



CLEAR RESILIENCE BOOTCAMP

LEARN TO BUILD RESILIENCE
AND OVERCOME SOCIAL
ANXIETY WITH CLEAR

PARTICIPANT BOOKLET

CLEAR

**TURN NEGATIVE
VOICES INTO
SPIRIT.
COURAGE.
POWER.**

CRISTIANO RONALDO
PROFESSIONAL FOOTBALLER
CLEAR AMBASSADOR







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WELCOME

The CLEAR Curriculum is an innovative way of bringing the best science of resilience to treat the individual and social factors that contribute to social anxiety. The CLEAR Curriculum is evidence-informed, meaning it builds on recent research in the field of resilience.

The CLEAR Curriculum is designed to focus on the following themes:

- Some social anxiety is normal.
- When faced with atypically high amounts of stress, success comes when we are both a Rugged Individual and a Resourced Individual.
- Whether you need to be rugged or resourced (or both) depends on the number and types of challenges you face (risk exposure).
- The resources we have around us help us to become our best (sometimes we have to acknowledge what is already there and make the best possible use of what we have).
- Ruminating on negative or troubling thoughts makes us more socially anxious.
- Lacking people who support us and opportunities to develop new life skills makes us vulnerable to social anxiety.

**THE
DEVELOPMENT
TEAM**

This curriculum was developed with input from mental health professionals and researchers affiliated with the Resilience Research Centre at Dalhousie University in Halifax, Canada, under the direction of Dr. Michael Ungar. Dr. Ungar holds the Canada Research Chair in Child, Family and Community Resilience, is a registered family therapist and a Professor of Social Work with over 200 published academic papers and 17 books and training manuals to his credit. His team includes mental health professionals and program developers with varied backgrounds around the world committed to improving young people's lives through applied research. Among them are Dr. Philip Jefferies, Dr. Raquel Nogueira Arjona, Sara Algashm, Daniel Epstein, Dr. Ou Ying, Dr. Tian Guo-Xiu, Dr. Andrew Low, and Dr. Molly Stewart Lawlor.

This project was initiated and supported by the many staff at Unilever, which since its origins, has been a purpose-driven company dedicated to making sustainable living commonplace. CLEAR is one of Unilever's largest and most prominent brands, and it aims to help people look and feel their best by clearing dandruff. CLEAR believes that it can play a greater purpose in society by tackling social anxiety, which dandruff may be a cause of. As such, CLEAR is committed to helping young people build resilience through initiatives such as the CLEAR Resilience Bootcamp Curriculum. CLEAR wants to build a generation of resilient youths who can perform at their best in the face of ever-increasing scrutiny and judgment.

OVERVIEW OF THE CLEAR CURRICULUM

Modules	Module Activities	Home practice
<p>1. Introduction: What Is Social Anxiety?</p> <p>In this session, you will learn about social anxiety and sources and mechanisms/processes that create social anxiety.</p> <p>You will discover how social anxiety can be normal, or even beneficial, and when it can be unhelpful and limiting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Body mapping <input type="checkbox"/> Awareness practice – Deep focused breathing 	<ul style="list-style-type: none"> <input type="checkbox"/> Focused deep breathing <input type="checkbox"/> Social situation exercise
<p>2. Resilience to Social Anxiety: Rugged and Resourced Individuals</p> <p>In this module, you will learn that resilience is about having good protective factors within you (being rugged) and around you (being resourced) to bring out your best. You will identify sources of internal and external strengths, and learn to identify the sources of stress that make them socially anxious.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessing my ruggedness <input type="checkbox"/> Assessing my resources 	<ul style="list-style-type: none"> <input type="checkbox"/> One small thing activity
<p>3. The Rugged Individual</p> <p>In this session, you will discover how a person can be rugged by investigating what we tell ourselves about ourselves – our self-talk.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A problem to solve <input type="checkbox"/> Emotion regulation <input type="checkbox"/> Mapping our thoughts <input type="checkbox"/> Is it just me, or...? 	<ul style="list-style-type: none"> <input type="checkbox"/> Ruggedness map
<p>4. Negotiating New Meanings</p> <p>In this module you will learn to improve your ruggedness and develop the skills to help you cope with situations that have the potential to trigger social anxiety. You will also learn how to build resilience by fostering new self-talk and by challenging negative thinking.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Distorted thoughts <input type="checkbox"/> The challenge <input type="checkbox"/> Cleaning up emotions <input type="checkbox"/> Feeling out sensations 	<ul style="list-style-type: none"> <input type="checkbox"/> Good practice <ul style="list-style-type: none"> – Cleaning up emotions – Feeling out sensations <input type="checkbox"/> Rugged response record

5. Fostering Rugged Resilience

This module continues the process of developing your 'ruggedness'. You will develop additional skills and gain knowledge which enhances your rugged resilience, helping you overcome difficulties associated with social anxiety and enabling you to be the best you can be.

- Rugged roots
- Pushing forward
- The incomplete story
- Changing paths

- Branching out exercise
- Rugged response record
- Comparing paths exercise

6. The Resourced Individual

In this module, you will reflect on the external sources of support that you have which bring out your best and improve your resilience.

In addition, you will develop a resource map of those resources that you have depended on most, were most available, and/or were the most helpful.

- Resource mapping
- What I really needed (but didn't have) at school

- Resource map contribution

7. Becoming Resourced: Navigating to New Resources

In this module, you will develop new strategies to find and use the resources you need to cope better with social anxiety and build resilience. You will also learn to strengthen the resources already present in your life. You will discuss in detail the seven experiences (introduced in Module 2) that are known to build resilience.

- Strategies to build resilience
- Practice makes perfect
- If I were a boy/
If I were a girl
(time permitting)

- Resilience strategy in daily life

8. The Novice Mentor: Helping Others to Help Ourselves

In this module, you are encouraged to refine your resilience skills by helping friends and family members to become more resilient.

You will learn about being a good mentor, and how both mentor and mentee can become more resilient together.

- How would you help?
- Someone I know
- The meeting
- The agreement

- Making a Mentee

9. Maintaining Resilience in The Future

In this module, you will reflect on your progress to date and discover ways to maintain your resilience to social anxiety.

You will also identify new strategies you can use to live your life in a way that is congruent with the personal characteristics you value.

- Keeping our head clear
- My rugged statements
- Finding our allies

- Staying connected

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Module 1

INTRODUCTION – WHAT IS SOCIAL ANXIETY?

“You should never view your challenges as a disadvantage. Instead, it’s important for you to understand that your experience facing and overcoming adversity is actually one of your biggest advantages.”

–
MICHELLE OBAMA

Welcome to The Clear Curriculum Module 1! In this module, you will learn about social anxiety, a normal and natural response to social situations that involves both your thoughts and feelings. You’ll discover how social anxiety can become a problem if it holds you back and prevents you from doing the things you want or need to do. In this first module, you will have the opportunity to learn about how you are affected by social anxiety, and better understand the situations that you may find most challenging.

**YOUR LOVE
MAKES ME
STRONG.
YOUR HATE
MAKES ME
UNSTOPPABLE.**

CRISTIANO RONALDO
PROFESSIONAL FOOTBALLER
CLEAR AMBASSADOR





WHAT IS SOCIAL ANXIETY?

ANXIETY IS ABOUT SURVIVAL

- Social Anxiety is both a cognitive response (thoughts) and an emotional response (feelings) to social situations.
 - We can feel anxious not only when we are in social situations but also if we are *thinking* about them.

Anxiety is something that is normal and natural – it is a mechanism that helps us to be aware of dangers and to survive!

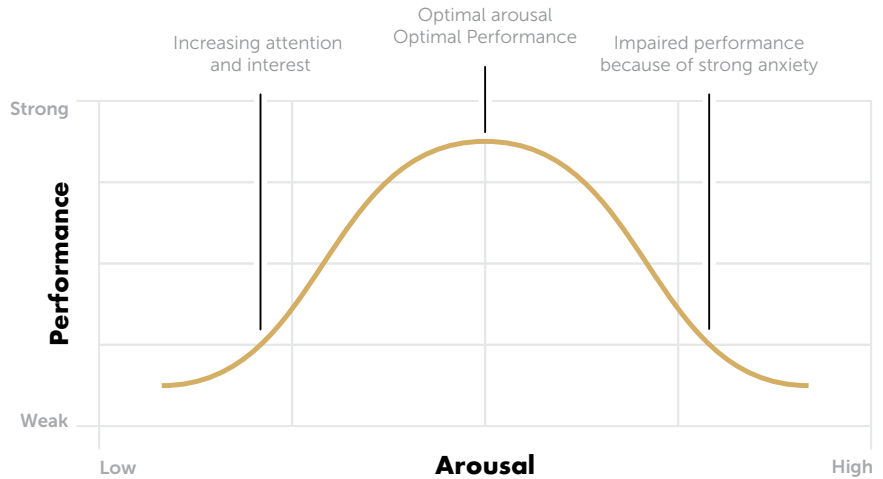
OUR BRAIN IS ON THE LOOKOUT FOR THREATS

- The amygdala (tiny almond-shaped cluster of neurons located deep in the brain's medial temporal lobe in the middle of our skull) is involved in anxiety
- When the amygdala perceives a threat, and the stress response is triggered, information no longer travels to our prefrontal cortex, the 'thinking' region of the brain that is responsible for our attention, rationale thought, and judgement.



IT'S ABOUT BALANCE

Too little arousal/anxiety is bad for performance, as is too much, but that there is a healthy level in the middle which helps us to be alert and responsive.¹



The Balance

For each of the following scenarios think about:

- What might too little anxiety (not enough arousal) lead to?
- What might too much anxiety lead to?
- What would the right amount of anxiety help you to do?

1. In class: In this scenario, you are asked to imagine you have completed a homework assignment, and then asked by your teacher to read some of this aloud to the rest of the class. You stand at the front of the room and begin to read your work. Halfway through, you pause and look around the room at your friends, peers, and the teacher, before continuing.

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2. At work: In this scenario, you are asked to imagine that you are working in an office and have just been summoned to speak to your manager about a report you have written. When you arrive at the manager's office, you find some of your colleagues are also there. The manager says that the report is too long and they want to be told just the most important points. After deciding what might be important to talk about, you begin to share the main points with the group.

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3. Meeting up with someone: In this scenario, imagine you have agreed to meet up with someone you have been instant messaging with for some time. You both meet at a local café and find a table to sit down at. The other person seems shy and the conversation does not come easily. To help avoid long silences, you talk a little about yourself, which the other person responds to now and then.

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BODY MAPPING

Social anxiety feels different to different people in different situations. Anxiety isn't just something that we experience in our head, it can affect our entire body! This activity will help you explore where you experience anxiety in your body (e.g., tightening in the stomach, hot flushes, pins and needles, sickness, sweating, etc) when you're in (or thinking about) social situations.

STEP 1

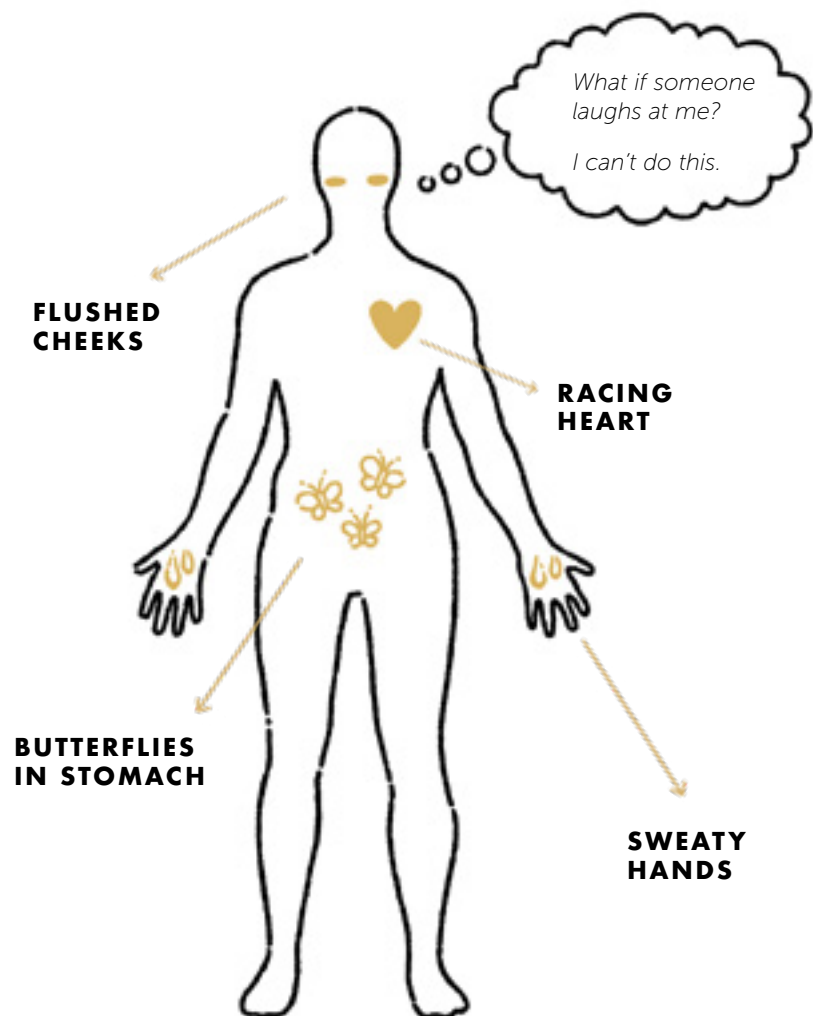
Think about a situation when you feel most anxious

