



UNIVERSITY OF
CALGARY



Roots OF Resiliency

Copyright © Jennifer Thannhauser, September 2020. All rights reserved.

Permission to reproduce the material herein by any means, in whole or in part, excepting (in the case of the portable document format edition) the printing of a single hard copy for personal use and handouts for purpose of program delivery, must first be obtained in writing from Student Wellness Services, University of Calgary.

For permissions or additional information, contact:

University of Calgary, Student Wellness Services

ATTN: Jennifer Thannhauser

370 MacEwan Student Centre

2500 University Dr NW

Calgary AB T2N 1N4

Jennifer Thannhauser, Ph.D., R.Psych.

Email: jthannha@ucalgary.ca

The Roots of Resiliency manual was prepared by:

Jennifer Thannhauser, Ph.D., R.Psych.

Pearl Niewenhuis, M.A.

Mary Block, B.Sc., R.D.

Zoë Say

Ashley Fox, BKin., CSEP-CEP, NCCP

Russell Thomson, B.A.

Alex Klassen, MSW, RSW.

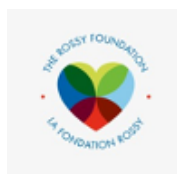
Layout and design by Aurora Motion Graphics

Funding provided by:



Canadian Institutes
of Health Research

Instituts de recherche
en santé du Canada



Contents

Pre-course		6
Acknowledgements	6	Core Tenets for Program Success...
Program Format	6	Facilitator Tips
Program Timeline	8	
An Introduction		11
Set up	13	Considering Resilience
Welcome	14	Factors Associated with Resilience
Guidelines for Participation	16	Personal Resilience Development Plan
Icebreaker	17	Personal Resilience Development Plan
Introduction to Domains of Wellbeing	18	Next Week
Introduction to Resilience	19	Program Coordinator Tasks (In between sessions)
Defining Resilience	21	
Building Social Resilience		27
Set up	29	Build a Culture of Caring
Check in	29	Communication Skills Practice
Welcome	30	Building Healthy Boundaries
Good Life video clip	32	Building Connection through Random Acts of Kindness
Circles of Contact	34	Building Connection through Gratitude
Skills for Strengthening Relationships	37	Build Connections: Plan a Date
Building Communication Skills	37	Call to Action
Building Connection through Empathy	38	Next Week
Assertiveness: Effective Self Expression	40	
Lets Move!		53
A physical literacy session	53	Topic 2: What are the benefits of Physical Activity?
Set Up	55	Topic 3: What motivates me to move?
Check in	55	Topic 4: What does PLAY Mean to me?
Welcome Participants	56	Topic 5: How to create an active lifestyle
Activity 1: Group Juggle	57	Call to Action
Topic 1: Physical Activity and Physical Literacy	59	Summary
		Next Week

Spiritual Connectedness: Deeper Waters

73

Spiritual Connectedness: Deeper Waters	75	Second experience of spiritual connectedness: Drum Circle, or another spiritual experience	81
Set Up	76		
Check in	76		
Welcome	77	Third experience of spiritual connectedness: Photos	83
Session Goals	77	Wrapping it up and Call to Action.	84
Introductions	78	Next Week	84
First experience of spiritual connectedness: Gratitude	79		

SMART Student Nutrition

85

Set Up	87	Food Labels	106
Check in	87	Eating Out 1	108
Welcome	88	Eating Out 2	109
Session Goals	88	Sticking to it	111
Introduction	89	Challenges	111
Benefits of Healthy Eating	90	Cultural Changes	112
Reflection	91	Budget	114
Meal Timing	92	Time	116
Canada's Food Guide	93	Stress	118
Whole Grains	94	Social Eating	119
Vegetables and Fruit	95	Residence	120
Protein	97	Ten Easy Tips	121
Healthy Fats	99	Putting it All Together	123
Fluid	101	Call to Action	124
Caffeine	103	Next Week	124
Snacks	104		

Resilient Thinking		125	
Set up	127	ACTIVITY:	
Check in	127	Thought-Feeling-Behaviour (TFB)	
Introduction to Resilient Thinking Session	128	Triangle	134
Resilient Thinking	128	Thinking Traps	135
Learning Objectives	129	Balance of Realistic Thinking	136
Stress	129	Catching Your Thinking Traps	137
Power of Thought	130	Mindset and Success	138
Famous People Who Have Failed	131	FIXED vs GROWTH Mindset	139
Thoughts-Feelings-Behaviours	132	Handling Setbacks	139
		Call to Action	140
		Next Week	140
Stress Management		141	
Set Up	143	Internal Stress – Strategies	154
Welcome	143	Mindfulness	155
Check in	144	Capital “M” Mindfulness	156
Session Goals	145	3-Minute Breathing Space	157
Stress and Performance	146	Stress Feedback Loop	158
Stress and Mindset	147	Mindful Movement	159
Mindset Research	148	Small “m” mindfulness	161
Magic	149	Resources	162
Mindset Takeaways	150	Call to Action	163
Sources of Stress	151	Next Week	164
External Stress – Strategies	153		
Appendices		165	
Facilitation Resources	167	Suggestions & Resources	176
Email Templates	167	Resources	180
Session Introductions and Calls to Action	170	Glossary	183
Check-in Guide	172	Program Development	187
Personalized Resilience Plan: Guidelines for Facilitator/Mental Health Professional	173	Roots of Resiliency Pilot Study	187
Session Handouts	175	Qualitative and Quantitative Results	188
Spiritual Connectedness: Session		References	190

Acknowledgements

Appreciation to Jan Crook, Ashley Humeniuk, and Ninfa Garay for their contributions to the development of Roots of Resiliency in its early days. Thank you to Dr. Andrew Szeto, Dr. Keith Dobson, and Dr. David Nordstokke for their guidance and contributions in the evaluation of this program and development of the manual. Assistance with data collection and analysis was provided by Hayley Brillon. Special thanks to the many students who shared their experiences and insights as part of the program development and evaluation process.

Roots of Resiliency is dedicated to all the post-secondary students who continue to amaze us by their courage and resilience in the face of challenge and struggle.

Program Format

Roots of Resiliency is a 7-week program, consisting of 1.5 hour sessions offered on a weekly basis.

- Consistency of time and location for the program provides routine and structure for participants
- The Facilitator's Guide presents the seven sessions in the recommended order for facilitation. Sessions may be reordered if facilitator availability necessitates, with the following considerations:
 - Social Resilience occurs early in the program
 - Spiritual Connectedness occurs midway in the program
 - Resilient Thinking occurs later in the program, but not the last session

Personalized Resilience Plan:

- Participants develop a Personalized Resilience Plan during Session 1.
- Participants meet with a mental health professional in between Session 1 and Session 2 to refine the plan
- Participants debrief the plan with the mental health professional after Session 7

Sessions 2 to 7 start with:

- a Check-In to build community, enhance continuity between sessions and consolidate learning

Every week ends with:

- a Call to Action to inspire participants to engage with the material between sessions
- a Session Introduction to the following week's session

Session Facilitators

Each session is ideally facilitated by an appropriate professional from your institution.

Diverse facilitators build connection to the campus community and support a community approach to enhancing wellbeing.

Recommended facilitators:

- kinesiologist or athletics specialist facilitate the Let's Move! Session
- a dietician or food sciences specialist facilitate the Healthy Eating session
- campus chaplains or other community spiritual leaders facilitate the Spiritual Connectedness session
- mental health professional(s) (psychologist, social worker, mental health nurse) facilitate the sessions on Social Connectedness, Healthy Thinking, and Stress Management. Where possible, it is ideal to have a couple of different facilitators for these three sessions.

- mental health professional facilitates the one-on-one consultation sessions to prepare and debrief the Personalized Resilience Plan (see Personalized Resilience Plan: Guidelines for Facilitator/Mental Health Professional in Appendix). This professional can also be one of the session facilitators.

As appropriate, facilitators are encouraged to provide local resources relevant to the session topic that participants can access at their institution and/or within their communities.

Program Coordinator

A dedicated program coordinator provides a point of contact for students between sessions and builds meaningful connection to the campus community.

Prior to program start:

- Assists with advertising and registration
- Coordinates facilitators and prepares program schedule (i.e., order of sessions may be influenced by facilitator availability)
- Coordinates nutrition snacks for each week
- Sends Welcome Email to participants (see Email Templates in Appendix)
- Prepares materials for each session, as needed

During program:

- Sends weekly email communications to participants (see Email Templates in Appendix)
- Follows up with participants who are absent, coordinating outreach and support if needed
- Co-facilitates Session 1:
 - introduces the program coordinator role
 - reviews housekeeping information (e.g., washrooms, emergency exits, etc.)
 - reviews program schedule

- facilitates Guidelines for Participation, Icebreaker, and Introduction to Domains of Wellbeing
- Facilitates Check-In at the start of each session (Session 2 – 7) (see Check-In Guide in Appendix), creating continuity between sessions

Program Participants

Roots of Resiliency is an experiential, interactive group that fosters connection and community. Recommended group size accounts for some attrition over the course of the program:

- Minimum group size: 10
- Maximum group size: 25
- All individuals with interest in enhancing personal resilience are appropriate for this group.
- Suicide risk: Individuals who are identified as high suicide risk should be connected to more urgent and ongoing mental health support prior to group participation

Starting In a Good Way: Supporting Indigenous Students

An important element in the development of Roots of Resiliency included consultations with indigenous post-secondary students and an indigenous Elder, Kerrie Moore. Based on these consultations, it was recommended to create opportunity for indigenous students to participate in ceremony prior to the start of the program.

