



THE LEMONADE PROJECT

The Resource Book

Interactive sessions for building
emotional resilience in young people
aged 8-18

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Testimonials: What do people say about the project?

"It's often discussed how life is more complicated for children and young people now than it used to be. Technology, the media, and exam culture all add additional pressures for young people, whilst trying to negotiate this transitional stage in their lives. Despite young people being under more stress than before, their ability to cope with these stresses doesn't appear to have advanced at the same rate. As a result it is no surprise that rates of self-harm are on the rise, and young people adopting unhealthy ways of coping is often evident in the young people we work with.

The Lemonade Project offers tangible solutions to this problem through helping young people to identify ways of coping with stresses, and building their resilience to set backs. The project's conversational and activity lead approach really helped to keep young people engaged in what can be a very sensitive topic to broach. The resource is also really flexible, and can be tailored to suit different ages, abilities and group dynamics. The project provided our young people with a safe environment to talk, and with the tools they will need for "when life gives you lemons".

Emma Burke-Sheen, Health & Wellbeing Champion, OnSide Youth Zones

"The Lemonade Project is a great resource for use in both educational and youth work sessions. The modules are easy to use, with creative ideas that promote meaningful engagement and impact. As well as using the resource in youth club interventions, we also intend to use it to support our transition program."

Andrew Smyth, Community Hub Lead and Chaplain, Oasis Academy Oldham

"It made me know how to deal with my anger better and helped me to understand my friends when they are upset. Now when things get on top of me I know how to cope with stuff and feel better."

Young Person, aged 14

About the Project

The Lemonade Project is a programme funded by Shared Health Foundation aiming to build resilience in vulnerable young people. It is part of Shared Health Foundation's wider strategy to improve mental health and wellbeing amongst adolescents across Greater Manchester.

The project is designed as an early intervention strategy to address rising numbers of young people engaging in negative behaviours in adolescence, including self-harming. The activities are intended to provide youth professionals with tools to support young people develop their resilience as they move into adolescence and beyond.

The resource book contains six chapters and includes over 50 discussion topics with interactive activities that can be delivered to young people either in one-to-one or small group sessions.

The Lemonade Project Resource Book Chapters:

1. Bouncing Back - Foundations for Resilience
2. Feelings, Emotions & Moods - Building Emotional Literacy
3. Sour Situations - Dealing with Challenges
4. Friends, Family & Role Models - Understanding & Maintaining Relationships
5. All About Me - Self Esteem & Identity
6. The Future - Setting Goals & Moving Forward

All of the activities included in this resource have been designed and delivered specifically to support young people to develop their resilience in an informal and experiential way.

What is Resilience?

Resilience can be described as having the capacity to recover quickly from difficulties in life. It is what gives people the strength to deal with emotional and physical challenges and refers to a person's ability to 'bounce back', despite difficult circumstances.

It can be argued that all people have the building blocks to develop resilience, depending on their levels of self awareness, motivation and the support they receive from others.

Research suggests that building resilience can support young people to cope better with life's challenges and this can reduce their likelihood of risk taking and self harm in adolescence.

Professor Angie Hart, with help from her colleagues Derek Bincow and Helen Thomas, developed a tool called the Resilience Framework, which you will find on the following page. It breaks resilience down into five sections and includes key ideas that can be drawn upon to support individuals to develop their resilience.

All of the activities you will find in this resource book are informed by The Resilience Framework, with each activity addressing at least one of the key ideas included in the framework.

SPECIFIC APPROACHES				BELONGING	LEARNING	COPING	CORE SELF
Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope			
Enough money to live	Help child/YP understand their place in the world						
Being safe	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings			
Access & transport	Keep relationships going						
Healthy diet	The more healthy relationships the better	Map out career or life plan	Fostering their interests	Help the child/YP to know her/himself			
	Take what you can from relationships where there is some hope						
Exercise and fresh air	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself			
Enough sleep	Responsibilities & obligations						
Play & leisure	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents			
	Make sense of where child/YP has come from						
Being free from prejudice & discrimination	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them			
	Make friends and mix with other children/YPs						
NOBLE TRUTHS							
ACCEPTING	CONSERVING	COMMITMENT	ENLISTING				

How to use this book

This resource contains a range of creative activities designed to be used in an informal setting. This could be in a range of community contexts, e.g. after school or lunch time sessions, through youth outreach, at youth clubs or even in the home.

