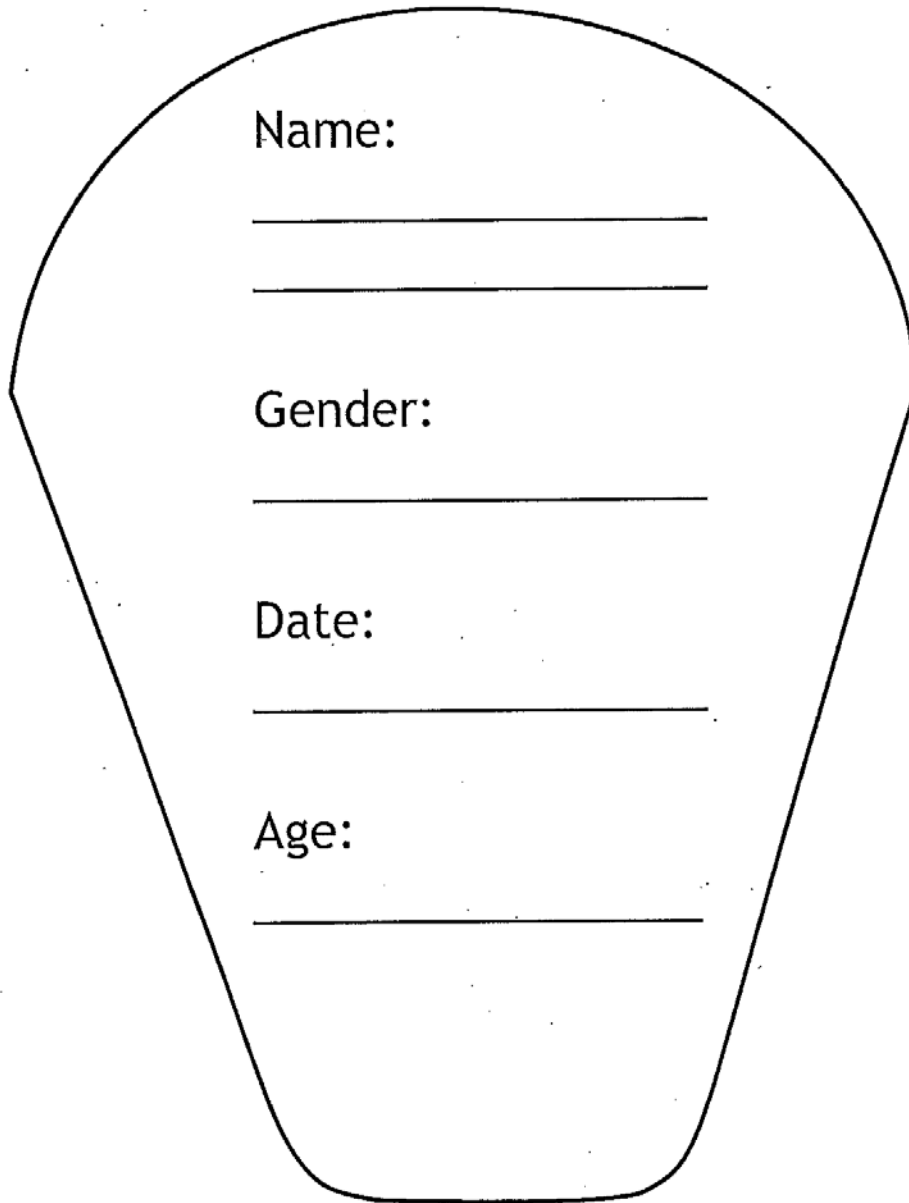
3 (2) 1

In the above statement, the circled 2 means that the statement is a little like the beliefs of the test taker. Ignore the TOTAL lines below each section. They are for scoring purposes and will be used later.

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

Turn to the next page and begin.