The intention of beginning with ceremony is to support indigenous students in accessing the Spirit, prior to engaging in the cognitive work of this program. Ceremony may look different for different students; as you are able, engage the students in identifying what is most meaningful for them.

Program Timeline

3 - 4 weeks prior to program start:

- Advertise program and coordinate registration
- Confirm facilitators and program schedule
- Arrange snacks for program

Week prior to Session 1:

- Program coordinator sends Welcome Email to registered participants
- Prepare sign up sheet for scheduling one-on-one consultation appointments for the Personalized Resilience Plan
- Customize Powerpoint for Session 1:
 - Schedule slide: insert program schedule, including any program disruptions (e.g., semester break)
 - Next Week slide: insert Introduction to Session 2 and Call to Action (completion of Personalized Resilience Plan)
- Prepare session handouts
- Coordinate snacks for Session 1

Between Session 1 and Session 2:

- Program Coordinator sends Reminder Email to participants for Session 2
- Program Coordinator follows up with any participants unable to attend Session 1 to check in on wellbeing, assess barriers to attending program, and assist participant in getting caught up on material if participant is able to join remainder of sessions
- Mental health professional meets individually with participants for the Personalized Resilience Plan consultations

Session 2 to 6:

- Each session starts with a Check-In about the learning from the previous week, facilitated by the Program Coordinator

- Each session ends with a Call to Action and Session Introduction for the following session
- Program Coordinator follows up with participants who are absent from a session to check in on well-being and assist in responding to any barriers to participation
- After each session, Program Coordinator sends Reminder Email for the next session

Session 7:

- Session starts with a Check-In about learning from previous week
- Session ends with Call to Action for the topic of the week
- Circulate sign up sheet for scheduling one-on-one consultation appointments for the Personalized Resilience Plan

Week following Session 7:

- Program Completion Email is sent
- Mental health professional meets one-on-one with each participant to review Personalized Resilience Plan

Mental Health Disclosure

As part of setting up group expectations, participants should be encouraged to choose what it is they are most comfortable sharing. It is likely that some participants will disclose mental health concerns (e.g., depression, anxiety, suicidal ideation).

As appropriate, the Program Coordinator should assist the participant in getting connected to appropriate campus and/or community supports.

Participants should be informed that if a facilitator or program coordinator is concerned about the participant's safety, appropriate actions will be taken to provide support and ensure participant is safe.

Evaluation

You may choose to evaluate Roots of Resiliency at your institution. The following measures are recommended to evaluate the program:

- Connor-Davidson Resiliency Scale – 2
- Patient Health Questionnaire – 9
- General Anxiety Disorder – 7

Using this Facilitator's Guide

- The Facilitator's Guide is laid out session by session, allowing sessions to be reordered, if required
- Each session starts with guidelines for preparing for session delivery (e.g., materials, physical space)
- For each session, the right hand column includes what facilitators should “say” and left hand column includes what facilitators are to “do”, including images of the slides and additional instructions for facilitators to consider when engaging in activities and discussion
- The Appendix includes various resources that are helpful for the overall facilitation of the program, including session handouts. The Program Coordinator and Facilitators are encouraged to review all contents of the manual before starting the program
- Due to the unique experiential and relational nature of the Spiritual Connectedness session, additional resources and activities are included in the Appendix. The facilitators are invited to adapt these based on their own knowledge and experience.

Core Tenets for Program Success...

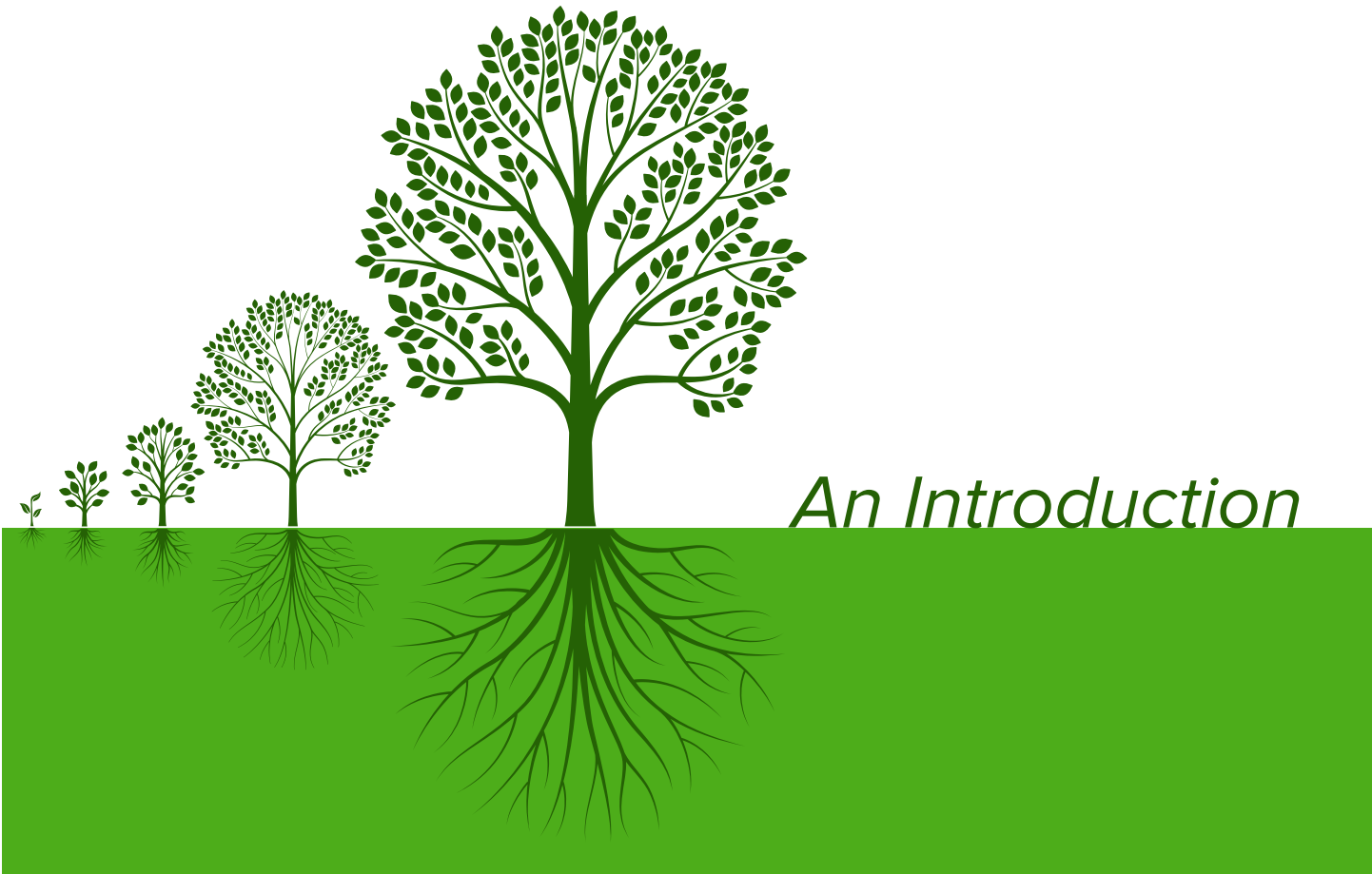
- Mental health and resilience are prerequisites for learning
 - Resilience and mental health provide an essential foundation for effective learning and academic success
- Interdisciplinary
 - Professionals from different disciplines working together toward a common goal
- Collaborative
 - Facilitators strive to maintain a relaxed, informal and engaging environment that honours and values the knowledge in the room
 - Facilitators provide “the why” in each session and create supportive space for students to identify their own “how” for nurturing wellbeing
- Learning through active engagement
 - Learning is made experiential and interactive (participative learning)
- Learning within Community
 - Facilitators recognize the importance of social connection and a positive learning community for fostering wellbeing
 - Facilitators value and recognize the diversity within the student population, creating space for diverse perspectives

Facilitator Tips

- Dress with attire to reflect professionalism and that represents yourself and your organization.
- Where possible arrange seats in a circle as this can be an important part of hospitality. A circle communicates we are equal and already in community; each giving and receiving in their own way. The facilitator(s) enter as one of the group, trusting and welcoming the experience/expertise of the participants.
- The objective of each session is not to check off a goal but to give the participants a positive experience of the topic.
 - Remember to explicitly connect the theme of the session to resilience.
- Learning is enhanced when curiosity is encouraged, when the learning environment is safe and inviting, and when content is real and relevant for the participants .
 - Engage in activities and use language that is professional and reflects the highest standard of respect for your organization, as well as the participants' values and beliefs.
 - Asking good questions matters! Consider open language (e.g., what, how) and focus on the learning outcomes for each session.
 - Many of the topics are complex and require vulnerability. Focus on creating as open, encouraging, and inclusive of a space as possible to cultivate trust in the room.
 - Consider using **Braver Space Guidelines** or creating a set of guidelines together (see Appendix).
 - It is important to acknowledge we all find ourselves in different places and different seasons in our life and this is perfectly okay.
- If someone says something that is uncomfortable, stay curious and turn to wonder.
- Suspend expectations and assumptions. Keep in mind that some people may be coming in with traumatic experiences in their past. They can perceive certain activities such as creating music or physical activity as something only “musical/active people” can do. It is very important to gently challenge these stereotypes early with modelling of open and affirming behaviour and words.
 - Consider the power of the word “yet”!
- Acknowledge the wisdom and experience in the room.
- Learning is enhanced when participants engage rather than observe, when problem solving skills are used, and when personal reflection time is given.
 - Look for opportunities to affirm positive participation. Avoid critiquing or commenting negatively on a behaviour or thought that is offered.
 - Encourage the participants to have fun engaging with the material. This can help make it feel accessible and help the learning be memorable.
 - Encourage a culture of trying, rather than “getting it right”. Encourage participants to take risks, and where possible, demonstrate as a facilitator that it is okay to mess up.
- Consider using facilitation and teaching strategies such as ‘Chunk and Check’ to evaluate the pace and level of comprehension of participants
 - <http://www.healthliteracyplace.org.uk/tools-and-techniques/techniques/chunk-and-check/>