Describe the situation here:

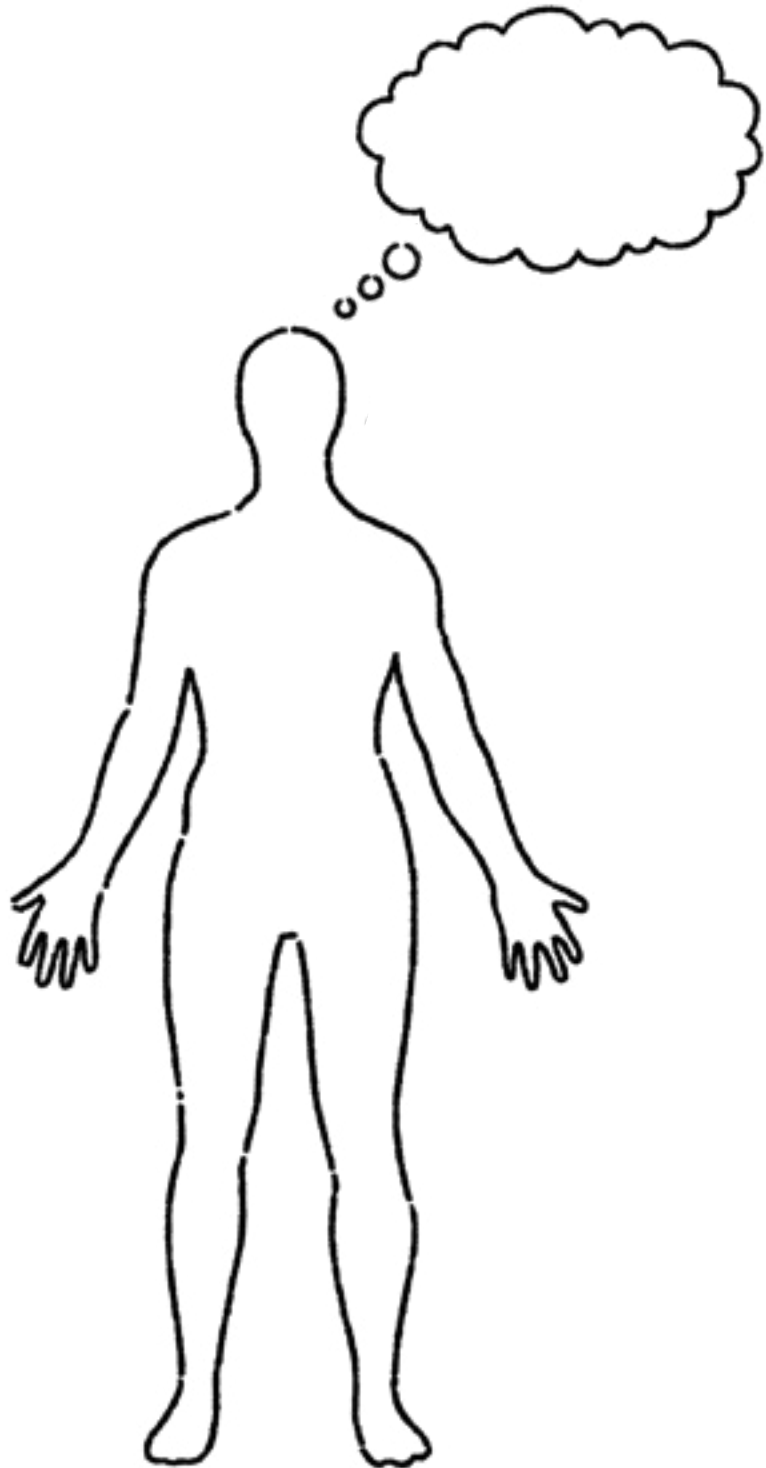
STEP 2

Use the first body outline below to draw a representation of what happens in your body before (or when you are thinking about) the situation. You can draw arrows and describe the sensations that you experience.

See the example opposite for an idea of how this might look.



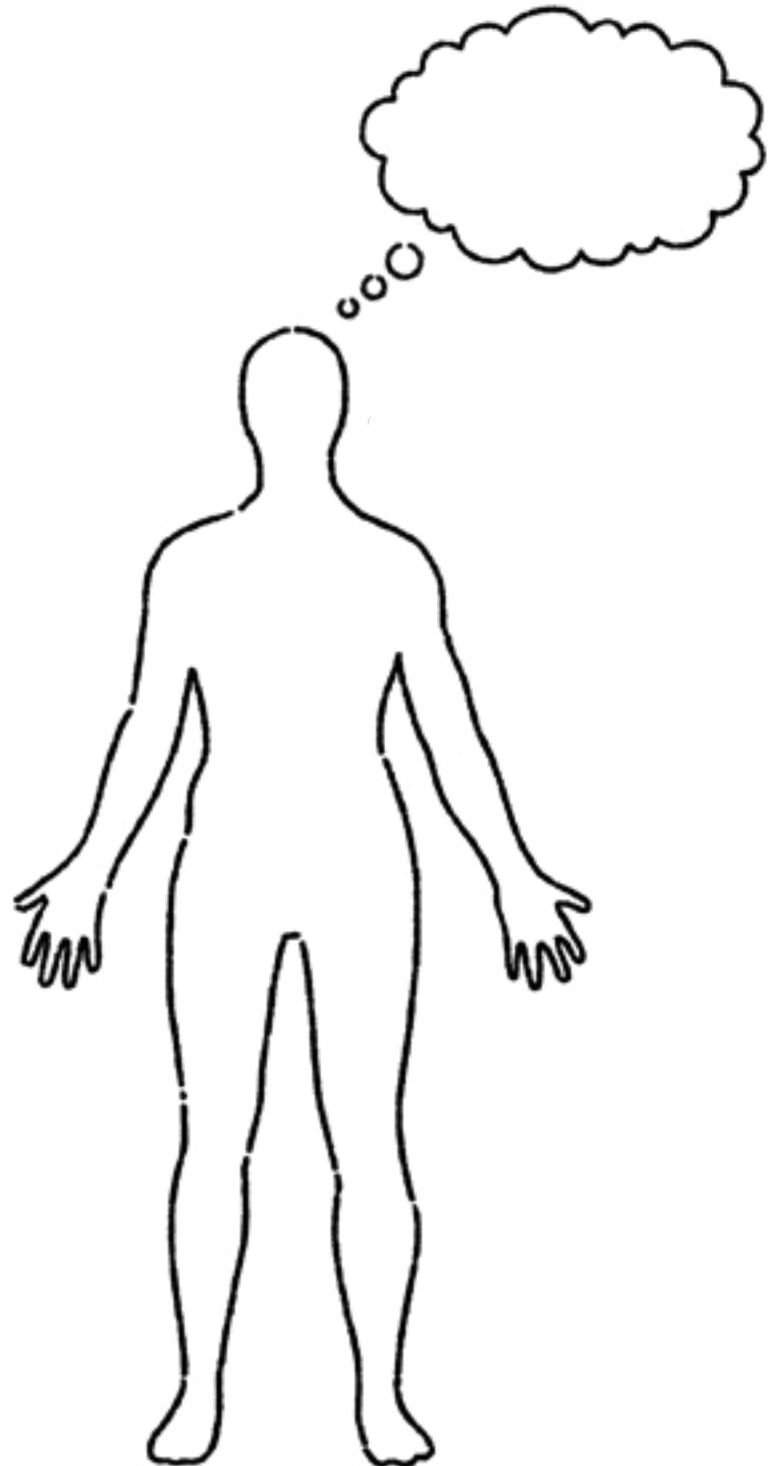
Body Map 1: How I Feel Before (or just thinking about) a Social Situation



STEP 3

Using the second body outline, draw a representation of what happens in your body during the situation.

Draw arrows and describe the sensations that you experience, as you did for the first outline.

Body Map 2: How I Feel During a Social Situation

STEP 4

Next, check if there are any thoughts that are associated with the feelings happening in both body maps. You can write specific thoughts in thought bubbles above each head.

STEP 5

Finally, rate each of the sensations that you put onto your drawings; you can put your rating next to the description of the sensation (for example, racing heart = 5).

How challenging are they, on a scale of 1-10? (where 1 = does not bother me at all; 10 = extremely stressful).

STEP 6

Do the thoughts lead to the feelings, or do feelings lead to thoughts, or is it both?

Take a look at your body maps and consider the following questions:

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Do you notice any similarities or differences between your two body maps? Did anything surprise you?

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If you shared and discussed body maps with other participants, did you notice any similarities amongst them? What were they?

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KEY TAKE-AWAYS

- It’s helpful to know that most of us feel the emotions on the body maps to varying degrees at different times.
- It’s also helpful to remember that these sensations are natural and may be unavoidable.
 - Indeed, having some anxiety is important – remember we learned about our optimal level of arousal!
- A challenge occurs when these sensations stop us from being bold and realizing our potential.
 - This can cause us to make mistakes, hinder our performance in exams, or avoid social situations, rather than helping us be alert and ready for what comes next.

SOCIAL ANXIETY SCALE

You can use the following scale to rate how you feel about various social situations. Use this regularly in your day-to-day life to become aware of how you experience anxiety in different situations. You can also track how your feelings change over time.

1. Describe a social situation (e.g. going to a party, meeting someone new):

Not stressful at all

(Doesn't make me feel uncomfortable)

Moderate

Extremely stressful

(Makes me feel very uncomfortable)



2. Describe a social situation (e.g. going to a party, meeting someone new):

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Not stressful at all

(Doesn't make me feel uncomfortable)

Moderate

Extremely stressful

(Makes me feel very uncomfortable)



3. Describe a social situation (e.g. going to a party, meeting someone new):

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Not stressful at all

(Doesn't make me feel uncomfortable)

Moderate

Extremely stressful

(Makes me feel very uncomfortable)





REFLECTION

What did you notice about the focused deep breathing activity?

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HOMework

This week there are two activities to try before the next session, focused deep breathing, and the social situation exercise.

FOCUSSED DEEP BREATHING

- Try the practice focused deep breathing once per day, every day this week. You can also try it whenever you feel anxious or stressed.
- Practicing deep focused breathing can help you to calm your brain (amygdala) and body by activating the parasympathetic nervous system.
 - Record your experience in the Breathing Tracking Sheet.

Tips for practicing focused deep breathing:

- Posture: Find a relaxed seated posture, with a straight, but relaxed back.
 - Arms and legs should uncrossed, with your feet flat on the floor.
- You may close your eyes if you like, or, just have a soft gaze looking forwards.
- Breathing instructions: Breathe in through the nose, and not the mouth. You can exhale either through the nose or mouth.
- Attention: Try to place attention onto the breath. This will help activate the prefrontal cortex – the thinking region of the brain that also is responsible for emotion regulation. If your mind wanders, that's okay, just gently bring your attention back to your breath.

Instructions:

- First, find a comfortable seat.
- Then, take several slow, deep, full breaths.
- As you breathe try to focus your attention on the sensations of breathing.
 - By focusing your attention on something (your breath), you are activating your prefrontal cortex – the thinking region of the brain that also is responsible for emotion regulation.
- Take in a slow deep breath in through your nose, notice the sensation of the air moving in through your nose, expanding your ribcage, and travelling down to your belly. Notice your belly rise as you full your body with air.
- Then, exhale slowly. Focus your attention on the sensation of the air moving out of the body – the belly falls, the ribcage contracts, and the air leaves out through your nose or mouth.
- Over time, try to extend your exhalations – slowing them down as much as you can.
- Breathe in this way for several breaths.

Instructions

Use this tracking sheet to record your experience with practicing deep focused breathing. Record what you notice about your body sensations, feelings, and thoughts (as you did in the body mapping activity) before and after practicing the breathing.