RESILIENT PERSONALITY INVENTORY



Name:

Gender:

Date:

Age:

CS-84

RESILIENCY PERSONALITY INVENTORY

3 = A Lot Like My Beliefs 2 = A Little Like My Beliefs 1 = Not Like My Beliefs

I. CHALLENGE			
It is natural for things to change.	3	2	1
Change is an opportunity for creativity.	3	2	1
I thrive under conditions of difficulty and adversity.	3	2	1
I can turn change into opportunity.	3	2	1
I am able to rise to the occasion in stressful situations.	3	2	1
I view stress as lessons to learn in life.	3	2	1
Stressful events are necessary for personal growth.	3	2	1
I view problems as challenges.	3	2	1
			TOTAL = _____

II. COMMITMENT			
I find it easy to be contented in what I am doing.	3	2	1
I do what I love and love what I do.	3	2	1
I am rarely at a loss for things to do.	3	2	1
I am committed to my friends and family.	3	2	1
I always make maximum effort.	3	2	1
I am committed to life and to my interests.	3	2	1
I work because I enjoy it rather than feeling compelled.	3	2	1
I am committed to being successful at all I do.	3	2	1
			TOTAL = _____

Go on to the next page.

Coping Skills CS-85

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

RESILIENCY PERSONALITY INVENTORY

3 = A Lot Like My Beliefs

2 = A Little Like My Beliefs

1 = Not Like My Beliefs

III. CONTROL			
I believe I can influence events in my life.	3	2	1
I can influence my reactions to events in my life.	3	2	1
I think about how to turn difficult situations into opportunities.	3	2	1
I have a strong sense of initiative.	3	2	1
I rarely give up on a challenge.	3	2	1
I usually take positive action to reduce stress.	3	2	1
I can control negative thoughts during times of stress.	3	2	1
I react optimistically to transitions in my life.	3	2	1
TOTAL = _____			

IV. CREATIVITY			
I am an intuitive thinker.	3	2	1
I often think imaginatively.	3	2	1
I tend to be very curious about people and things.	3	2	1
I have a positive vision of what is possible.	3	2	1
I have a childlike ability to amuse myself.	3	2	1
I have fun with activities and ideas.	3	2	1
I am playful and spontaneous.	3	2	1
I can visualize and see mental pictures.	3	2	1
TOTAL = _____			

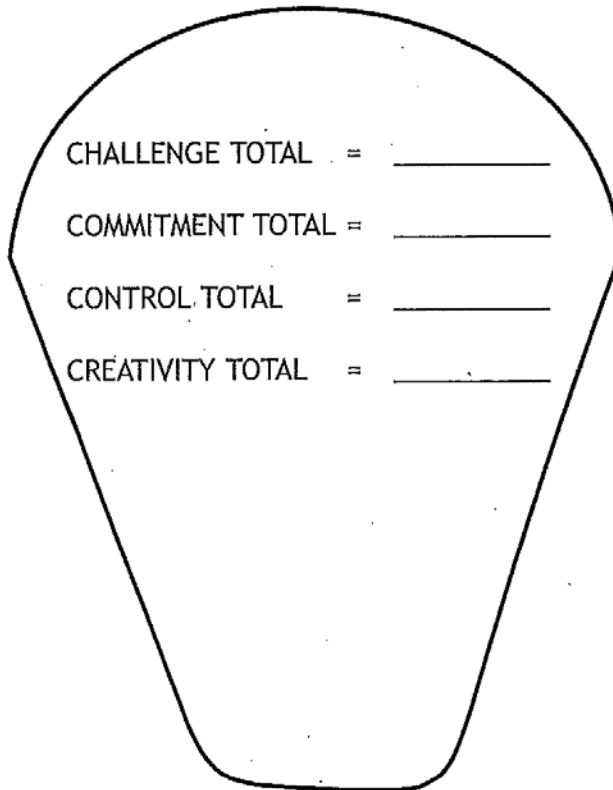
Go to the scoring directions on the next page.

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

SCORING DIRECTIONS

People who are resilient do not become stressed under conditions of rapid and clustered change, and they actually thrive in the situation. A combination of attitudes is critical in determining whether people under stress get sick or not. The concept of resiliency involves a sense of challenge, commitment, control, and creativity. The Resilient Personality Inventory is designed to measure how resilient you are during times of change. Add the numbers you have circled for each of the four sections on the previous pages. Put that total on the line marked TOTAL at the end of each section.