Roots ^{OF} Resiliency



An Introduction



UNIVERSITY OF
CALGARY

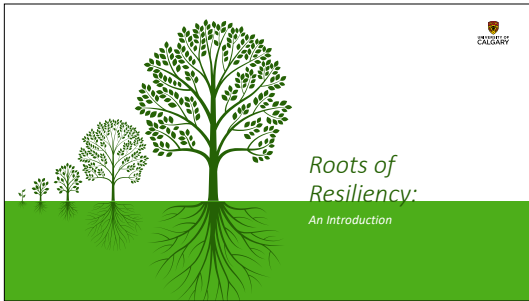
Set up

Set up room with round tables and approximately 6 – 8 chairs per table.

Materials:

- computer, projector,
- flip chart paper & markers,
- white-board markers (if needed),
- session handouts
- name tags

Welcome



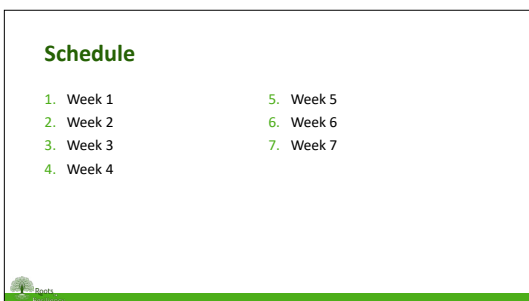
Introduce facilitator(s) for today's session.

Welcome participants.

Share territorial acknowledgment that is appropriate to your area.

Inform participants about: location of washrooms, emergency exits, access to water fountain, etc.

Say: Welcome to Roots of Resiliency! This is a program designed to foster skills and a mindset that strengthens your resilience. Over the next seven weeks, you will learn about five personal domains that can contribute to and boost your wellbeing. Fostering resilience will support your academic success and ability to navigate through change and challenging times.



Provide schedule (e.g., Powerpoint slide) for the program for the next 7 weeks.

You may customize the slide to include a schedule that works for your facilitators. It is recommended that **Building Social Resilience** be scheduled early in the program to support development of relationships among participants. **Healthy Thinking** is typically offered near the end of the program once participants have developed rapport with each other. The other sessions are interchangeable, depending on facilitator availability and academic schedule considerations (e.g., reading breaks).

If you are using different facilitators, it can be helpful to share photos and brief profiles of each facilitator during this first session to foster familiarity for the participants.

Inform participants about the 30-minute one-on-one sessions with a mental health professional that will occur after today's session and the final session.

Guidelines for Participation

Collaboratively develop guidelines for participation and creating a supportive space. Record on flip-chart paper or a white-board.

Consult the Facilitator Tips and the Braver Spaces guidelines (see Resource list).

May include:

- Regular attendance and arriving on time
- Sharing space – listening and speaking
- Share with others in your life about what you are learning, but not the personal stories from other participants
- Openness to different perspectives
- Cell phones away to limit distractions
- Inform program coordinator if you will be absent so the rest of the group does not worry
- Speak from your own experience

Ask: What guidelines/expectations do you want to have for each other that will help this be a collaborative space for learning and growing?

Icebreaker

Provide **Wellness Icebreaker handout** to all participants.



Say: This is a Wellness Bingo. Your task is to roam around the room, introduce yourself to the other participants, and using questions, see if you can learn something about how the other participants practice wellness. As you identify participants that engage in activities listed on the bingo card, have them sign their name by the activity. Try to get as many different names as you can!

Debrief icebreaker:

- **What themes did participants notice as they were talking with peers about what they do to practice wellness?**
- **Which domains of wellness seemed easier to engage in? Which ones seemed more difficult?**
- **What new ways of (or ideas for) practicing wellness did you learn?**

Introduction to Domains of Wellbeing

Place 6 pieces of flip-chart paper around the room. Each piece of paper is labelled with a different domain of wellness (i.e., social, emotional, physical, spiritual, mental/intellectual, financial).

Divide participants into 6 groups, providing each group with a marker. Have each group rotate between the stations. Keep the groups moving to maintain engagement.

- Say:
- There are various models of wellness that exist today. Hettler's model of wellness identifies six personal domains that influence our wellbeing. These domains are posted around the room.
 - In your group, collaboratively brainstorm different ideas for how someone might practice wellbeing in each of these domains.

Debrief activity, considering the following questions:

- Ask:
- What themes did you notice as you discussed each domain of wellbeing?
 - Were some easier/more challenging to practice? (Explore).
 - What barriers (personal/systemic) might exist to practicing these domains of wellbeing?
 - How might culture and inter-sectionality influence practicing these domains of wellbeing?
How do we practice wellbeing?

Introduction to Resilience



Say: We are going to listen to two students' descriptions of how they responded to failing an exam. Keep the question on the slide in mind, as you listen.

Play the two audio recordings.



Debrief the activity, highlighting themes from the different response styles that support or impede resilience

- Perspective-taking (considering professor's perspective)
- Help-seeking
- Taking responsibility
- Growth-mindset and willingness to try again
- Problem-solving
- Flexibility
- Optimism

This debrief does not need to be extensive; rather, it is meant to encourage students to start to consider those characteristics, behaviours, resources, and mindsets that support resilience.

Ask: What did you notice about how the students responded differently?

Defining Resilience



Briefly introduce a working definition of resilience.

- The word 'resilience' is derived from Latin roots meaning "to jump (or bounce) back"
- It involves behaviours, thoughts and actions that can be learned and developed by anyone.
- Think of it more as something you do vs something that you have.
- refers to one's ability to cope well with high levels of [ongoing] disruptive change;
- the ability to sustain good health and energy when under constant and/or acute pressure;
- resilience is both a skill and a product of the resources/supports available to an individual within one's community.

Say: Over the next 7 weeks, you will be introduced to various ideas and skills that can enhance your resilience. While many of these ideas are likely to sound familiar, we are not always great at intentionally integrating them into our day-to-day lives. Our challenge to you is to now develop a plan about how you can more intentionally engage resilient ways of thinking, acting, and relating into your daily lives to foster your personal resilience.

Considering Resilience



Say: Consider someone in your life, or perhaps in popular media, that responds well to change. Then consider someone who does not handle change as well. In partners, complete two lists comparing and contrasting:

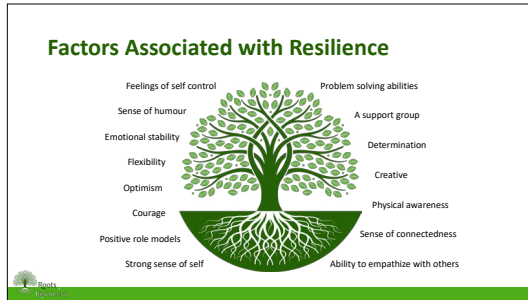
- 1) Highly Resilient: identifying characteristics/ behaviours/attitudes that support resilience;
- 2) Less Resilient: identifying characteristics/ behaviours/attitudes that impede resilience.

Debrief activity. Invite each pair to share one example, starting with examples that represent less resilience and ending with examples of high resilience.

As appropriate, ask questions to seek clarification and examples of the ideas presented, with focus on highlighting strengths. Also be attentive to using nonjudgmental language and appreciation of cultural difference. Ideas to highlight:

- Everyone is resilient in some way. Resilience is not all-or-nothing.
- Intersectionality and systemic barriers can influence resilience
- Resilience is both personal and community-based.

Factors Associated with Resilience



Say: We have already talked about many skills and attitudes that influence resilience. Here are a few more to consider.

Highlight any factors of resilience not already discussed in the previous two activities. For example:

- physical awareness – refers to awareness of one’s own body and signs of stress/distress (e.g., muscle tension)
- emotional stability – experiences range of emotions and ability to respond to emotions appropriately
- ability to empathize with others – ability to adopt another’s perspective/experience

Keep this part of the discussion brief, avoiding lecture-mode.

Personal Resilience Development Plan



Say: For the remainder of our time together today, you will have the opportunity to start developing your personal resilience development plan. This is your opportunity to personalize the Roots of Resiliency program to meet your own wellbeing goals.

Personal Resilience Development Plan

Personal Resilience Development Plan

Developing a Plan That Works

- Identify the desired behaviour you want to change
- Identify the benefits of changing
- Specify long- and short-term goals: Think SMART!
- Assess your readiness for change
- Identify helper and hurdles to behaviour change?
 - What is your best helper?
- Create a supportive surrounding
- REWARDS!
- Record your progress
- Reevaluate (meeting with counsellor): Be Gentle on Yourself!