FOCUSED DEEP BREATHING TRACKING SHEET

Date	Time	Body Sensations, Thoughts, and Feelings Before Breathing	Body Sensations, Thoughts, and Feelings After Breathing

2. When I am in a situation like that, what am I thinking?

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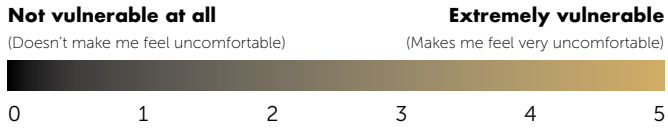
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4. On a scale of 1-5, how vulnerable (armoured) do I feel when I'm in that situation?



5. Using the same five-point scale, ask yourself, "To be my best, how much social anxiety would be important to feel?"

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**NOTES ON
MODULE 1**

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Module 2

2. RESILIENCE TO SOCIAL ANXIETY: RUGGED AND RESOURCED INDIVIDUALS

"In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways."

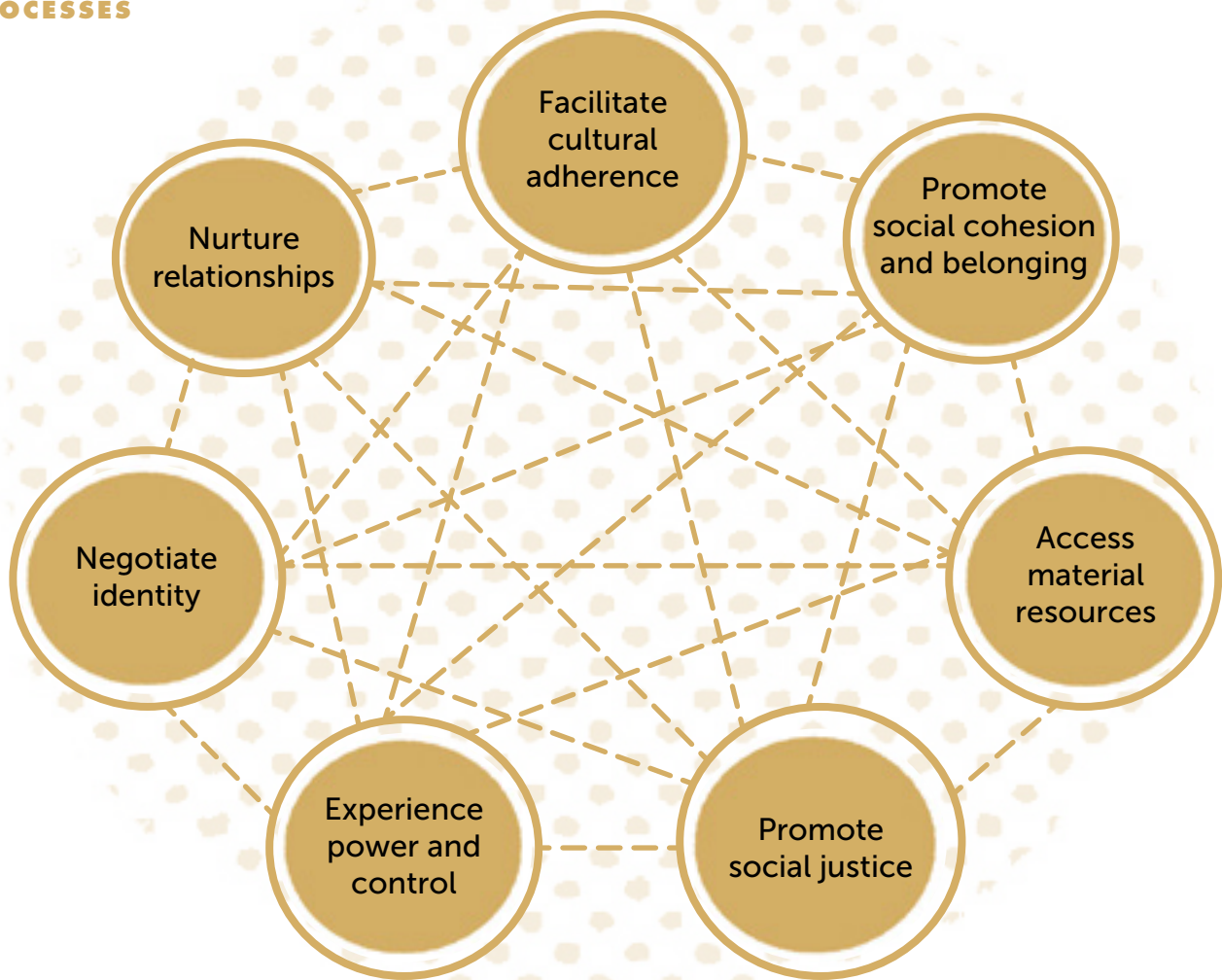
—
DR. MICHAEL UNGAR

In this module, you learn about resilience and the importance of being both a rugged individual and a resourced individual. You will assess your ruggedness, and the resources that you have inside and out.

RESILIENCE

- Resilience is our ability to overcome problems in life even when those problems are bigger and more challenging than normal.
- This ability depends on both how rugged we are as individuals, and how many resources (supports) we have around us.

SEVEN RESILIENCE-PROMOTING PROCESSES



SEVEN WAYS TO BUILD RESILIENCE

1. Nurturing relationships with peers, our families, and others in your community who will be there when you need them.
2. A powerful identity that is given to you by others, and reinforced through opportunities to show your skills and talents to others.
3. Experiences of power and control that let you make decisions for yourself about things that are important to you.
4. Fair treatment by others that makes it possible for you to be the best you can be, without fear of discrimination or bullying.
5. All your basic needs are met, including food, housing, safe streets, access to education, employment and all the other things we need to survive and thrive.
6. A sense of belonging to a group of people who value your participation, who miss you when you are not there, and who bring meaning to your life.
7. A sense of culture that reminds you of where you come from and what is special about your family, your community, and your common history, as well as what is special about others with other cultural backgrounds.

Comments about the Seven Ways to build Resilience:

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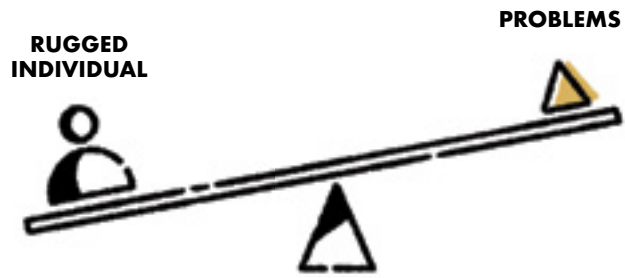
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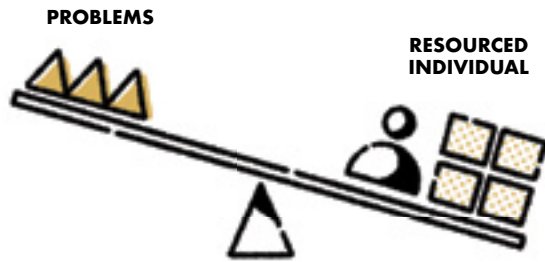
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**WHEN IS IT BEST
TO BE RUGGED
OR RESOURCED?**



When problems are few, we can rely on ourselves to solve our own problems



When problems are many and complex, we need lots of resources to cope effectively

Comments about
being Rugged or
Resourced:

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Is this resilience?

"You can't stop the waves but you can learn to surf."

It's easier though, to learn to surf if you have a surfboard, a coach, and a lifeguard.

Do you agree, or disagree with the above statement?

Why or why not?

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Are you a rugged individual?

A resourced individual?

Or both?

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**RESILIENCE IS
CONTEXTUAL**

Resilience can look very different for different people in different situations. It can mean recovery, adaptation or, even better, transformation.

- 1. Recovery:** You experience a big setback in life, but you return to the same level of functioning you had before you encountered problems.
- 2. Adaptation:** You change your thoughts, feelings and behaviour to adapt to difficult surroundings. Changing yourself helps you to deal with bad things when they happen, though doesn't mean the bad things go away.
- 3. Transformation:** The environment around is pressured to change so that it is easier for you to do well. In this case, new resources are found so that if you do change your thoughts, feelings and behaviours, change can be sustained. Your world has been changed and is no longer so dangerous.



**REFLECTION ON
THE RUGGED
INDIVIDUAL**

Take another look at how you answered the questions on the Rugged resilience measure, and answer the following questions:

Which of these thoughts and behaviours are most useful in your life? Which are less useful?"

A series of horizontal dotted lines for writing.



REFLECTION ON THE RUGGED INDIVIDUAL

Are there different situations where different thoughts and behaviours are better than others? Which ones does an athlete need? Which ones are most useful before an important exam? Job interview?

Dotted lines for writing



REFLECTION ON THE RESOURCED INDIVIDUAL

Take another look at how you answered the questions on The Resourced Individual Scale (ARM), and ask them the following questions (they can write their responses in their workbook):

Which of these thoughts, behaviours and resources are most useful in your life? Which are less useful?

Dotted lines for writing



REFLECTION ON THE RESOURCED INDIVIDUAL

Are there different situations where different items on the ARM are better than others? Which ones does an athlete need? Which ones are most useful before an important exam? Job interview?

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One word to summarize how I felt about this module:

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REFLECTION

In this module, I was surprised to learn...

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HOMework

Instructions:

IMPROVING ON RUGGEDNESS OR RESOURCES

- Choose a question where you scored lower than you would have liked to have scored because of social anxiety on either the Rugged or Resourced Individual Scales.
- Do one small thing to increase your score by just ONE point.
 - If, for example, you don't like challenges (item 23 on the Rugged resilience measure) then this week you need to take on a very small challenge that you hopefully will enjoy enough to complete it.
- This could be something very simple at home, like cooking a favourite food, or maybe it's getting up earlier than normal, or saying hello to someone, even a teacher at school, or a co-worker at their workplace.
- Remember, the goal is to increase your score but just ONE point.
 - Record your reflection on your experience on a piece of paper, your phone, or on a computer.

1. Which question did you chose to work on?

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2. What did you notice as you made an effort to improve your score?

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3. What were the main challenges?

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**NOTES ON
MODULE 2**

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Module 3

THE RUGGED INDIVIDUAL

*"The pessimist sees difficulty in every opportunity.
The optimist sees opportunity in every difficulty."*

—
WINSTON CHURCHILL

In this module you will learn more about the 'rugged' individual. You will learn that being rugged involves strong internal qualities like having good problem-solving and self-regulation skills, strong self-control, an ability to learn from past mistakes, and optimism. The activities in this module will help you to explore these rugged qualities. You'll also learn about how internal voices and self-reflection relate to feelings and behaviours, and how difficulties with these can sometimes hold us back from being successful. By the end of this module, you will have developed new awareness about your own level of ruggedness.

**DARE TO DREAM.
DARE TO SPEAK.
DARE TO DO.**





WHAT IS RUGGEDNESS?

- Ruggedness is an important part of resilience.
- It may also be thought of as ‘psychological toughness’ and is a broad term for the internal qualities that help to make each of us resilient when facing challenges in life.
- Ruggedness can be an important for managing social anxiety.
- There are four main categories of rugged categories.²

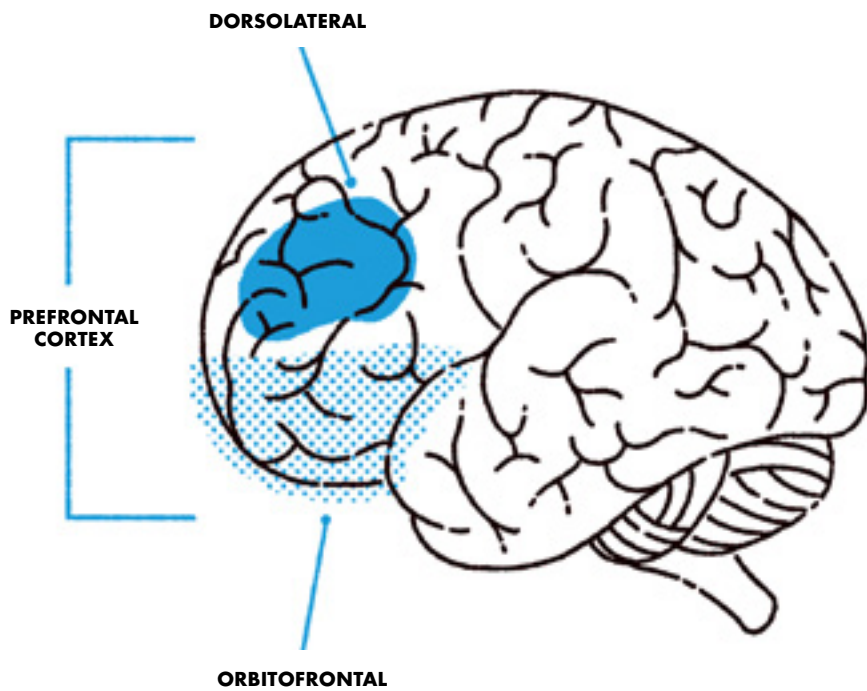


FOUR CATEGORIES OF INTERNAL RUGGED QUALITIES

1.	Problem solving	Having good problem-solving skills and knowledge means knowing what to do in uncertain or challenging situations to achieve our best results.
2.	Self-regulation	<p>Good self-regulation skills, self-control, and executive functioning means our thoughts are clear and focused on the tasks we need to get done.</p> <p>This includes the ability to control ourselves and respond to situations in ways that we find satisfying and socially acceptable.</p>
3.	Agency and Motivation	<p>Agency is a desire to change the world around us, and the motivation allows us to adapt, learn, survive, and recover.</p> <p>When we believe that we can change the world around us, we are said to have what is known as ‘self-efficacy’, or the belief in our abilities to do the things we need and want to do.</p>
4.	Hope and meaning-making	<p>Hope for the future and an ability to draw meaning from our experiences, both good and bad.</p> <p>This doesn’t mean having unrealistically high hopes or expectations for ourselves. It means, instead, that we believe in our potential to grow and succeed despite any setbacks we experience.</p>

RUGGEDNESS AND THE BRAIN

- Both problem-solving and problem-solving and self-regulation are governed by the area of the brain above our eyes, known as the prefrontal cortex.
 - Remember, we learned bit about the prefrontal cortex in Module 1.