It is written specifically for professionals working directly with young people and who are skilled in facilitating group work and one-to-one interventions. However, you don't have to be creative to run these sessions - just able to follow instructions!

The book is designed to be used in a way that can be adapted for each group or setting. Each chapter contains four conversation topics and activity combinations, which should be used to spark discussions with young people around a particular issue.

We suggest you browse through the chapters and highlight 12 key activities that your young people would engage with, and you feel would address key issues that your young people face.

Each conversation topic and activity combination are intended to take around 20-30 minutes to complete, so we suggest planning two or three activities to fill up an hour-long session. We recommend that you deliver the activities in the resource over six to eight sessions of around one hour. You can mix and match activities from different chapters in your session plans, whatever suits you and your group.

At the back of the resource book, you will find a blank workshop plan where you can fill in your intended sessions and the materials you will need for each session.

Your group & your role

Due to the interactive nature of the activities, we would suggest you allocate two workers or facilitators to deliver the activities, so that young people can be fully supported through the process.

Your role as a facilitator of these sessions is to engage young people in discussions around resilience, and how they might individually make choices to improve their own ability to 'bounce back'.

All the activities have been tested with different age groups of young people between the ages of 8 to 18, but we think you will know best which age group to deliver your sessions to. We suggest 6 to 8 young people per group.

When selecting your group, it is helpful to consider who amongst the young people you work with would benefit most from taking part in the project. Statistically, looked after children, LGBTQ, young people on the autistic spectrum and BAME young people are more likely than others to develop self harming behaviours in adolescence.

When recruiting young people for your sessions, please remember the project is aimed at young people 'at risk'. It is important to remember that activities are not designed to stop young people from undertaking selfharming behaviours, but to reduce their likelihood of taking up these and other risk-taking behaviours in the future.

CHAPTER ONE

'Bouncing Back' Foundations for Resilience

Introduces the subject of resilience and supports young people to think about their basic emotional and physical wellbeing



DRAFT

1.1 - 'Bouncing Back' - Foundations for Resilience

Conversation: When life gives you lemons

This conversation starter is designed to spark discussions around the topic of resilience. By the end of the conversation your group should have a better idea about what resilience is.

Key questions:

- What do you think the word resilience means?
- Why do we need resilience?
- Can levels of resilience increase or decrease in a person, or does it remain the same?
- Who or what is in control of a person's levels of resilience?

Resilience is a word to describe a person's capacity to recover from difficulties or to 'bounce back' from challenging situations. Resilience is an important part of being human as it helps us to overcome problems in life and develop ways to become stronger so that when we experience difficulties again, we can 'bounce back' more quickly.

Resilience is also important because it allows us to lead healthy, happy lives. All humans suffer from moments in life which cause emotional pain, and without good levels of resilience, these difficulties can lead to more serious issues, including physical and mental health concerns.

Everyone has the capacity to increase their levels of resilience. It is likely that resilience levels in each person will go up and down during their lifetime, depending on the situations around them and their own lifestyle choices.

Most of the time, you can be in control of developing and increasing your levels of resilience. It is about how you respond to a difficult or challenging situation. For those who have good levels of resilience, they will know how to deal with a negative situation in a positive way (e.g. making something sweet out of something sour). For those who have low levels of resilience, many may turn to negative coping strategies such as alcohol, drugs or self harm. This is why it is very important to take control of your own resilience and develop positive ways to cope with problems.

Activity: Making Lemonade

This is an easy way to express the idea of resilience by making something sweet out of something sour. Enjoy your lemonade whilst chatting about times that your group, or people that you know, could have made something positive out of something negative.

You will need:

Lemons (4 per jug) // caster sugar // jug of cold water // sieve // knife // chopping board // teaspoon

How to make it:

1. Some people can be allergic to lemons - so please check with your group before you start!
2. Wash your hands, then chop the lemons in half
3. Using your hands, squeeze the lemons through the sieve into the jug of water, watching out for pips!
4. Add a little sugar and stir, until the lemonade is to your liking
5. Serve and enjoy!

1.2 - 'Bouncing Back' - Foundations for Resilience

Conversation: How to 'bounce back'

'Bouncing back' refers to the ability of a person to recover from difficulties, and become stronger in the process. With your group, discuss their response to the following questions, backing up their points with the information below.