Handout: Setting Goals for a Healthy You!



Provide participants with remaining time (20-30 minutes) to work on the plans. Provide support to participants, as needed.

In particular, watch for participants who seem stuck or frustrated. Use open questions to prompt reflection. Some participants can get stuck on defining their long-term and short-term goals. Supportive brainstorming can help move them forward.

Say: In the coming week, you will each have opportunity to meet with _____ (insert name and role of designated mental health practitioner) to further refine your plan. To get the most out of your meeting, please complete as much of the plan as possible in advance.

Circulate a sign-up sheet for the 30-minute one-on-one appointments with participants and your designated mental health professional.

Next Week



- Say:
- Thanks for your active participation today. I'm so excited to get to know you and see how you build your resilience in the coming weeks!
 - Next week, you will be meeting with _____ (introduce next facilitator, if it will be someone different) to explore the _____ (insert next wellness domain).

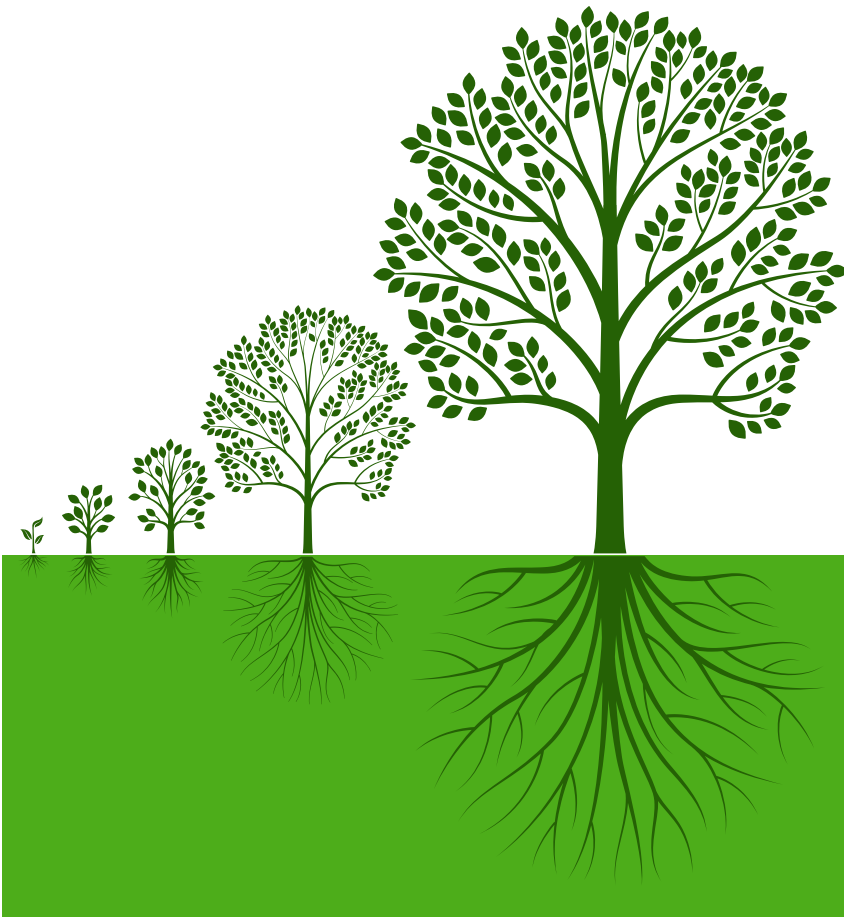
Remind students about the video or reflective questions to consider for the next session. These should also be sent out through email by the program coordinator.

Program Coordinator Tasks (In between sessions)

- Send out reminder emails for the one-on-one sessions
- Email session summary and introduction to next session
- Follow up with any students who were registered, but absent. Students who are absent from the first session can be sent the Personal Resilience Development Plan template and schedule a one-on-one with the mental health professional.
- It is recommended that the program close to new participants after the first session in order to develop and maintain safe group culture.



Roots _{OF}
Resiliency



Building
Social
Resilience



UNIVERSITY OF
CALGARY

Set up

Set up room with round tables and approximately 6 – 8 chairs per table.

Materials:

- computer, projector,
- flip chart paper & markers,
- white-board markers (if needed),
- session handouts
- name tags

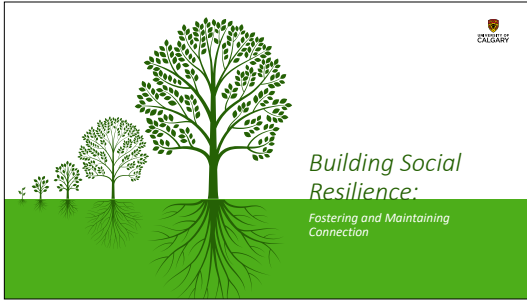
Check in



As per the Check-In Guide, provide participants with discussion questions based on the homework from the previous session. Have participants discuss in partners or small groups, then invite some participants to share in the large group. Key considerations:

- Highlight key learnings
- Normalize that change is not linear; rather, it includes back steps and side steps
- Validate effort

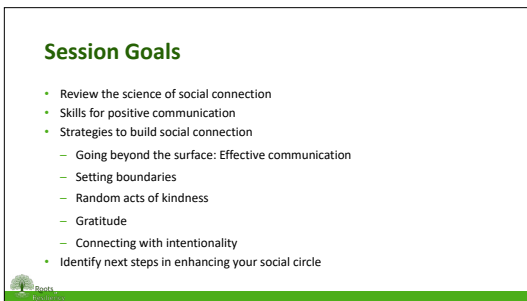
Welcome



Welcome participants.

Introduce yourself, if you are a new facilitator to the group, and the topic of the week.

Say: Hi my name is



Briefly review the goals for the session. Encourage students to engage in discussion and exercises to get the most out of the session.

Say: • In today's session, we will...
(review Learning Goals)

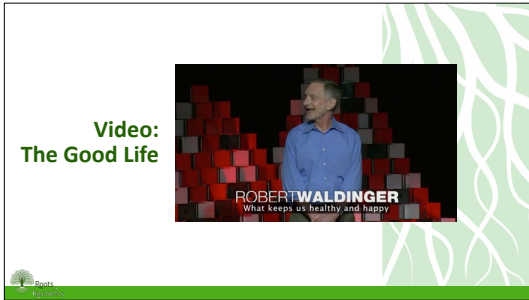
Building Social Resilience



SAY: Given the pace of the contemporary world, it is easy to find oneself multi-tasking even when speaking with another person. Social communications of this form can be thought of as the equivalent of eating fast food. Building social resilience is more likely when one savours the interactions with others, like savouring a delicious meal.

Brainstorm what fast-food relationships look like in comparison to savouring closer connections with depth, just like you might savour a good meal.

Good Life video clip



Support students' reflections about the research shared in the TedTalk video: *What makes a good life? Lessons from the longest study on happiness* by Robert Waldinger



Reflections can be shared in partners and then a few key themes shared as a group.

Key points to emphasize:

- Healthy social connection contributes to a healthy life.
- Physical wellbeing can be negatively affected by lack of social connection.
- Happiness is enhanced by positive social connection.

Say: The video included in the session introduction email you were sent shares some research on the role of social connection in a healthy life.

Ask:

- What reflections do you have on this video?
- What themes or ideas stand out to you?
- What surprised you from this research?

Say: Investment in meaningful social connection is critical to our health and resilience.

Neuroscience of Social Connection

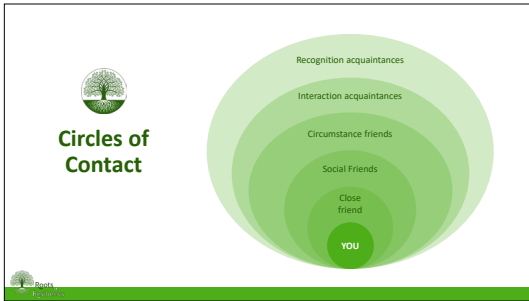
Healthy Relationships = Healthy Body

- Better cardiovascular health
- Fewer cases of cancer
- Stronger immune systems
- Improved health in midlife
- Reduced mortality rates
- Enhanced emotional wellbeing
- Cope better with stress



Say: Neuroscience research shows that healthy relationships significantly contribute to our physical, mental, and emotional health.

Circles of Contact



Handout: Circles of Contact exercise.



Provide approximately 5 minutes to complete the activity, though monitor the group's use of time and adjust accordingly.

Definitions for Circles of Contact:

- **Close friend(s):** Understands you, knows lots of personal information about you, spend time together.
- **Social friends:** Knows some personal information about you, spend time together across a variety of contexts.
- **Circumstance friends:** Knows some personal information about you, spend time together within a specific context (e.g., sport club, religious group).
- **Interaction acquaintances:** Some familiarity with each other in specific context, don't spend time with each other outside that context (e.g., classmate that you sit beside in class, might talk about class-related topics, no interaction outside class).

- **Recognition acquaintance:** Limited knowledge about each other, but recognize each other and are friendly (e.g., other dog owners in your condo complex; neighbour that you see at the apartment mailbox).

Monitor participants' reactions as they complete the activity, watching specifically for any increase in emotional distress. As participants in this group might be living with social isolation, it can be helpful to offer reassurance and normalize that we all have varying numbers of people in our lives and there is no right or wrong number of people to have in the circles. You may also comment that participants can use this activity to make choices about how they may want to further develop their social connections.