REFLECTION ON A PROBLEM TO SOLVE

What kinds of things might have helped manage the situation?

Handwriting practice lines consisting of ten horizontal dotted lines for writing a response.



**REFLECTION
ON EMOTION
REGULATION**

What did you think about the questions on the Difficulties in Emotion Regulation Scale (DERS)? Were they relevant to your life?

MAPPING MY THOUGHTS

Use the following template to map your thoughts. Try to use this exercise regularly gain awareness of your self-talk patterns.

Instructions:

Follow the directions below and use the following template the map your thoughts about a specific situation.

- **The situation:** In a sentence or two, describe a social situation which causes you stress or worry.
- **How bad is it?** Next, use the ratings scale below to rate how bad being in this situation would be for you.

Not stressful at all

(Doesn't make me feel uncomfortable)

Moderate

Extremely stressful

(Makes me feel very uncomfortable)



- **Automatic thoughts:** Next, write down some of the thoughts that quickly come to mind about themselves in the situation. Try to identify at least three. Thoughts should begin with "I". For example, "I am worried about taking the exam."
- **Emotions associated with thoughts:** Next, identify the feelings you have that are associated with the thoughts. For example: Feeling angry / anxious/nervous / ashamed / embarrassed / guilty / irritated / sad / scared.
- **Bodily sensations:** Now, think about any bodily sensations you feel in response to the thoughts or the emotions. For example, feeling sick, hot flushes, etc.

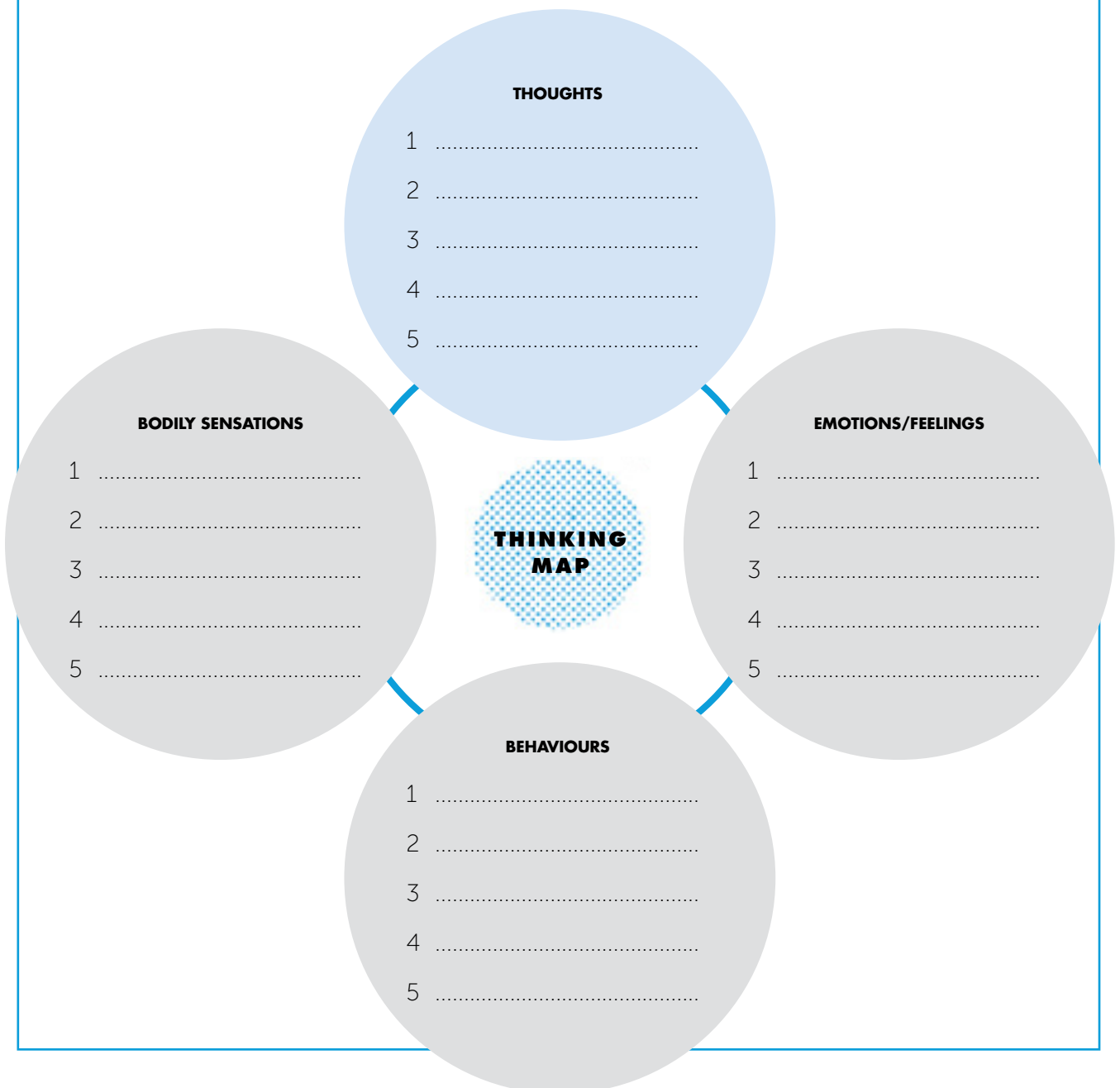
- **Behaviours associated with thoughts:** Next, write down the things you might be more likely to do as a result of these thoughts, feelings, and sensations.

SITUATION:

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**REFLECTION
ON MAPPING
MY THOUGHTS**

What do you notice about how your thoughts, emotions, sensations, and behaviours connect?

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**REFLECTION
ON IS IT JUST ME,
OR...?**

What did you notice about your thoughts when you worked on the tangram puzzle?

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**A REMINDER ABOUT
ATTRIBUTION STYLE**

- Our ability to overcome rejection is related to our attribution style.³
- Those who feel that rejection is related to their personal incompetence are more likely to withdraw from future situations where rejection is possible, and less likely to persist if they find themselves in a situation where they could be rejected.
- Researchers found that this happens regardless of how competent a person actually is.
- The thing that holds us back most is **our thoughts**.
 - Thoughts like, *'This is all my fault'*.
 - A more helpful thought would be *"I'm good at lots of things, and could even be good at this if I had more time"*.



REFLECTION

In this module, I noticed...

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HOMEWORK

This homework will help you think about your level of ruggedness and the qualities of being rugged by reflecting on an incident that happened to you which causes stress or worry. This should be an event that happens before our next session.

MAP OF PERSONAL RUGGEDNESS

Instructions:

- Choose an event or incident that happened to you that caused stress or worry.
- Record your reflection on your experience by completing the Map of Personal Ruggedness below.

SITUATION

Describe the situation – Where was I? What was happening?

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MY THOUGHTS: What thoughts did I have about the situation?

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What thoughts did I have about myself?

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MY EMOTIONS/FEELINGS: How did I feel about the situation?

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MY ACTIONS: What did I do to cope with feeling this way?

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REFLECTION (mark out of 10):

How happy am I with this way of coping? /10

How helpful was it? /10

How healthy was my coping strategy? /10

How socially desirable was my coping strategy? /10

How 'in control' did I feel? /10

What did I learn from this situation?

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STEP 3

How might it affect how I behave in the future?

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How do situations similar to this affect my thoughts and feelings about myself?

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**NOTES ON
MODULE 3**

A series of horizontal dotted lines for taking notes.

4. ●

Module 4

NEGOTIATING NEW MEANINGS

"We may encounter many defeats but we must not be defeated."

—
MAYA ANGELOU

This module will help you to improve your ruggedness and develop the skills to help you cope with situations that have the potential to trigger social anxiety. By building on the previous module, where you developed an understanding of what makes an individual rugged, as well as an understanding of your own 'ruggedness', you will learn how to challenge negative thinking and foster positive self-talk as you build your resilience.

SPIRAL OF SOCIAL ANXIETY

- This spiral shows the example of someone having difficulty in a social situation.
 - In the example below, it could be meeting up with a friend, a superior, or a potential partner, but the spiral applies to other situations too.
 - When we're not rugged, we are at risk of sliding down the spiral, with things getting seemingly getting more and more out of control.



Thought: I don't know what to say.

Sensation: Tightness in stomach, mouth is dry.

Behaviour: Goes to say something but stutters and stops.

Thought: They must think I'm no good.

Sensation: Heart beats faster, sweating.

Behaviour: Twitching, nervous playing with hands.

Thought: Now I'm showing how nervous I am. This isn't going well.

Sensation: Flushing, more sweating, heart racing.

Behaviour: Crosses arms and legs, manages to say something but looks at floor.

Thought: This is going terribly. They think I'm an idiot.

Sensation: Muscles tighten, feeling sick.

Behaviour: Doesn't say anything else, meeting ends.

Thought: Phew, it's over!

Sensation: Sensations subside almost immediately.

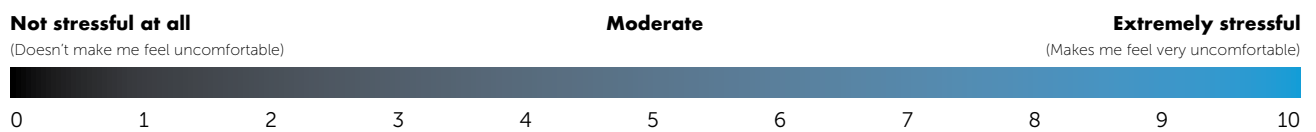
Thought: That was awful. I'm useless!

**DISTORTED THOUGHTS
ACTIVITY**

Part of developing a rugged mindset involves exploring and challenging some of the thoughts they have when facing situations that cause you stress and worry.

1. Describe the situation a social situation which makes you feel uncomfortable.

2. Rate how uncomfortable the situation is for you.



3. Write down the thoughts you have about this situation that come quickly to mind.

Lined writing area for step 3, consisting of 18 horizontal dotted lines.

4. Write down the feelings you have about these thoughts.

Lined writing area for step 4, consisting of 18 horizontal dotted lines.

COGNITIVE DISTORTIONS

- Automatic thoughts help us to quickly understand a situation and prepare us for what might happen, or help prepare us for future encounters.
- However, some are what psychologists call 'cognitive distortions', because they are ways of seeing or thinking about the world that are not accurate.
- These distortions are like defence mechanisms that have gotten out of hand.
 - What was once a mechanism designed to keep us safe has become something that keeps us so safe, it now actually holds us back and stops us from achieving our potential.
- Below, you'll find a list of common cognitive distortions.

TYPES OF AUTOMATIC THINKING



All-or-nothing thinking

This kind of polarised thinking involves seeing the world in extremes. Everything is black or white and there is no room for shades of grey. Things are either great or they are terrible, with nothing in between. For instance, a person might think they will either succeed or they will fail; they don't consider that they could do well, and this might still be a very good outcome.



Catastrophising

This involves thinking that the very worst will or has happened. A person catastrophising expects disaster to occur at any moment. This is also known as magnifying, when a person thinks about a small issue, but imagines the consequences to be dramatic. For example, a person who fails an exam who then thinks this means they are a failure.



Disqualifying the positive

This distortion involves rejecting positive experiences instead of embracing them. Anything good that happens 'doesn't count' or wasn't due to their efforts. For example, if a person reflects on a good conversation they had recently, someone who disqualifies the positive might not think about how they helped this conversation to flow, and instead think it was just chance they didn't screw up.