Then, transfer your totals to the spaces below:



CHALLENGE TOTAL = _____

COMMITMENT TOTAL = _____

CONTROL TOTAL = _____

CREATIVITY TOTAL = _____

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THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

PROFILE INTERPRETATION

As society continues moving at a faster pace, we live with more stress and thus are at a greater risk to become mentally or physically disabled. People with resilient personalities are able to give up distorted or obsolete ways of looking at issues important in their lives and adapt to change. In addition, they are able to integrate new perspectives and patterns of behavior in their approach to coping with stress. People with resilient personalities gain confidence as they experience success, are proud of their accomplishments, are aware of their passions, engage in self-examination, and are able to express their unique talents.

SCORES FROM 19 TO 24 IN ANY SINGLE AREA ARE HIGH and indicate that you have been able to develop hardiness in those areas.

SCORES FROM 14 TO 18 IN ANY SINGLE AREA ARE AVERAGE and indicate that you have been able to develop some hardiness in those areas, but still need some additional assistance.

SCORES FROM 8 AND 13 IN ANY SINGLE AREA ARE LOW and indicate that you need to take a more active role in developing hardiness in those areas.

In the areas in which you score in the "Low" or "Average" range, you should make efforts to increase your resiliency in those areas. Since this is not an easy thing to do, the following pages contain ideas and activities for you to complete in order to help you handle change with less stress. Read each description and then complete the exercises to improve your resiliency.

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THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

SCALE I – CHALLENGE



CHALLENGE is defined as the ability to view life changes and potentially stressful situations as opportunities rather than threats. Challenge relates to your ability to effectively manage stress. People who are resilient are able to perceive stressful situations as opportunities. They are able to positively view the challenges of a stressful situation and even look at it as a learning experience. They see themselves as having many different options in these types of situations.

In what ways is your life changing?

What problems are you currently experiencing?

How can you view these problems differently?

As a challenge? _____

As excitement? _____

Finding some pleasure in it? _____

What major stress have you had in the last six months?

How have you handled the stress during this time?

Did you respond effectively?

How could you have handled the stress better?

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

SCALE II – COMMITMENT



COMMITMENT is defined as one's sense of involvement and meaning in what is occurring in life. People exhibiting resiliency feel a sense of commitment toward themselves, their relationships, work, hobbies, community, and spirituality, to name a few areas. They tend to give their full attention to interests in their lives. They have a pervasive sense of direction and they are committed to follow this path. People who are resilient work hard because they enjoy it, not because they feel compelled to do it. It is important that you explore the types of things that you enjoy doing and do well.

WHAT I DO WELL

List what you like to do, and do well, in the various roles you play:

In my role as a worker, I am good at:

In my role as a friend, I am good at:

In my role as a student, I am good at:

In my role as a parent, I am good at:

In my role as a child, I am good at:

In my role as a person who enjoys leisure, I am good at:

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

SCALE II – COMMITMENT (CONT'D)

MY DREAM JOB



The following questions will provide you with insights into your dream job:

What would you do during your perfect day?

If you could have any job, what would it be?

What were your childhood dreams and fantasies?

As a child, what did you love to do?

As an adult, what do you love to do?

SETTING GOALS

By making a strong commitment to your dreams, you create your own motivation, rather than relying on external circumstances to do so. Now you must set purposeful goals to help you maintain your motivation. Write a list of short-range goals that will act as stepping-stones to attaining each of your long-range goals.

Long-range goal #1 and short-range goals:

Long-range goal #2 and short-range goals:

Long-range goal #3 and short-range goals:

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

SCALE III – CONTROL



CONTROL is defined as the belief that an individual has influence over his or her life. Resilient people are able to identify what they do and do not have control over. They tend to control their thoughts about the stress they are encountering, their feelings about the situation, how they behave, and their choices. It is the firm belief that they can influence how they will react and the willingness to act on that belief.

What types of activities can you successfully complete that will help you gain control in your life (e.g., paint your house, complete a project, etc.)?

Learning to relax is one way of controlling stress. What are some different ways that you can relax more?

List everything that is causing you stress:

THE STRESS MANAGEMENT PROGRAM: Resilient Personality Module

SCALE III – CONTROL (CONT'D)

STRATEGIES for CONTROL



Now take all of the stressors you listed on the page titled "SCALE III – CONTROL" that you can control, and devise a strategy for doing so:

STRESSORS	STRATEGY FOR CONTROL

Turn to the next page and continue.