Some participants might identify toxic relationships that they choose to move further out or remove completely; others might identify relationships they want to move closer.

- Say:**
- We have various types of relationships in our lives. Each of these relationships plays a role in supporting your social wellbeing.
 - You will notice that the size of the circles get larger the further we move away from you. Those relationships closest to us typically have greater depth and breadth of understanding about who we are. We typically only have one or two really close friends who know deeply personal information about us. The number of people inside a circle may grow as the relationships become more distant.
 - Fill in the names of individuals, or perhaps a group of people (e.g., a club, religious group, sports team), that are in your life currently.

- This activity is for your own reflection and will not be shared with anyone.

Ask: What do you notice? Who is in your circles of contact? Are there gaps? Might you want to move someone into a closer circle, or move someone further out?

Skills for Strengthening Relationships



Introduce the transition to skill building for social resilience

Say: The remainder of our time together today will focus on specific strategies we can use to strengthen and expand our social connections.

Building Communication Skills



Introduce three key skills for healthy communication.

Say: How we communicate in relationships can influence the quality of connection. Both literally and figuratively... there is a reason they came up with an acronym for ear and not mouth...

Building Connection through Empathy

- Say:**
- Empathy is the first skill of good communication!
 - Most humans are empathetic to some degree; however, empathy is a skill that can also be enhanced.
 - Let's watch this short video by Brene Brown.



Share Brene Brown's video on Empathy



Engage in a brief discussion, using the following questions, as needed:

- What stands out for you from this video?
- What surprises you?
- How might you communicate differently after having seen this video?

In your discussion about empathy, try to cover the following key points:

- Empathy is attempting to see the world through the other person's eyes.
- It includes being open to being influenced by the other person
- Choose listening over defending

- Differentiate between feeling empathy and/or thought empathy.
 - Feeling empathy can be demonstrated by acknowledging how the other is probably feeling based on what they have said – gently and with curiosity.
 - Thought empathy is checking in – do we understand – via paraphrasing. Digest aloud what you hear the other person is saying.
- Be curious! Ask for more information to increase understanding.
 - When we're struggling to connect with someone else, see if you can find some truth in what they are saying, even if the point of view is different or the criticism seems unfair
 - Most people try and defend their position first – insist that the other is wrong and focus on getting their own point across.

- Ask:**
- What stands out for you from this video?
 - What surprises you?
 - How might you communicate differently after having seen this video?

Assertiveness: Effective Self Expression

Assertiveness – Effective Self Expression

Don't expect others to read your mind

- No hinting, wishing or hoping

Avoid assumptions

- Seek clarification, ask open questions

Express your own feelings openly, directly

- Say what you mean (respectfully)

Use "I" statements

- Own your thoughts/feelings

Ask for what you need

- And be open to negotiation/compromise



Illustration by [unreadable] on [unreadable]

Facilitator is encouraged to integrate relevant (and personal) examples that are appropriate for the audience.

- Say:**
- Clear and open communication helps to build connection and decrease misunderstandings.
 - Try to clearly express what you mean, what you hope for, or what you need.
 - Own your experience through use of “I” language – this can be empowering, respectful, and fosters connection. (e.g., I feel...)
 - Minimize “you” statements (e.g., you make me feel...) as this can be perceived as blaming and get others’ defenses up.
 - Ask for what you need, but be willing to negotiate. Healthy relationships are grounded in mutual compromise.

Build a Culture of Caring

Respect – Create a Culture of Caring

Healthy relationships are based in respect and mutuality

- Win/Win Scenario
- Encourage – mutual value
- Be available
- Invest in the emotional bank account

Healthy conflict

- Ask if it's a good time
- Ears in, Buts out!
- What is okay/not okay
- Be tactful not toxic – use constructive, behavioural feedback



© 2015
Resilience

- Say:**
- Healthy relationships are built on a foundation of mutual respect, caring, and appreciation. Consider how you can share power in your relationships so each person's voice is heard, acknowledged, and valued.
 - Conflict is normal in most relationships. The trick is learning how to navigate conflict successfully.
 - Ears are in Buts are out: try an and instead. Choose connecting words (e.g., “we”).
 - Try to remain constructive and tactful by avoiding labels and placing blame (for example: “You’re selfish” is more damaging and less helpful than focusing on the action your friend did that contributes to you feeling a certain way).

Communication Skills Practice

Let's Practice!

In Pairs:

One person picks a question from the handout.

Then second person picks a question and actively listens while the first person responds.

The other person responds openly and honestly while the first person:

- listens with curiosity and empathy,
- asks open questions,
- reflects back to check understanding.
- NO ADVICE-GIVING!

Remember: Relationships grow by learning/sharing depth/breadth of information about self/other

Handout: Questions for Building Interpersonal Closeness



Review instructions for exercise. Provide participants approximately 10-15 min, switching partners half way through. Monitor engagement throughout. Some participants might need support and encouragement with the skills. Focus on highlighting strengths!

Open questions typically start with “what” and “how” and invite the other individual to share more.

Building Healthy Boundaries

Setting Boundaries

- Know your core values
- You can't change others, you can only change yourself
- Articulate your boundaries using simple and direct language, follow this with consistent behavior
- Don't debate, defend or over-explain.
- Set consequences ahead of time
- Say what you mean and mean what you say
- Respect others' limits

Ask questions on right, then review importance of boundaries to healthy relationships.

- Ask:**
- Think of an interaction where you set a boundary and it *was* respected by the other person... how did you feel?
 - Think of an interaction where your boundary was *not* respected by the other person... how did you feel?
- Say:**
- Boundaries are a system of “yes” and “no”s; what you are okay with and what you are not okay with. They are stop signs and borders you use to protect yourself so that it is clear that you own your life, make good choices, and pursue the authentic expression of who you are in the way you live, love, give and relate.
 - Some ideas that are helpful to keep in mind when developing your boundaries include (review ideas on slide)

Handout: Defining & Setting Boundaries



It is helpful to remind participants that we each have different boundaries. Invite participants to share examples of their boundaries with the larger group, as they feel comfortable. Be sure to save some time to answer questions, as they often arise in this section of the session.



Note: Facilitator may choose between one of the next two activities, depending on preference and interest of group.

Building Connection through Random Acts of Kindness



Describe Tend and Befriend stress response, including the study described on the right.

Ask: Has everyone heard of the Fight or Flight stress response? Did you know that we also have another stress response called Tend & Befriend stress response?

Say: The Tend and Befriend stress response, from an evolutionary perspective, developed to make sure we protect our offspring. However, more recent research shows that when we care for others, it changes our biochemistry, activating systems of the brain that:

- produce feelings of hope, courage, and pro-social tendencies including increased empathy, connection & trust
- increases motivation and optimism
- enhances perception, intuition, and self-control
- inhibits fear
- protects against harmful effects of chronic/traumatic stress

- In one study, researchers looked at employees who felt they had too much to do and not enough time to do it in, an experience most students are familiar with! The employees were divided into two groups. One group was given the day off to do whatever they wanted. The second group was told to volunteer their time helping out in their community.(McGonigal, K., 2015)

Ask: Who do you think felt most re-energized when they returned to work?

- Say:**
- The researchers found that those who helped others felt more capable, competent, and useful than people who spent time on themselves.
 - So, when we are feeling tight on time, we should become more generous with our time – despite our inclination to be less so. Choosing to be generous allows one to access resilience and motivation.
 - Good deeds for others are good for our health.

Handout: Provide Random Acts of Kindness



Allow time for participants to complete and discuss at their tables. Have a few examples shared with the large group.

Have participants commit to doing at least one good deed in the coming week.

Building Connection through Gratitude

Introduce concept of gratitude,
then show video.



- Say:**
- Gratitude increases self worth and minimizes social comparisons. Instead, we focus on our own positive life experiences.
 - Showing gratitude builds connection and makes us appreciate life more strongly.
 - Writing a gratitude letter and making a gratitude visit can enhance our happiness, strengthen our relationships, and are effective strategies that counteract depression.

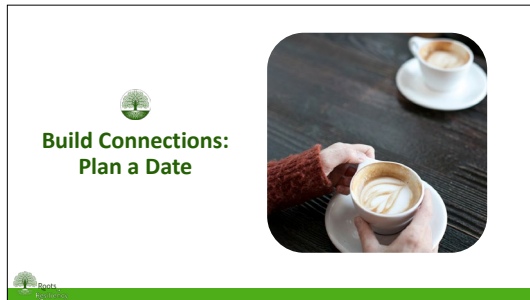
Handout: Write a Gratitude Letter



Have participants identify someone to whom they would like to write a gratitude letter and provide time to start writing letter. You may choose to provide special paper or cards for the letter. Have participants make a plan to share with the person and pay attention to how they felt, how the other person reacted, and impact on relationship. Participants may need to be encouraged to take the step of verbally sharing the letter. Validate their courage and commitment to personal growth.

Ask: What was it like to write the gratitude letter? How did you feel?

Build Connections: Plan a Date



Introduce the activity.

- Say:**
- Positive relationships are important to our overall happiness. We can build positive relationships by investing intentional time into the relationship.
 - We can make time for relationships by scheduling a date! Now please note, this is not a romantic date, but an opportunity to invest in a relationship, such as a coffee date, maybe a walking date, or a new art class. Maybe you will invest time in getting to know someone you identified in one of your outer circles, maybe a past friend you have not spoken to in awhile, or maybe someone you are already close with.
 - Invest in past, present or new relationships. Perhaps you would like to pick a relationship in need of strengthening, and use the time to invest in affirm, and appreciate the relationship
 - Consider making the date a standing commitment to support each other's wellbeing.