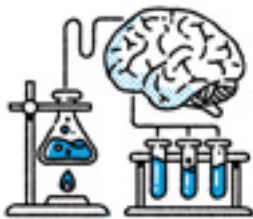
Emotional reasoning

This involves accepting feelings as fact, e.g., 'If I feel that way, it must be true'. For example, a person who feels stupid or boring and reasons using their emotions believes that they must be stupid and boring.



Fortune telling

Sometimes known as jumping to conclusions, fortune telling involves making predictions based on little or no evidence. For example, someone who has struggled with a past relationship may think that the next time they are in a relationship this will also fail.



Mental filtering

Someone who mentally filters focuses on a single or a few negative details at the expense of those that are positive. For example, a person who has been on a date might focus on one or two moments that did not go well, and agonise over these afterwards, despite it going very well overall.

Mind reading



This involves assuming what another person might think, often negatively. For example, if we are meeting with someone and we see them trying to subtly check their phone, we might think they are checking the time and are bored of us or what we might be saying.

Overgeneralising



Like catastrophising, this involves blowing things up out of proportion, but based on a pattern that might not exist. For instance, if a person gets turned down for a date twice in a row, they might think that this will happen every time they try. Or if a person's boss at work tells them their work is no good, they think that this will continue to happen. A single event can be seen as a pattern of failures.



'Should' statements

These are made-up rules we create for ourselves and others around us that cause us distress when they are violated. For example, 'I should be stronger' or 'They should allow me to speak'. When these rules are broken it can cause anger, sadness or frustration.

**REFLECTION
ABOUT COGNITIVE
DISTORTIONS**

Take a look back at the thoughts you listed under your social situation above. Do any of the thoughts sound like a cognitive distortion? Which one and why?

How do you think that impacted your feelings about the situation?

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How do you think that impacted your feelings about the situation?

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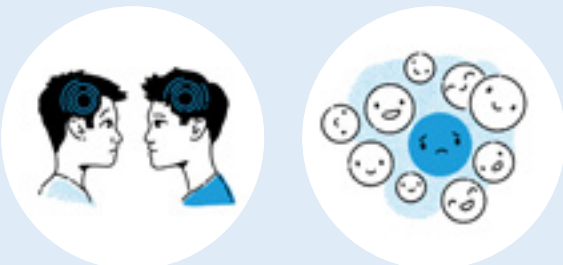


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**EXAMPLES OF
AUTOMATIC THOUGHTS**

Situation	Automatic thought(s)	Cognitive distortion(s)
<p>I wanted to ask someone for coffee at work today, but in the end, I chickened out.</p>	<p>I'm a coward. I'm always putting things off.</p>	
<p>I had to give a presentation in class but I froze up.</p>	<p>Everyone thought I was no good. I can't give presentations.</p>	
<p>I knocked over a colleague's drink at work.</p>	<p>I'm a disaster. This is typical of me.</p>	
<p>I saw people talking together and wished I had a good friend.</p>	<p>I should be able to make friends. Something is wrong with me.</p>	

THE CHALLENGE

In this activity you can practice challenging a common automatic thought(s) that you find most troubling.

Write down a common automatic thought. You can select one from the previous exercise; or you can also look at the examples above for ideas.

My thought:

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Next, investigate the accuracy of this thought by answering the following questions:

1. How sure are you that this is true/will happen?

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3. What evidence do you have that this bad thing is false/won't happen?

A series of horizontal dotted lines for writing.

4. What is the source of this belief? Does it come from a specific situation or person? (It's ok not to be sure where it comes from, but sometimes we might know: e.g., *'I can hear my parents saying I'm a failure', 'when I was younger I used to do this'*)

A series of horizontal dotted lines for writing.

5. What is the worst that could happen in this situation?

Lined writing area for question 5, containing 15 horizontal dotted lines.

6. How bad would it be if the thing you are worried about actually happened?

Lined writing area for question 6, containing 15 horizontal dotted lines.

7. Is there another explanation for why this bad thing could happen?

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8. Does this thought have to lead to a very bad outcome?

YES

NO

9. Is there another way you can think about this?

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RUGGED RESPONSES

- A rugged response is one that is free from cognitive distortions, and helps you to approach a challenging situation with resilience.
- You can use the questions you worked through above to help challenge an automatic thought, and create a rugged response.

EXAMPLES OF RUGGED RESPONSES TO AUTOMATIC THOUGHTS

Automatic thought	Rugged response
This course is too hard. I want to leave.	I'm on a demanding course where expectations are high, but I'm getting an amazing education. I've done ok so far so I should consider sticking at it.
I'm going to fail.	I might not get the top score, but maybe I'll do ok.
I won't have anything interesting to say.	There are lots of things I could say. Other people aren't going to find everything I say fascinating, but that's ok because they will still probably think some of the things I say are interesting.
They will think I'm not good enough.	I don't know for sure what will happen. Some people have high standards and others do not. If I'm able to keep calm and show my strengths I will have given it my best shot, and although I want them to think I'm good enough, there will always be other opportunities.
I'm always embarrassing myself.	I've made mistakes in the past, but that doesn't mean I will keep making them in the future.
I'm a bad person.	If I'm worried about being a bad person, I'm probably not a bad person. Bad people don't care. I might have done bad things in the past, but I can do good now.

**PRACTICING
RUGGED RESPONSES
(OPTIONAL)**

The table below contains some common automatic thoughts. Add a rugged response next to each one. Then, add a few of your own automatic thoughts, and alternative rugged responses in the empty rows that follow.

Anxious thought	Rugged response
I never do things right	
I'll always be lonely	
I'm going to make a fool out of myself	
I feel hopeless	
This relationship is sure to fail	

THINGS TO KEEP IN MIND:

- Automatic thoughts tend to be negative because we always try to protect ourselves and avoid feeling uncomfortable.
- Our negative thinking is often reflected in the emotions that go along with these thoughts – remember, thoughts and emotions often influence each other.
 - We can challenge these automatic thoughts by identifying common errors in our thinking –cognitive distortions.
- A powerful way to overcome these troubling thoughts is to put forward new rugged statements that challenge negative thinking and help make you the best you can be.
 - This process is called cognitive restructuring.
- It helps us challenge unhelpful thinking with reason and strong positive statements which we know to be true.
- These form your rugged response and allow you to break the cycle of unnecessary concern and worry!

ACCEPTING EMOTIONS

There are four ways to approach a challenging situation:

- 1. Avoiding/exiting:** The first is to leave the situation, or to avoid it in the first place.
- 2. Problem-solving:** The second option is to engage a challenging situation but change whatever we can to make it better.
- 3. Enduring:** The third approach involves asking participants to put themselves into these important situations and endure them.
- 4. Accepting:** The fourth approach is what we focus on in this activity. This is also about engaging important situations where we may not be able to change things to make it a stress-free experience.
 - When we have difficult feelings, like stress or worry towards social situations, we may want to avoid them, or push them away.
 - However, the more we try to suppress and fight these feelings, the more they consume and challenge us.
 - Accepting difficult emotions, as simply as being aware of them and allowing them to be present, can lessen their intensity, and may even reduce their occurrence.



REFLECTION

Describe your experience with the Feeling Out Sensations activity.

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HOMework

PRACTICING ACCEPTANCE AND RECORDING RUGGED RESPONSES

Instructions:

For this week, you will have two activities to practice regularly before our next session.

1. Good Practice Exercise
2. Rugged Response Record

Practice activities 3 (Good Practice) and 4 (Rugged Response Record) from this session every day between now and the next session. Please use the accompanying tracking sheets below.

You can also continue to practice focused the awareness practices regularly.

GOOD PRACTICE

Time and date	Activity / technique	Where did you practise?	What feeling (emotion / sensation did you focus on?	How did you find this activity?
<i>7pm Monday 7th December</i>	<i>Accepting...</i>	<i>In my bedroom</i>	<i>Feeling guilty</i>	<i>Quite hard</i>

Time and date	Activity / technique	Where did you practise?	What feeling (emotion / sensation did you focus on?	How did you find this activity?

RUGGED RESPONSE RECORD

Between now the next session, keep a journal of your automatic thoughts and your rugged response to these thoughts. The table below helps you to work through the important sections.

When you are thinking about your rugged response, remember:

- What evidence is there for the automatic thought(s)?
- How bad would it really be if it was true?
- Is there another way of thinking about this?

Situation	Automatic thought(s)	Emotion(s)	Cognitive distortions	Rugged response
<p>What happened that led to the unpleasant emotion/ thought/ sensation?</p>	<ul style="list-style-type: none"> • What automatic thoughts did you have? • Rate your belief in these thoughts. 	<ul style="list-style-type: none"> • How did you feel? • Can you explain why? 	<p>What cognitive distortions apply to your thoughts?</p>	<ul style="list-style-type: none"> • What is your rugged response to these thoughts? • Rate your belief in this response
<p><i>I was in a store and the cashier smiled at me, but instead of smiling back I just looked away.</i></p>	<p><i>I should have smiled back. I'm such an idiot. They will think I'm so rude. This is why I can't make friends.</i></p> <p><i>Belief: 80%</i></p>	<p><i>Sad and angry.</i></p> <p><i>Because I wished I had smiled back and am disappointed with myself.</i></p>	<p><i>Should statements</i></p> <p><i>Catastrophising</i></p> <p><i>Mind reading</i></p> <p><i>Overgeneralising</i></p>	<p><i>Looking back, I wish I had smiled back. I can remember to try next time and could practice this with someone or just in the mirror. Not smiling at someone doesn't make me an idiot though. Everyone makes mistakes and this doesn't prove that I can't make friends either. I also don't know for sure that they think I was being rude, and if I see them again I will smile first.</i></p> <p><i>Belief: 60%</i></p>

Situation	Automatic thought(s)	Emotion(s)	Cognitive distortions	Rugged response

**NOTES ON
MODULE 4**

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5. **Module 5**

FOSTERING RUGGED RESILIENCE

*"Knowing is not enough; we must apply.
Wishing is not enough; we must do."*

—
JOHANN WOLFGANG VON GOETHE

This module continues the process of developing your 'ruggedness'. You will develop additional skills and gain knowledge which enhances your rugged resilience, helping you overcome difficulties associated with social anxiety and enabling you to be the best you can be.

THOUGHTFUL DE-FUSION AWARENESS PRACTICE

- This practice helps people to develop more distance between themselves and troubling thoughts by helping to foster the non-judgemental ‘curious scientist’ approach.
- This space, or distance, created by ‘de-fusion’ allows us to live with challenging thoughts and feelings and not allow them to consume or control us.
 - You can find a copy of the practice to try again at home at the end of this Module.



REFLECTION

*Do you feel better or worse now than you did before this activity?
Try to explain why.*

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REFLECTION

Were there some thoughts that were harder to release than others? Try to explain why.

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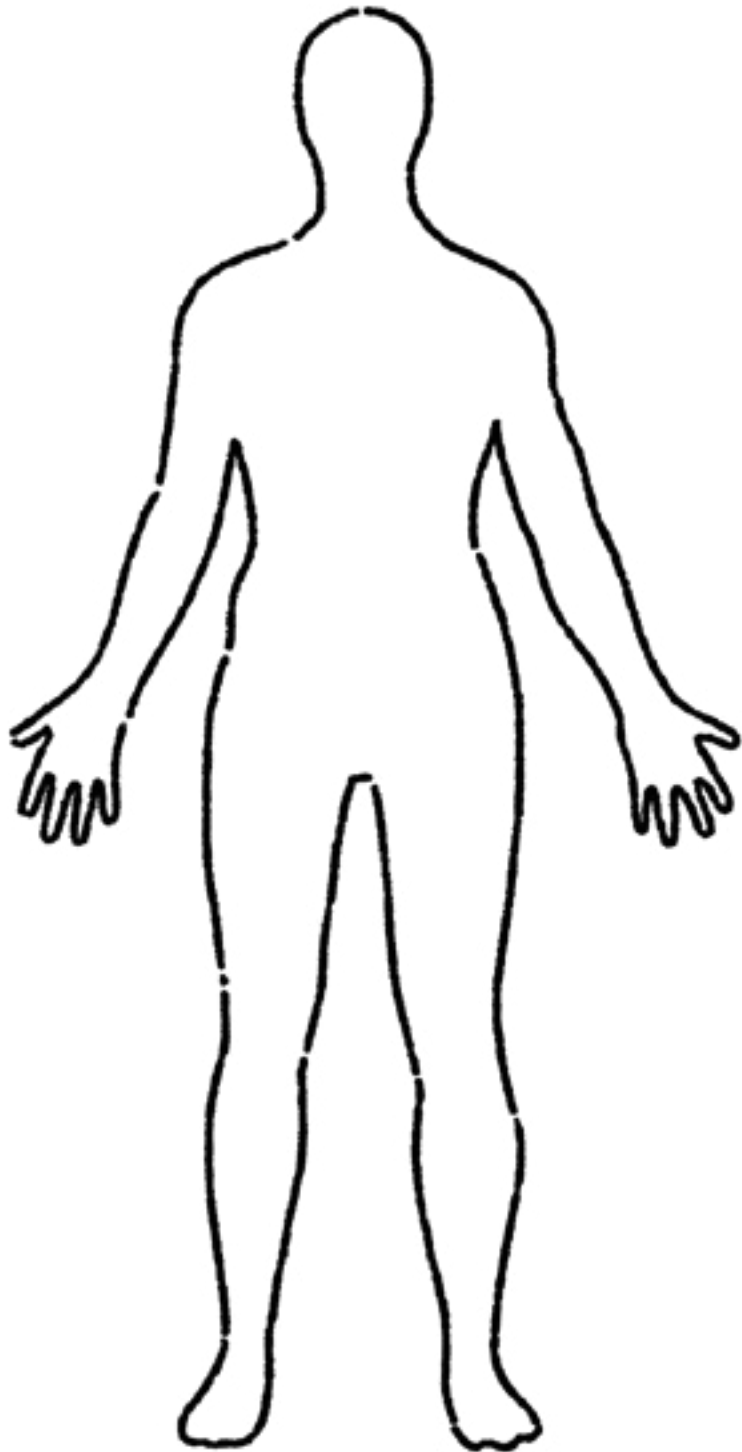


REFLECTION ON YOUR RUGGED ROOTS

Thinking about our strengths and achievements can help when we face challenges like social anxiety.