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SCALE IV – CREATIVITY



People who are resilient see change as a stimulus for creativity. They are able to turn stressful situations and transitions into opportunities. Creativity can expand your awareness and open doors to new points of view. Resilient people are able to generate many points of view and new patterns, identify undetected relationships between ideas or events, and find unusual combinations for familiar elements.

Under what types of circumstances do you find your creative self awakening?

What talents do you naturally have?

Where and when do you create or want to create?

What activates your creative energies?

What drains your creative energies?

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SCALE IV – CREATIVITY (CONT'D)

IMAGINATION EXERCISES to BUILD CREATIVE THINKING



Here are thought-provoking questions that force you to engage in critical and creative thinking.

What if there were no televisions?

What if people were immortal?

Would you rather be a door or a window? Why?

Would you rather be a cat or a dog? Why?

What kind of car would you like to be? Why?

What would happen if people could fly?

If you had two heads on your shoulders, what would you do with them?

(Continued on next page)

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SCALE IV – CREATIVITY (CONT'D)

IMAGINATION EXERCISES to BUILD CREATIVE THINKING (CONT'D)



What if people could become invisible....what would happen?

What if you could read other people's thoughts?

If you could become any age again, what age would you want to be? Why?

What type of animal would you want to be? Why?

What kinds of things could you do if you were ten feet tall?

Would you rather be Batman, Superman, or Wonder Woman? Why?

What would happen if all people looked alike?

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GROUP ACTIVITY

PREPARATION:

- 1 Prepare flipcharts and markers.
- 2 Write on the flipchart the words "Challenge," "Commitment," "Control," and "Creativity."
- 3 Give each group member a piece of paper and pen.

SESSION:

- 1 Ask group members to think about words that describe each of the four words written on the flipchart. (1 minute)
- 2 Ask group members, "What are several words that mean the same thing as Challenge?" and write this question on the flipchart. Give group members a few minutes to jot down ideas. Share and write all responses on the flipchart. (3 minutes)
- 3 Ask group members, "What are several words that mean the same thing as Commitment?" and write this question on the flipchart. Give group members a few minutes to jot down ideas. Share and write all responses on the flipchart. (3 minutes)
- 4 Ask group members, "What are several words that mean the same thing as Control?" and write this question on the flipchart. Give group members a few minutes to jot down ideas. Share and write all responses on the flipchart. (3 minutes)
- 5 Ask group members, "What are several words that mean the same thing as Creativity?" and write this question on the flipchart. Give group members a few minutes to jot down ideas. Share and write all responses on the flipchart. (3 minutes)

Break group participants into smaller groups based on their personality type. Have each group identify the major advantages and disadvantages of their personality type. Then have them identify the major advantages and disadvantages of the other personality types. (10 minutes)

Reconvene in larger group and share experiences. (10 minutes)

- 7 Process by asking one or more of the following questions: (5 minutes)
- 8
 - What did you learn about your own resiliency personality type?
 - What was most effective about each type of resiliency personality?
 - What was least effective about each of the resiliency personality types?



PEOPLE with HARDINESS:

- 💡 work hard because they enjoy it.
- 💡 react to change optimistically.
- 💡 take positive action in life.
- 💡 view stress as interesting.
- 💡 see stress as important.
- 💡 see stress as a potential for growth.
- 💡 believe they can influence stressful events.
- 💡 consider stress to be a natural part of life.
- 💡 see stress as an opportunity for creativity.

PERSONAL INSIGHTS:

- 💡 _____
- 💡 _____
- 💡 _____



CHARACTERISTICS of HARDINESS

- 💡 CHALLENGE – The ability to thrive under conditions of challenge and difficulty
- 💡 COMMITMENT – The ability to commit to what you love and give it your very best effort
- 💡 CONTROL – The ability to influence events and your reactions to the events
- 💡 CREATIVITY – The ability to see stress and change as opportunities for creative expression

PERSONAL INSIGHTS:

💡 _____

💡 _____

💡 _____



EFFECTS of HARDINESS

- 💡 Greater self-esteem
- 💡 More energy when you need it
- 💡 Higher quality of life
- 💡 Greater optimism
- 💡 Fewer feelings of sadness and depression
- 💡 Better general health
- 💡 Greater sense of meaning
- 💡 Greater sense of life direction and purpose
- 💡 Fewer days absent from work / school

PERSONAL INSIGHTS:

- 💡 _____
- 💡 _____
- 💡 _____