Handout: Plan a Date



Encourage participants to be specific in responding to the questions of the activity. Invite them to consider if they might make it a reoccurring event if the 'date' goes well.

Have participants debrief in partners, then have a few people share their examples with the large group.

Call to Action

Provide participants with a couple of minutes to set a goal for the coming week based on what they learned in the session. You may link back to the people they identified in the Concentric Circles of Friendship activity, asking them to consider with whom they may want to strengthen connection. It is preferable to have participants write down the goal using the SMART acronym introduced in the first session.

Next Week



NEXT WEEK

TOPIC:

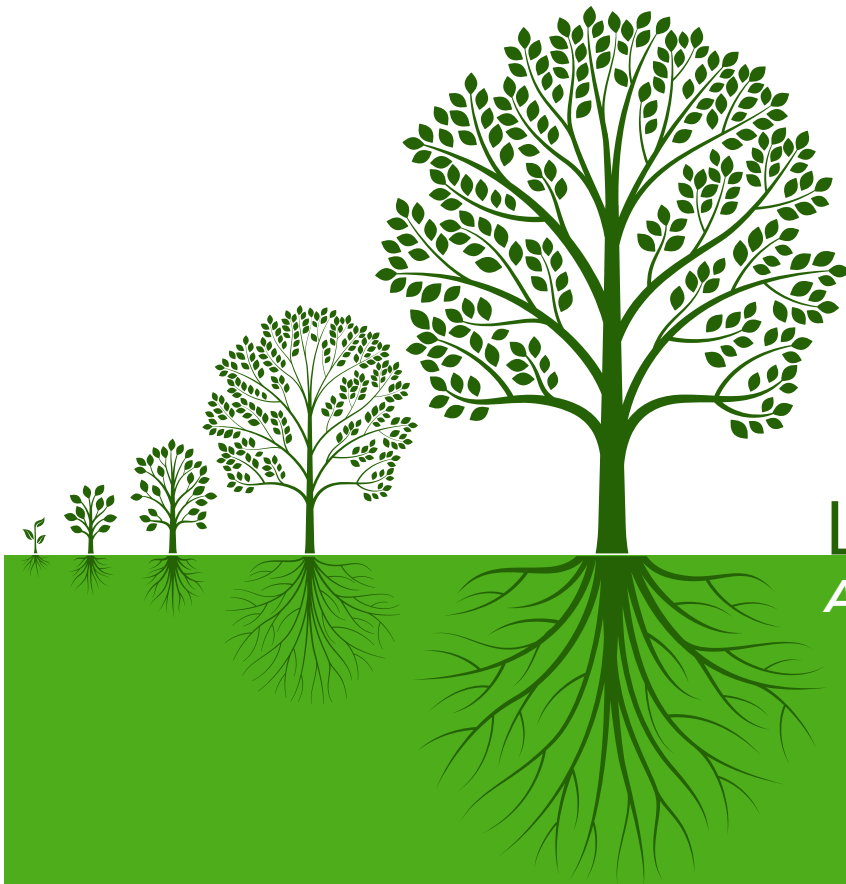
Description:

TO DO: Insert introduction activity for next session

Provide a brief introduction to the next session with a reminder to complete the pre-session learning activity, which should be emailed to participants following today's session.



Roots _{OF} Resiliency



Lets Move!
A physical literacy session



UNIVERSITY OF
CALGARY

Set Up

Place chairs in a circle and hand out worksheets and name tags as participants enter.

Materials:

- Let's Move handout,
- Physical Activity guidelines,
- name tags and marker,
- 5 soft balls or objects

Check in



As per the Check-In Guide, provide participants with discussion questions based on the homework from the previous session. Have participants discuss in partners or small groups, then invite some participants to share in the large group.

Key considerations:

- Highlight key learnings
- Normalize that change is not linear; rather, it includes back steps and side steps
- Validate effort

Welcome Participants

Hand out worksheet and name tags



Greet everyone at the door
and then standing or seated
in circle with participants

Say: Hello and welcome to the physical literacy session for Roots of Resiliency. The intention for the session is to create a fun and interactive learning environment in which to explore the benefits that moving our bodies has on our well-being.

Invite participants to move as they
feel is appropriate in their bodies

Say: Please participate however feels right for you. I will invite you to move and play with us throughout the workshop. We will be playing games and trying basic movement activities throughout our time together.

Activity 1: Group Juggle

Have participants create a juggling pattern in a small circle with one item. A juggling pattern is created by everyone receiving the object from one person and throwing the object to someone else. The people you receive the object from and throw to remain the same to keep the pattern going.

As the facilitator throw in more items as the group appears ready for an additional challenge. After playing for a while, reduce the object back to one, and challenge participants by having them throw with their non-dominant hand, or stand on one foot while keeping the juggling pattern going.

- Say:**
- Let's Play! This activity is called group juggle – let's form a circle. We will start by going around the circle and saying our names as well as our favourite physical activity. (pause)
 - Staying in a circle we will throw this soft object around/through the circle until everyone has been passed to once and received the object once. This will create our juggling pattern. Be sure to say the name of the person that you are throwing to out loud as you throw. Now that we have the pattern completed let's continue to keep the object moving. I will be adding additional objects as the activity continues. (pause)

- Say:
- Now that we have been introduced to our objects, let's label all the objects as 'healthy habits' the group wishes to achieve for their wellness (ex. Drinking water, getting quality sleep, connecting with friends, attending a fitness class) (pause) Let's play again!
 - Thanks for playing. The habit that we are going to dive into today is the habit of MOVING OUR BODIES.



Notes: The purpose of this activity is to draw parallels to working on our well-being while juggling the many demands of life and keeping all the 'healthy habits' going. At this point you can start to discuss with the group what the complexity of 'juggling' it all feels like. Then discuss how it feels with the proper skills and balance in place it becomes more manageable. Especially if we start with ONE habit. Today, we will dive into the habit of moving our bodies.

Topic 1: Physical Activity and Physical Literacy

Introduce two key concepts to the participants and how they support one another but are different in regards to measurement (Physical Activity) and philosophy (Physical Literacy).

Physical Activity: any bodily movement produced by skeletal muscles that requires energy expenditure (WHO, 2014)

Physical Literacy: “Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activity for life.” (International Physical Literacy Association, 2020)

When introducing Physical Activity walk through the Canadian Physical Activity Guidelines for Adults (handout)



Say: During the session we will discover and discuss the uniqueness of everyone’s physical literacy journey and how increasing levels of physical activity may support their overall health and well-being.

Ask: What do the terms physical activity and physical literacy mean to you?

- Physical Activity is defined by any movements of our body that requires our muscles to move and more energy that we use at rest. These are the types of movements that we tend to track in minutes, or step count or how much distance we have travelled. It is commonly talked about as there are numerous benefits for our physical and mental health when we are physically active. The Canadian Physical Activity Guidelines help us to understand how much and what types of activities are beneficial for us.
- Physical Literacy however is less quantitative and rather comes to us from philosophy. Our development of physical literacy is a journey we are all on throughout our life span. The attributes that are important when we talk about our physical literacy include our motivation, our confidence, the physical skills we have to participate in a variety of movements, the knowledge and understanding we have of our body and movement as well as the value and responsibility we place on being physically active.



Notes: If sharing in a large group is not applicable, perhaps sharing in partners and using a pair-share would be more appropriate. In this case partners brainstorm and share with another pair.

Ask group to reflect on which of these factors has been important in their journey

Say: By looking at our development of physical literacy as a lifelong journey, we can start to point out the many factors and experiences we have throughout our lifetime.

Ask: Let's come up with a list of all of the 'factors' that may influence our physical literacy journey from infant to older adult?

Pause and let group share ideas.

- Say:**
- Consider MOTIVATION, CONFIDENCE and COMPETENCE
 - Factors may include:
 - Parents, coaches, teachers, activity leaders
 - Physical environment we live in
 - Access to nature, recreation, sport, free play
 - Positive or negative experiences that encourage or discourage us from participating
 - Social groups that also engage in physical activity
 - Finances and transportation
 - Confidence to participate
 - Health conditions or unique needs
 - Others

Topic 2: What are the benefits of Physical Activity?

Brainstorming and small group discussion – thinking about the ‘whole person’ and not just the physical nature of movement

Ask: What are the benefits of Physical Activity?

Say: Benefits of Physical Activity include:

- Increased Heart, Lung, Muscle, Bone health
- Regulates or supports healthy blood pressure
- Muscular strength and endurance for tasks of daily living
- Stress reduction
- Increased concentration and focus
- Better academic test scores
- Social connection
- Reduces risk of chronic diseases such as diabetes, metabolic syndrome, heart disease, as well as cancer and stroke
- Supports the maintenance of a healthy body weight
- Could encourage more time spent in nature or outdoors
- Longevity

Topic 3: What motivates me to move?

Define motivation and ask questions to participants in regards to motivation. Pause and discuss what motivation means and what motivators currently exist for the group.

Ex. Stress relief, feeling strong, social outlet, personal challenge, active transportation

- Ask:**
- When looking at what the main motivators are for movement for you right now, what comes to mind?
 - Have these motivators always been the same?