In addition, a positive reminder of the past (our achievements), coupled with the reflection of how we are now (the 'I am...' statements), enables us to more easily imagine a positive future for ourselves.

Keep your Rugged Roots sheet somewhere close by, or, re-create it below. Add to it when they remember past successes or when new successes occur.



Take a look at your Rugged Roots Outline handout and reflect. How do your past achievements and positive qualities contribute to your resilience?

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PUSHING FORWARD

- Identifying achievable goals helps us to progress towards where we want to be.
- These behavioural goals ensure we can clearly monitor achievements and plan our next steps – whether raising the bar and pushing us further out of our comfort zone and towards success, or taking a step back to succeed at something less demanding first.

Four behavioural goals that I will work on over the next month.

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CHANGING PATHS

- The process of thinking through difficulties and the ways in which they can be addressed is an important step toward developing your ruggedness.
- Problem-solving skills like these are honed by thinking clearly and analytically about an issue.
- When facing a difficult situation, ask yourself:
 - What is the general problem?
 - Then ask yourself, what is the goal?
- By visualising successful outcomes and realising where you are starting from, you can begin to fill in the gaps of how to get to where you want to be.
- This process also involves thinking about specific potential challenges rather than getting stuck in a vague negative loop ('I just can't do it', 'I'm not good enough').
- In turn, this encourages thinking about potential solutions and evaluating the accessibility and effectiveness of each.



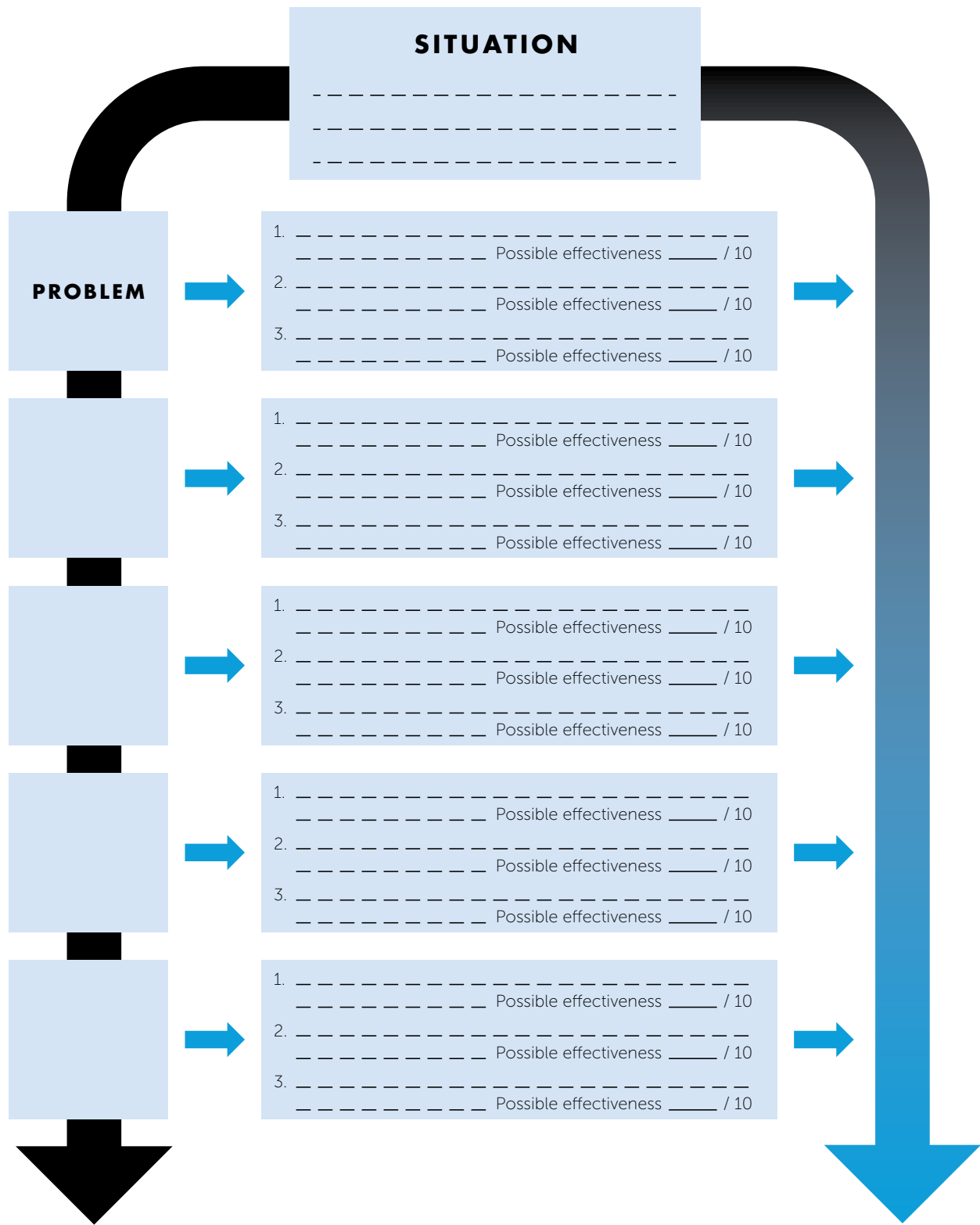
**REFLECTION
ON CHANGING
PATHS**

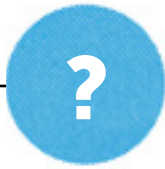
What connections did you make between the Incomplete story and the Changing Paths activity?

You use the following template as a resource to work through future situations that cause you stress or worry.

INSTRUCTIONS

- Describe this situation in a brief sentence or two at the top of the form.
- In the bottom right box, briefly describe the goal of the situation.
- In each of the boxes on the left, describe a specific worry or concern related to the situation that you believe could lead to the bad outcome.
- The order of the problems is not important, but consider writing about the one you feel you have the most difficulty with first.
- For each problem, brainstorm potential solutions. Think about what you could do to manage these problems (that do not include avoiding the situation). These potential solutions increase the likelihood of a good outcome.
- For each solution, rate how effective they think they might be, on a scale of 1-10 (where 1 = very unlikely to work and 10 = very likely to work).
- The same solution might apply to different problems. When this happens, add extra arrows to show this link.





REFLECTION

Two things I learned in this module...

A series of horizontal dotted lines for writing.

HOMWORK

The homework for this module involves three exercises – Branching Out, Rugged Response Record, and Comparing Paths.

BRANCHING OUT, RUGGED RESPONSE RECORD, AND COMPARING PATHS

Instructions:

1. Exercise: Branching out

Every day until the next session, add to your rugged roots sheet by adding one thing you did that day that reflects one or more of your internal qualities. For example, calling your parents (dutiful), writing in your diary (reflective), wishing a friend a happy birthday (caring).

When you have you done this, find a private space and read the messages inside the body out loud (e.g., 'I am caring', 'I am honest').

At the end of the week, using a mirror, look yourself in the eye and repeat each of these statements again, reminding yourself of the evidence so you can say them with confidence.

2. Exercise: Rugged response record part two.

Continue to complete your rugged response record until the next session.

- Do you notice any change in your thoughts or your belief in them?
- Is a pattern emerging in terms of your cognitive distortions?

3. Exercise: Comparing paths

Between now and the next session, identify two different situations that you perceive as stressful or challenging, and think about what you would like to happen (the goal). These can be about situations that you encounter over the next few days or situations you realise that you have some difficulty with and want to address.

Using copies of the changing paths sheet, describe the situation and describe your goal. Using the steps in activity 4, describe each individual problem chapter and list and evaluate potential solutions.

When both your changing paths forms are complete, compare them to each other.

- Do some of the same problems appear on both forms?
- Do some of the same solutions appear on both forms?
- Is there a pattern regarding the solutions you believe are more effective?

THOUGHTFUL DE-FUSION

This is an important exercise that is often used in different forms in Acceptance and Commitment Therapy. It can help you to develop more distance between yourself and troubling thoughts by helping to foster the non-judgemental 'curious scientist' approach. This space created by 'de-fusion' allows us to live with challenging thoughts and feelings and not allow them to consume or control us.

You can continue to practice this activity at home to help with managing troubling thoughts.

Instructions:

- Make sure you are sitting comfortably or are comfortable lying down. If you are sitting, sit straight up with your feet flat on the floor. Don't cross your arms or legs and let your hands rest in your lap. If you are lying down, make sure your legs are straight and your hands rest gently on your stomach. Slowly, allow your eyes to close.
- Take a moment to get in touch with the physical sensations in your body. Feel where your body connects to the chair, feel your feet on the floor and your hands as they rest against your legs. Feel your chest rise and fall with each breath.
- Now, imagine that you are sitting next to a stream. Look at the scene around you. Perhaps this is a familiar place, or somewhere you have dreamt up. What does it look like?
- Look at the stream. Notice that there are some leaves floating slowly past you. Watch the leaves float down the stream as they move with the current.

- For the next few minutes, take each thought that enters your mind and slowly place it on a leaf. Let the leaf float down the stream. Do this for any thought that comes into your mind, positive or negative. Place each on a leaf and watch them drift downstream and out of sight.
- Return to watching the stream while you wait for any further thoughts. When it comes, put it on a leaf and watch it drift by.
- If your mind says, 'this is stupid' or 'I can't do this', take those thoughts and place them on leaves too, and let them pass.
- If a leaf gets stuck, let it hang around until it's ready to float by.
- If a difficult or painful thought arises, simply acknowledge it. Say to yourself, 'I notice this challenging thought'. Place it on a leaf and allow it to float by.
- When you are ready, watch the last leaf float past and prepare to return to the room.
- Take a moment to bring your attention back to where you are, your breathing, any sounds you can hear, and when you are ready, open your eyes.

**NOTES ON
MODULE 5**

A series of horizontal dotted lines for taking notes.

6.

Module 6

THE RESOURCED INDIVIDUAL

*"Keep your face always toward the sunshine -
and shadows will fall behind you."*

—
WALT WHITMAN

In this module, you will reflect on the external sources of support that you have which bring out your best and improve your resilience. In addition, you will develop a resource map of those resources that you have depended on most, were most available, and/or were the most helpful.

**MY FEET ARE
HEAVY WITH
UNCERTAINTY.
BUT IF I DON'T
MOVE, I AM
ALREADY LOST.**

CRISTIANO RONALDO
PROFESSIONAL FOOTBALLER
CLEAR AMBASSADOR







**REFLECTION
ON AWARENESS
PRACTICES**

Have any of you been using the practices (outside of homework) day-to-day? What have you noticed?

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RESOURCE MAP

Use the following template to map the resources promote and sustain your resilience. Name each resource and write them down (or use a word or symbol) until you have a map of the many different resources in your life. Include those that are helpful and unhelpful, and those you need but don't yet have. Draw lines between yourself and the resources, using different colours or lines to represent your experience with each resource.

The image shows a large, empty rectangular box with a thin teal border, intended for a resource map. In the center of this box is a smaller, light blue rectangle containing the text "ME" in bold, dark blue capital letters. This central box represents the individual, and the surrounding space is for mapping various resources and their connections to the individual.

INSTRUCTIONS

Take a look at your map and answer the following questions.

1. "Are there important resources you haven't included?" These may come to you later, so add them whenever you remember them.