Key questions:

- What qualities or skills do you need to be resilient?
- How can you build your resilience?
- What are the consequences of having low levels of resilience?

You do not need any inherent qualities to be resilient, although some people may find it easier to 'bounce back' from difficulties than others. In order to be a resilient person, the most important skill to develop is an understanding of yourself and your needs. For example, if you know that you need to be alone after a difficult experience in order to recover and you are able to tell people this is what you need, you are more likely to recover more quickly. Everyone is different, so you need to find your own positive ways to deal with problems and tell others that this is how you cope best.

Generally, you are more likely to have a higher level of resilience if you look after your mental and physical health. Looking after your physical health through exercise and healthy diet will allow you to bounce back from difficulties, as your body will be well prepared to deal with life's challenges. Equally, looking after your mental health by making sure you are not too stressed, having time to relax and balancing studying/work commitments with seeing your friends and family, will allow you to be more resilient.

If your levels of resilience are low, you are more likely to develop negative ways of coping with situations. For example; you may over or under eat, turn to alcohol, isolate yourself, or block out your emotions through keeping busy. Although many of these things aren't harmful when done in moderation, if these continue to be the ways that you cope with problems, this will eventually impact your overall health and wellbeing including your levels of resilience.

Activity: Resilience Tumbling Tower

This traditional game has been reinvented to support discussions around resilience. The idea is that the tower represents a person who is as resilient as they can be. As the blocks are removed from the tower, the person becomes more unstable and unable to withstand the pressures of life. Eventually, without enough resilience supporting them, they will topple over.

You will need:

A traditional tumbling block tower // felt tip pens // the resilience framework (see page 5)

How to play:

1. Before you begin, write one point from the framework on each of the blocks e.g. 'being safe'
2. Stack the tower, 3 by 3 blocks in opposite directions for each layer
3. Young people can now take it in turns to remove a block and place it on top of the tower
4. For each turn, encourage the young people to discuss what is written on the block
5. Eventually the tower will fall, and you can start again

Alternative: Don't have access to a tumbling tower? Try Resilience Charades instead!

1.3 - 'Bouncing Back' - Foundations for Resilience

Conversation: How to keep your life balanced

One of the most important aspects of being able to develop resilience, is to make sure you have good balance in your life.

Key questions:

- Which parts of your life do you need to keep balanced?
- What happens when your life is out of balance?
- What one thing would you change to help to give you more balance in life?

There are six basic aspects of your life that are important to keep you balanced; time for yourself, home life, career/studies, social life, your mind and your body. It is very common for people to focus too much on one aspect of their life and neglect others. This can lead to difficulties in the short term such as; high levels of stress, low levels of fitness, a lack of positive relationships, difficulties in family life. It can also cause more issues in the long term, such as poor physical or mental health.

It is not always possible to keep your life in complete balance at all times. It is understandable that some priorities might take over and cause you to focus just on one area for a short period of time. The thing to remember is that things aren't always perfect, and that as long as you have it in mind, you can try out strategies to improve your life balance that you can introduce as and when it works for you.

Some ideas to improve your life balance:

Join an exercise class or walking group (you can socialise and work on your body at the same time!) // Be strict about working/studying times; keep your working/studying day to no more than 8 hours, with plenty of breaks // Schedule in time to spend some time on your own doing something you enjoy // Try to have at least one meal a day around the table with your family/carers // Keep your mind active by learning something new like an instrument or a language, learn a new craft or try out a new recipe

Activity: Balance Spinner

Making these easy wellness wheels will give your group the chance to think about what practical things they can do to keep their life balanced.

You will need:

Paper plates // felt tip pens // 2-3 sheets of card // scissors // paper fasteners

How to make them:

1. Using a felt tip pen, divide the paper plate into six equal sections
2. In separate sections write 'me', 'home life', 'social life', 'mind', 'body', 'work/study'.
3. Ask each person to write or draw an practical idea in each section about how to keep their life balanced e.g. in the work/study section it could be 'don't study after 9pm'
4. Cut an arrow shape out of the card and attach it to the middle of the paper plate using a paper fastener.
5. One by one ask the young people to spin their arrows and explain what they have written/drawn e.g. what changes will they make in this area to make their life more balanced?