Say: Setting up habits that support movement can aid in motivation. Small actions such as wearing comfortable shoes and weather appropriate clothing may encourage us to walk more often. By packing your activity clothes or registering for a class we may be more likely to follow through on our plans. Many times our actions lead to increasing our motivation and desire to continue being active.

Topic 4: What does PLAY Mean to me?

Ask questions to participants and encourage sharing/discussion about play memories.

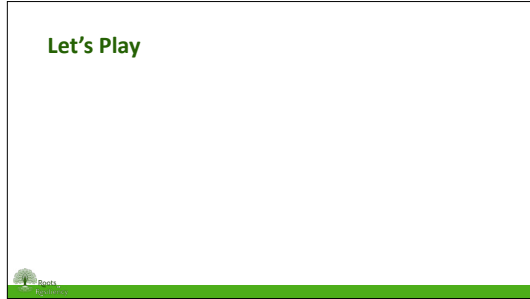
Ask: What does the word PLAY bring up for you?
What are some of your PLAY memories?

- Close your eyes and think back to one of your favourite play memories. Who were you with? What were you doing? What makes this memory special?

Highlight the value of play across the lifespan.

Say: Play is freely chosen and not outcome based. It may be exploring outdoors while feeling the sun kiss your face. It may be trying a new activity with a friend and completely losing track of time.

LET'S PLAY: Penguin Tag (Use other animal movements such as elephant, frog, horse if you want to continue the game).



Activity description: Participants pair up, one person being the tagger the other trying to not get tagged. Moving like penguins the participants must try to flee or tag the other. When the tagger catches their partner, the partner does three mini squats/bounces before becoming the tagger and taking off to find their penguin partner.

Ask: What benefits would play have in your life right now as a student?

Say: Let's PLAY - please join me in the centre of the room.

“It is a happy talent to know how to play”

Ralph Waldo Emerson

Topic 5: How to create an active lifestyle

Start this topic by showing Dr. Mike Evans video – *Make your day Harder*



After the video discuss the value of 10 minute bouts of physical activity throughout the week and how adding in small increments of movement may create a more active lifestyle rather than just scheduling something once per week.

- Ask:**
- Where do small bouts of physical activity show up now throughout your day? (ex. Getting groceries, walking to class, morning yoga)
 - Where could they show up? What would it look like to make your day harder?

Say: Examples may include a Walk and talk with friends. Getting off a bus stop early. Taking the long way to class. Walking the halls on your way to get a coffee. Trying a free class on campus or open gym time.

LET'S MOVE: Have participants stand up in the learning space

Say: As mentioned in the Physical Activity Guidelines: Muscular strength and endurance based exercises can support our overall strength, good posture and body control. We are encouraged to use major muscle groups at least 2x/week

Ask participants to participate or watch depending on their comfort level. Note that all these exercises can be used as a movement break or done in the comfort of their home as they require no equipment just our own body weight.

Say: Try This! Plank/Push Up, Standing Squat, Wall Angel

PLANK /PUSH UP



Cue Words: Place your palms on the ground about shoulder-width apart, aligning elbows below shoulders. Ground your toes into the floor, squeeze your glutes, and look to a point on the floor in front of you maintaining a flat body position (a plank). The focus of this exercise is core strength and stability. To add a challenge, lower your body to the ground and push back up. Ta-da, a push up! Repeat or hold your plank position.

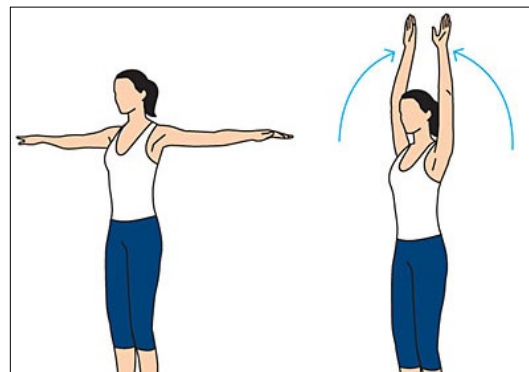
STANDING SQUAT



Cue Words: The standing squat or sit to stand is a very functional exercise. It is one that helps us to stay independent as we age and one that we can do numerous times a day as we sit and stand at our desks, dining table, etc.

Stand with feet hip-width apart, pointing toes slightly outward, arms by your sides. Bend knees and push your bottom down and out, as if you were sitting into a chair. As you bend down, raise arms out in front of you, parallel to the floor. Keep the majority of your weight in your heels, making sure your knees never go past your toes. Lower yourself as far as possible without compromising your form. Then, straighten your legs and squeeze through your glutes to rise back up, lowering arms back to your sides. For an additional challenge, pause for one second at the bottom of each squat. If you have a bed, couch, or coffee table that's low to the ground, get your bottom to touch the surface before standing up. Let's try 10 together.

WALL ANGEL



Cue Words: The wall angel is a great exercise to use to stretch and strengthen your upper back, chest and shoulders. Standing at the wall keep your heels, tail bone, your upper back, and your pressed against the wall. Tuck your chin in and keep your elbows and hands on the wall at your sides. Slowly raise your arms up over your head and then back to your sides. Repeat. Let's try 10 together.

Call to Action

Send participants for a walk and talk for 5 minutes once homework has been given to start discussions.

Say: Considering the week ahead, discuss the following steps with your partner on your walk.

- Step 1. Looking ahead, are there opportunities for you to add activity into your day? What can you try this upcoming week?
- Step 2. Consider any possible barriers to increasing your current activity levels and look at strategies to overcome these barriers.
- Step 3. What possible benefits may you reap by increasing your activity levels this week?
- Step 4. Ask a friend, classmate, family member, etc. to do something active with you for at least 10 minutes before the next Roots session!

Summary

Ask for any final thoughts
from the group

Watch TED Talk with Dr. Wendy
Suzuki if time permits



Say: “An object in motion tends to stay in motion,
an object at rest tends to stay at rest”

Sir Isaac Newton

Ask: How can we apply Sir Isaac Newton’s first
law into our day to day life to stay in motion
and support our overall well-being?

Say: Find JOY in our physical literacy journey

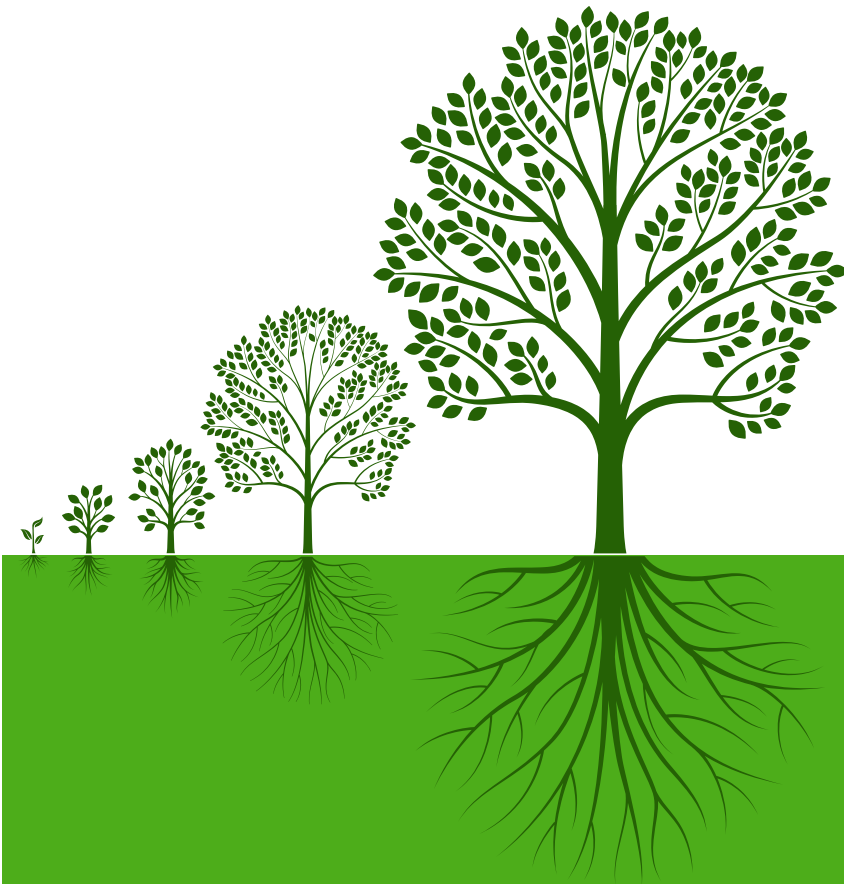
Next Week

 NEXT WEEK	<p>TOPIC:</p> <p>Description:</p> <p>TO DO: Insert introduction activity for next session</p>
---	---

Provide a brief introduction to the next session with a reminder to complete the pre-session learning activity, which should be emailed to participants following today's session.



Roots _{OF}
Resiliency



*Spiritual
Connectedness
Deeper Waters*



UNIVERSITY OF
CALGARY

Spiritual Connectedness: Deeper Waters

Being spiritually connected enriches our capacity for resilience. It can remind us of a bigger picture and help to give a sense of meaning and purpose in life.

This workshop is based on the value of religious pluralism which actively embraces the richness and complexity of spiritual/religious diversity. We seek to engage in ways that are honest, meaningful and allow for difference. “The aim of pluralism is....not to create a worldwide temple of all faiths. No doubt there is common ground to be discovered along the way; no doubt there are common aspirations to be articulated. But joining together in a new “world religion” based on the lowest common denominator or pieced together from several religious traditions is not the goal of pluralism. It is rather to find ways to be distinctively ourselves and yet be in relation to one another.”(Eck,. “Is Our God Listening?)