2. "On your map, is there anything that catches your attention the most? Does anything surprise you?"

3. "Are there more or less positive supports than what you expected?"

If another group member is willing to share their map, you can show each other your maps and talk about the similarities and differences.

4. "How do you think your map compares to someone else's map?" (If that other person has less social anxiety, how do the resources on their map help them maintain a sense of wellbeing?).

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5. Thinking about your own map again, "Which resources have you depended on the most to cope with challenges in your life?" Put a star next to these.



6. "How available have different resources been when you have had challenges?"

Put a number next to each resource, from 1-5, where 1 means rarely available and 5 means always available.



7. "How helpful have these resources been?"

Choose a symbol to put next to each resource, where -- means very unhelpful and ++ means very helpful.



REFLECTION

Three Words: What is New to Me Today

What I now know that I didn't know before today...

A series of horizontal dotted lines for writing.

HOMework

ADDING TO MY RESOURCE MAP

Instructions:

For this week, identify one new resource you can add to your map.

If that is not possible, you could also identify a resource already on your map that you are not making use of and strengthen the time you spend with that resource (e.g., if there is a sport you like to play, but haven't played in while, it would be a good week to participate in the sport at least once).

**NOTES ON
MODULE 6**

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Module 7**7.****BECOMING RESOURCED:
NAVIGATING TO NEW
RESOURCES**

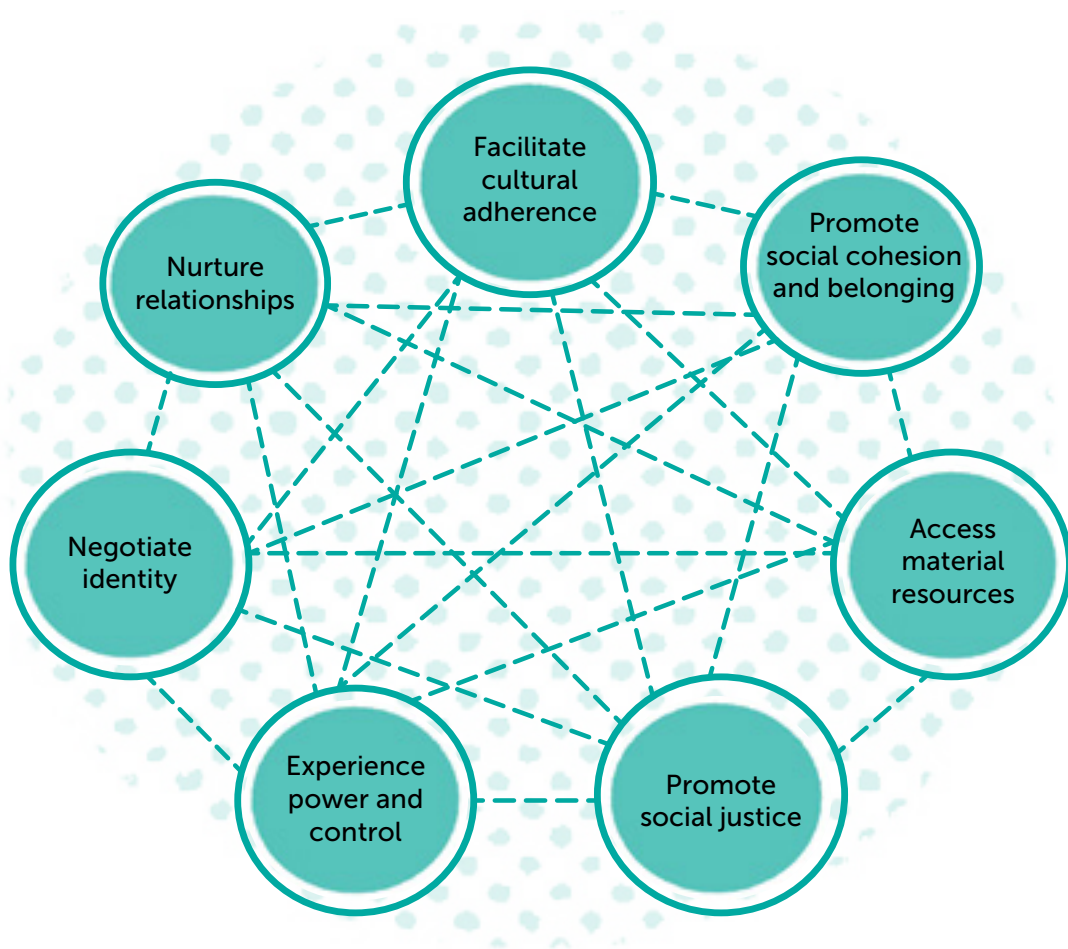
“Put your heart, mind, and soul into even your smallest acts. This is the secret of success.”

—

SWAMI SIVANANDA

In this module, you will develop new strategies to find and use the resources you need to cope better with social anxiety and build resilience. You will also learn to strengthen the resources already present in your life. You will discuss in detail the seven experiences (introduced in Module 2) that are known to build resilience.

**SEVEN RESILIENCE-
PROMOTING
PROCESSES**



REFLECTION ON THE STORY AND DISCUSSION

What resonated
with you about
the personal
story of resilience
and following
discussion?

THINGS TO KEEP IN MIND ABOUT RESILIENCE

- One resilience experience can trigger others.
 - The more of these experiences you have, the more likely you are to be successful in life, especially when bad things happen or you are burdened with troubling thoughts and feelings.
- All seven resilience experiences are equally important.
 - It doesn't matter which of the seven experiences you begin with, they are all important.
- The more stress we experience, the more we need resilience experiences.
 - The more difficult and stressful one's life is, the more influence these seven experiences have on outcomes like success at school, finding work, or maintaining a close relationship with someone special.
- Our culture shapes our experience of resilience.
 - What each of these seven experiences looks like always depends on a person's culture, and the things they value and the everyday activities they are involved in.

SEVEN RESILIENCE-PROMOTING PROCESSES

Nurture Relationships

- Find people to whom you matter
- Show love for others and let others love you
- Demonstrate selflessness and giving
- Make and keep commitments to others
- Be accountable to others
- Create a family (whatever that looks like)

Facilitate Cultural Adherence

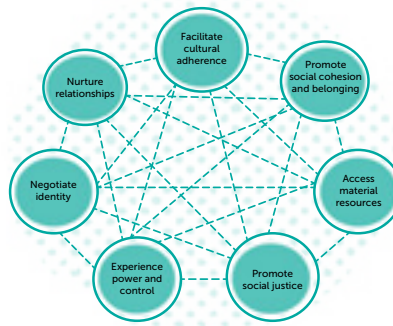
- Learn your family’s history
- Show pride in your cultural heritage
- Celebrate your traditions
- Connect the generations together
- Keep your family’s and community’s stories alive
- Perform your culture – show it!

Promote Social Cohesion and Belonging

- Participate in a club
- Become part of a peer group
- Spend time in an online community where people are just like you
- Participate in a religious organisation
- Spend time with your extended family
- Give back to your community (help others)
- Make others proud of you

Negotiate identity

- Find places to experience self-esteem/self-worth
- Find opportunities to show others what is special about you
- Get others to rely upon you for your contribution
- Find ways to show your talents



Access Material Resources

- Make yourself feel safe at home and in your community
- Take advantage of opportunities to access schooling and employment or training
- If possible, save some money
- Take time to keep physically and mentally healthy coverage

Experience Power and Control

- Find places in your life where you can make decisions
- Insist people respect your right to decide things for yourself
- Participate in making decisions at the level of your school, workplace, community, country, family; Get your voice heard
- Work with others to make changes at school, work and in your community

Promote Social Justice

- Find places in your life where you are treated fairly
- Whenever possible, trust authority figures
- Have contact with people who are not from your ethnic or racial group
- Find an advocate, access allies, or learn to advocate for yourself
- Advocate for fair treatment when needed

**SEVEN RESILIENCE-
PROMOTING
PROCESSES**

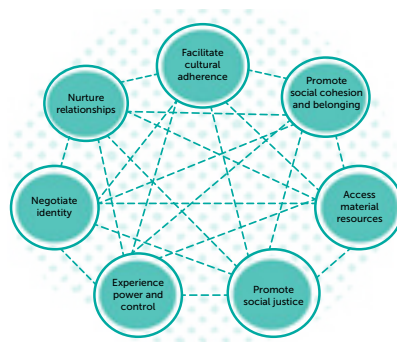
Fill in each box with actions you could take to promote each of these seven resilience builders.

Nurture Relationships

Facilitate Cultural Adherence

Promote Social Cohesion and Belonging

Negotiate identity

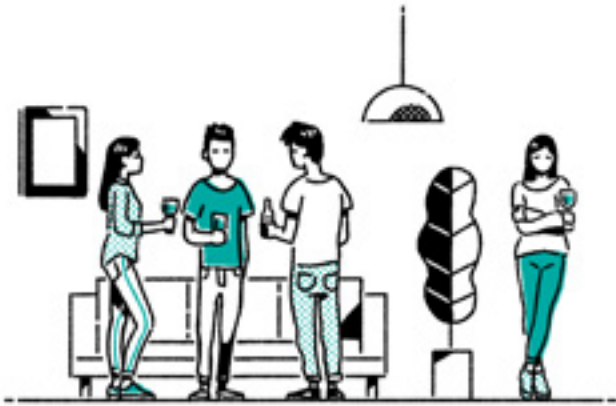


Access Material Resources

Experience Power and Control

Promote Social Justice

PRACTICE MAKES PERFECT



"Hello, would you like to help us?"



BEFORE

AFTER



"Hello!"



Review the drawings, and consider the following questions:

1. “What strategies did the main character in the drawing use to feel less anxious in social situations?”

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2. “What change in thinking did it take for the main character to use these strategies?”

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3. "How did a change in the character's behaviour change the world around the character?"

4. "What would you expect to happen in the future, now that the world around the main character has changed?"



REFLECTION

Describe your level of optimism for the future.

A series of horizontal dotted lines provided for writing a reflection on optimism for the future.

HOMEWORK

Instructions:

STRATEGIES TO BUILD RESILIENCE

Between now and the next time the group meets, choose a strategy from those in the Strategies to Build Resilience and commit to using it at least once before the next group meeting.

Record you experience below.

Strategy I tried:

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Why I chose this strategy:

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What happened when I tried the strategy:

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**NOTES ON
MODULE 7**

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Module 8

8

**THE NOVICE MENTOR:
HELPING OTHERS TO
HELP OURSELVES**

"Thousands of candles can be lighted from a single candle, and the life of the candle will not be shortened. Happiness never decreases by being shared."

—

BUDDHA

In this module, you are encouraged to refine your resilience skills by helping friends and family members to become more resilient. You will learn about being a good mentor, and how both mentor and mentee can become more resilient together.

**YOU BECOME
WHAT YOU
OVERCOME.**





WHAT IS A MENTOR?

- A mentor can be anyone who is more knowledgeable and experienced in a specific area.
- They are individuals who are willing to share their expertise with someone else to help them out.
- In terms of resilience and managing social anxiety, this definition of a mentor means that you as a participant are the knowledgeable and experienced individual compared to those who have just started this course or have not yet started it.



BENEFITS OF HELPING OTHERS

- The more we help others around us, the more this helps us practice and refine our own resilience-related skills.



HOW WOULD YOU HELP?

List some ideas on how you could approach and support others who are struggling with social anxiety. How could you be sensitive and compassionate?

Questions to consider:

What could you ask to try to learn more about their situation / what is going on?

How could you try to support them?

What else could you do to try to help them out?

A series of horizontal dotted lines for writing, located to the right of the text boxes.

SOMEONE I KNOW

Instructions:

Think about a person you know whom you think might also be challenged by social situations. This person might be someone you knew from your home town, or from school, or someone you know now. Complete the following questions.

1. Without naming them, or including any identifying details, how do you know this person?

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2. What makes you think they might be challenged by social anxiety? If you can, describe any specific events which have led you to this belief.

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3. From what you know about this person, how rugged do they seem?

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(on a 1-10 scale, where 10 is 'very rugged' and 1 is 'not rugged at all'.)

4. What might they need to become more rugged?

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5. If you could give one piece of advice to this person, what would you say to them to help them become more rugged?

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6. From what you know about this person, how resourced do they seem?

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(on a 1-10 scale, where 10 is 'very resourced' and 1 is 'not resourced at all').

7. What might they need to become more resourced?

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8. If you could give one piece of advice to this person, what would you say to them to help them become more resourced?

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**PLANNING
FOR A MEETING**

Instructions:

- Imagine that you are starting to mentor a person who is struggling with social anxiety. This person is someone you have met with once before when you briefly introduced yourselves to each other. You have since exchanged messages and are planning to meet up.
- Knowing the mentee struggles with social situations, imagine you have invited this person out somewhere to learn more about them and to help them start to improve.

Use the following list of considerations to help you to make a plan to meet your mentee.

[Prelude: The preparation]

- What kinds of places could you suggest as locations for the meeting? Suggest two to give the mentee a choice of destinations.
- What are the qualities about these places that make them suitable for a meeting like this?
- What would be a good safety mechanism (a way out of the situation) just in case things go very badly?

<p>My plan for preparation:</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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[Act 1: The beginning]

A scenario:

You arrive early to make sure they aren't waiting around. When you see them arrive, they don't look particularly happy to be there. They look tense and upset.

- What could you do as a first greeting to put them more at ease?
- What could be the first thing you say to them to encourage a warm and friendly atmosphere?

My plan for the beginning:

[Act 2: The conversation]

- What kinds of things could you ask to learn more about them?
- What kinds of follow-up questions could you ask for things they might say?
- How could you prepare for awkward silences?
- As the meeting goes on, how would you check whether things are going well?
- If you sense things are getting worse, or something upsets or distresses the mentee, what could you do to try to make things better?

My plan for
conversation:

**REFLECTION**

How could the strategies you've been learning about becoming rugged and resourced help you with becoming a mentor?

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HOMework **Option A:**

MAKING A MENTEE Continue the resilience-building homework activities of modules 4 and 6. Record you experience on paper, with tablet, or computer.

Option B:

Making a Mentee

Instructions:

- Find a person that could be suitable for mentoring (this could be a friend or someone you know who has not taken this course or is at an earlier stage in the course).
- Using the results of activity 4 in this module, work out a mentoring strategy. "How exactly am I going to be a good mentor?"
- Try to meet at least once with your mentee. If the meeting goes well, think about how you can arrange a further meeting with specific achievable behavioural goals.

**NOTES ON
MODULE 8**

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Module 9

9.

**MAINTAINING
RESILIENCE
IN THE FUTURE**

"There is nothing impossible to him who will try."

—
ALEXANDER THE GREAT

In this module, you will reflect on your progress to date and discover ways to maintain your resilience to social anxiety. You will also identify new strategies you can use to live your life in a way that is congruent with the personal characteristics you value.

PRINCIPLES OF MANAGING SOCIAL ANXIETY

Principles of Managing Social Anxiety

Social anxiety and the troubling thoughts that go along with it can be controlled if you remember a few basic principles:

1. Anxiety is a normal, even healthy, part of our lives.
2. Changing how we cope and the strategies we use when we feel anxious is going to make us feel uncomfortable. Some discomfort is normal, even if it feels scary! Once we develop new patterns of behaviour, our discomfort and anxiety will lessen.
3. We should strive to live in ways that fit with our values. What we value should be reflected in how we live our lives.
4. Talk back to those who put us down. Even better, find others who remind us we have something special to offer.
5. Find allies who can help us feel bold and make us more successful.

Four Ways We Can Change

1. Change ourselves. Put as much effort as we can into calming our thinking, changing our behaviour and controlling our emotions. This can be exhausting, but will work as long as the world around you isn't too dangerous.
2. Take advantage of the resilience-promoting experiences you already have. Notice, and make use of, all the opportunities that surround you to decrease social anxiety and become bolder and more successful. Spend more time with supportive relationships, show others your many talents, navigate your way to where you feel you belong, and make decisions for yourself that matter.
3. When these resilience-promoting experiences are few and far between, or non-existent altogether, look for new sources of support. This means changing yourself a little, becoming motivated to seek out new people, new places, and new activities that make you feel bolder and more successful.
4. When all else fails and your life remains stubbornly the same, change your expectations. Accept that sometimes, in some situations, we will not succeed. At least for now. Time is on our side. As we get older, as the world around us changes, look for new opportunities to succeed.



**REFLECTION
ON KEEPING OUR
HEAD CLEAR**

What would I give up if I changed and stopped being socially anxious too fast, too soon?

A series of horizontal dotted lines for writing.

**FIVE VALUED
PERSONAL
CHARACTERISTICS****Instructions:**

A big part of sustaining our motivation to change is, ironically, accepting ourselves for how we already are. Remember, our past has shaped us. We are not anxious, flawed, or weak. Those are labels we've adopted, names we have given to our experience that have been handed to us by others. Still, we have to accept that these are ways we think about ourselves for now, and that these ways of thinking about ourselves protect us from psychological and physical harm.

Please reflect on the following question:

"What would I give up if I changed and stopped being socially anxious too fast, too soon?"

Next, list five personal characteristics you really value in yourself or in others (see the following page for a list of possible values) on the target.

- The closer to the center that you place a personal characteristic, the more it means you feel that that characteristic is a part of your life every day.
- The further from the center you write the characteristic, the less it is experienced day-to-day.



**SHORT LIST OF
POSSIBLE VALUES**

Note that you hold many other values not on this list

- Accepting (of myself and others)
- Adventurous (to seek out new experiences)
- Assertive (to stand up for myself)
- Caring (to show compassion towards others and my environment)
- Connected (to have relationships with others that matter to me)
- Contributing (to help make others' lives better)
- Conformity (to obey the rules and fit in)
- Courageous (to be brave and face my fears)
- Creative (to be innovative and develop new ways of seeing the world)
- Fair (to treat others justly and promote social justice)
- Fitness (to keep physically and mentally healthy)
- Flexible (to adapt to changing circumstances)
- Friendly (to support and get along with others)
- Honesty (to tell the truth and be sincere in my interactions with others)
- Humility (to be humble and let my achievements speak for themselves)
- Industrious (to work hard and achieve my goals)
- Independent (to rely on myself whenever I can)
- Intimacy (to be open to emotional connections with others)
- Loving (to show affection for others)
- Organized (to create order from chaos)
- Patience (to pace myself and wait for the right time to act)
- Power (to be strong and wield influence wisely)
- Respect (to show tolerance for myself and others)
- Responsible (to be accountable to other for my actions)
- Self-control (to regulate my emotions and act according to what I value)
- Tolerant (to support others to be their best selves)
- Trustworthy (to be reliable)

MY RUGGED STATEMENTS

Instructions:

- Return to return to your list of rugged statements that you created in Module 4.
- Enter them in the grid below.
- After reading these again, consider the following question:
 - “How useful have these been in the last month?”
- Then, rate each statement from 1-5 where 1 is most unhelpful and 5 is most helpful.
- Under each number, please explain your answer.

Rugged statement	How Useful Has It Been?

FINDING ALLIES

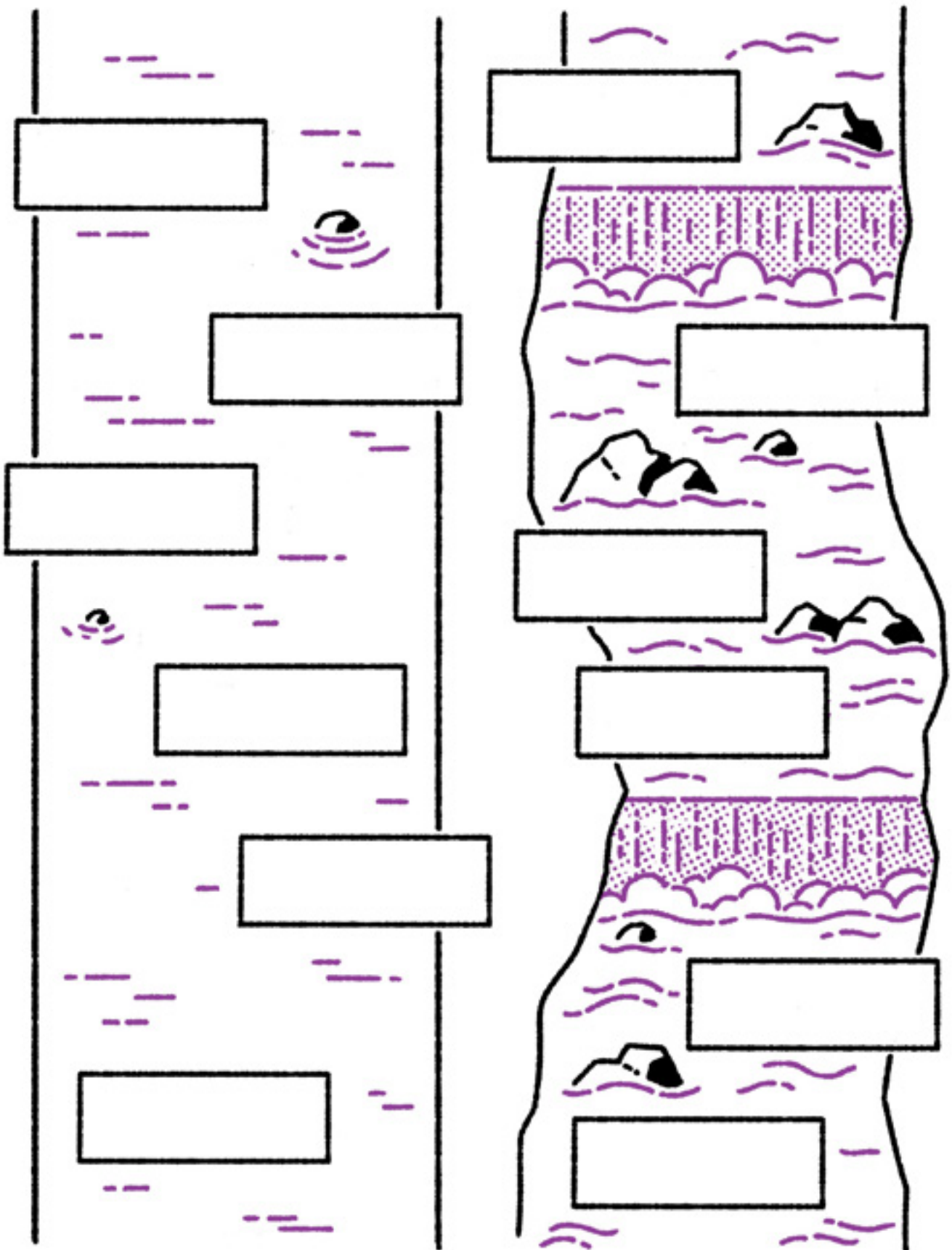
- It's important to find your supportive allies! To do so, lessen contact with people who put you down and increase contact with people who support you.
- The more support we receive, the more we will have the seven experiences that build resilience.

Instructions:**Step 1:**

- Think about a stressful day you've recently had.
- In the first blank space, put "Waking up in my bed" to indicate the start of your day, then on the very far side of the page at the end of the stone path through the rapids, write a few words that describe what happened that made your day such a disaster (for example, "My mother yelled at me at dinner", "My co-workers teased me about being late", etc.).
- Then, using the diagram of the stones, fill in all the events, small and big, that occurred between you getting out of bed and arriving at that bad event.
- Focus on both the actions you took ("I ate breakfast", "I ran to catch my bus and missed it") and the people you encountered and how they treated you ("Sat on bus and everyone looked at me funny", "My father called to tell me I should try harder at school", "The other kids in my class laughed at me").

Step 2:

- Now think about a different day that you felt successful.
- Write on the stone at the end of the stone path that goes through calm water what happened to make the day feel so good (for example, "My grandmother cooked my favourite dinner for me", "My friend called me and invited me to help them with an assignment").
- Once again, fill in all the events and describe your interactions with people step-by-step throughout the day.





REFLECTION

*What did you notice about your allies on your good day?
Could they have been helpful on your bad day?*

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SUSTAINING RESILIENCE

- Sustaining our resilience and avoiding social anxiety is about finding paths through our day that bring us opportunities for more support.
- We need to avoid people, places and events that make us feel uneasy and instead seek out those where we have experiences that make us more resilient.
- We need:
 1. Relationships
 2. A powerful identity
 3. Power and control
 4. Social justice and fair treatment
 5. Everyday supports like food and clothing
 6. A sense of belonging
 7. Pride in our culture and heritage

STAYING CONNECTED

My ideas for staying in touch with the group:

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REFLECTION

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REFLECTION

I will make a commitment to continuing to support building my resilience by...

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**NOTES ON
MODULE 8**

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FOOTNOTES

- ¹ Hebb, D. O. (1955). Drives and the C. N. S. (conceptual nervous system). *Psychological Review*, 62(4), 243-254. <http://dx.doi.org/10.1037/h0041823>
- ² Masten, A. (2017). Resilience in science and action. Pathways to Resilience IV, Cape Town, South Africa; Masten, A. (2014). Ordinary magic: Resilience in development. New York, NY: The Guilford Press.
- ³ Goetz, T. E., & Dweck, C. S. (1980). Learned helplessness in social situations. *Journal of Personality and Social Psychology*, 39(2), 246-255. <http://dx.doi.org/10.1037/0022-3514.39.2.246>

CLEAR