Richness in this workshop centers around dialogue. Dialogue invites relationship and possibly friendship. It invites understanding ourselves more clearly and taking a vibrant interest in others. This connects so beautifully to resilience. Students who connect more deeply with their own sense of identity and purpose are more resilient to change and adversity. Likewise, students who have genuine, vibrant encounters with others from different religious or spiritual traditions generally have a sense of being connected to themselves and others.

Some of the complexities include:

1. Diversity amongst participants with regard to both experience and familiarity with spirituality. At the University of Calgary we have come to expect that some participants are deeply rooted in a faith tradition (as facilitators, we have come to expect religious perspectives outside of Christianity, Judaism and Islam, including agnostic, secular and non-religious ones). We have come to expect that others have been traumatized by it; some are curious about religion, others have no interest in it; some have deep hopes to strengthen their connection to a higher being, others want to strengthen their religious practice but are atheist; some come with a wealth of personal religious/spiritual experience and others with none. Some are eager to engage in conversation, others prefer to keep their thoughts private. Many, if not most, have little experience interacting with people from other religious traditions and come with various degrees of anxiety around possible interaction.
2. A strong bias from both academic instructors and other students against religion/spirituality.
3. The coverage and portrayal in global and local news regarding religion/spirituality focused on controversy and harm.
4. A sense in Canadian society that religious/spiritual wellness is a very personal matter. There is significant vulnerability then, in exploring it as well as sharing personal perspectives with others in a short workshop.

Given these complexities, the outline below articulates some of the considerations and promising practices that we hope will be of benefit to anyone offering a workshop on spiritual wellness to a general audience. Our workshop outline includes an introduction to spirituality, and then three different experiences of nurturing spiritual connectedness. Additional resources to guide the session are available in the Appendix.

- * Spirituality, spiritual connectedness, spiritual wellness and spiritual wellbeing are used interchangeably in this manual.

Set Up

Place chairs in a circle and hand out name tags as participants enter.

Materials:

- Photos for third experience of spiritual connectedness
- Appropriate materials for second experience of spiritual connectedness, as decided by facilitator



Note: Arranging seats in a circle is an important expression of hospitality in this context. A circle communicates we are equal and already in community i.e. each giving and receiving in their own way. The facilitator enters as one of the group, trusting and welcoming the experience/expertise of the participants.

Check in



As per the Check-In Guide, provide participants with discussion questions based on the homework from the previous session. Have participants discuss in partners or small groups, then invite some participants to share in the large group.

Key considerations:

- Highlight key learnings
- Normalize that change is not linear; rather, it includes back steps and side steps
- Validate effort

Welcome

Welcome participants as they come in. Once all participants have arrived, introduce your name, role, and connection to program



Note: Facilitating dialogue where there is significant diversity and complexity around spirituality requires a sincere posture of hospitality and openness from the facilitators. It also requires that the facilitator help shape a safe and brave space for participants. Refer to the Braver Space document in the appendix.

Consider including some guidelines around how to engage bravely with each other.

Session Goals

Briefly outline the goals for the session. Encourage students to engage in discussion and exercises to get the most out of the session.

Consider saying:

- Say:**
- The hope for participants to experience and explore ways to nourish their interior life.
 - The invitation to engage in some dialogue with each other around their own personal experience of and familiarity with spirituality.
 - The invitation to engage and explore some possible ways to nurture spiritual wellness in their own life.
 - An overview of the workshop.

Introductions

Pose these questions to the group, answering one at a time around the circle, with the option to pass or just say their name.



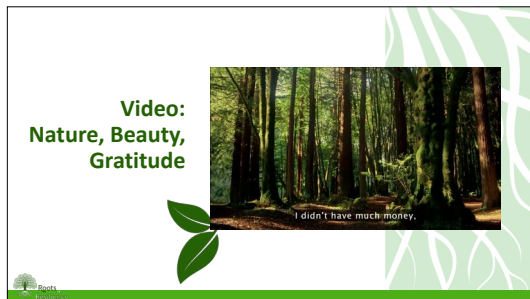
Note: Personal introductions can be a great way to begin naming one's own spiritual definition. Defining spirituality for ourselves is an endeavour that enhances resilience. When we take steps to name and remember what connects us to a larger reality we are nurturing a way that can help us bounce back from adversity. Some definitions that are given may come from the experience of harm. The option to 'pass' on this (or any) part of the dialogue is therefore an essential element to this workshop. At the same time, naming this in a context of safety and confidentiality can also enhance resiliency.

The use of metaphor is sometimes helpful when words fail. We used the metaphor of “deeper waters” as one possible way to capture what spirituality might mean.

- Consider Asking:
- Please give your name and preference of gender pronouns (if you wish).
 - Which religious community or faith or tradition you would identify with (if you wish)?
 - What is your personal definition of spirituality and experience of it in your own life?

First experience of spiritual connectedness: Gratitude

There are many ways one can incorporate an experience of gratitude in this workshop. The facilitators of this workshop at the UofC chose to present the TEDtalk: Nature, Beauty, Gratitude, then invite some silence and sharing of personal gratitude around the circle.



(*Silence is also one of the great spiritual practices of many religions as it allows us to listen to our life in a way that we rarely do.)

Other ideas may include:

- Journaling
- Painting/drawing
- Writing letters
- Taking photos
- Sharing personal experiences of being grateful in the past.
- Reflecting individually ways to incorporate gratitude in life
- Brainstorming together ways to express gratitude
- Conversation Café (see appendix)

- Say:**
- One of the great spiritual practices that all religious traditions teach and science endorses is that of gratitude. Gratitude is sometimes called the ultimate spiritual practice and is easily accessible to all of us. Religious, spiritual or not, we all have been taught this and it comes quite naturally to us when we take time to pause and acknowledge what life-giving experience has come our way (even in the most troublesome times).
 - Let's take a moment of silence and then share around the circle something you are particularly grateful for today.

Transition to second experience of spiritual connectedness: drum circle, or another spiritual experience



Note: For the second expression of spiritual wellness, we focus on an embodied way of engaging in spirituality. The facilitators at the U of C had access to djembes and a trained drum circle facilitator, and this part of the session was a drum circle. An example of a Roots drum circle outline is included in the appendix.

The intended outcome of this activity: for the participants to experience connection with themselves, others, and perhaps something beyond themselves. This can lead to increased resiliency by helping individuals to feel less isolated, and more grounded in their body.

Consider what resources are available to you in order to create an accessible, embodied experience of spirituality. Some examples of possible activities are included in the Appendix.

Second experience of spiritual connectedness: Drum Circle, or another spiritual experience

What this activity should include:

- An experience that is accessible to anyone, no matter their background or mobility
- Elements of individual and group expression, an embodied activity, and/or connection to something beyond themselves (such as nature)
- Movement
- If possible, have some fun together!
- A connection to resilience/ purpose/meaning

A possible outline for this activity:

- An intro/lesson that is easy and fun
- A goofy game
- Exploring a grounding movement/ pattern vs a frantic one
- Exploring an individual sound or movement vs a communal/ connected sound or movement.
- Wrap up/debrief of what participants noticed, and how it relates to their life.

- Say:**
- It is easier to care about ourselves and each other, and to see the beauty in the world when we feel connected to it. This can be through our feet on the earth, the deep resonance of a drum beat that we feel as a group, or the movement of dance.
 - Drums (or you could sub out music/ dance etc.) have been used throughout the world and throughout time as a great connector. Drums are used for ceremony, for healing, to celebrate, to mourn. They connect us to ourselves, and with one another... (more included in the appendix)

- Ask:**
- How did that feel for you?
 - What did you notice?
 - Did you feel a shift in the room, between when you started and the end? What do you think that is? I call it connection. Where do you experience connections like that in your life?
 - What rhythms or patterns do you notice you engage in your life?

Third experience of spiritual connectedness: Photos



Note: The goal of this final activity is to invite the students to consider how they might integrate their spirituality into their life through a daily practice.

Most spiritual traditions use symbols, story and ritual to give guidance around daily practice of spirituality.

What practice might be meaningful for the participants? Where? How?

One way to invite participants to consider how they wish to move ahead with some daily practice of their spirituality could be through photographs. Provide a host of published and printed photographs. Allow students to survey them all, select and keep one that captures in some way the what, where and how to nurture spiritual connectedness in their daily life.

- Ask:**
- What is one photo that captures in some way the what, where and how to nurture spiritual connectedness in your daily life?
 - Would you tell us about the photo you chose, and how it connects with a practice you'd like to nurture in your life?

Wrapping it up and Call to Action.

Consider Including:

Say: A thank-you for their participation

- Review of how spiritual wellbeing connects to resiliency
- An opportunity to ask lingering questions
- A list of local resources (see appendix)
- Call to Action: Homework (see appendix)

Next Week



Provide a brief introduction to the next session with a reminder to complete the pre-session learning activity, which should be emailed to participants following today's session.



Roots _{OF}
Resiliency



*SMART Student
Nutrition*



UNIVERSITY OF
CALGARY

Set Up

Set up room with round tables and 6-8 chairs at each table.

Materials:

- computer
- projector
- flip chart (or white board)
- markers (or white board markers)
- session handouts
- extra pens

Check in

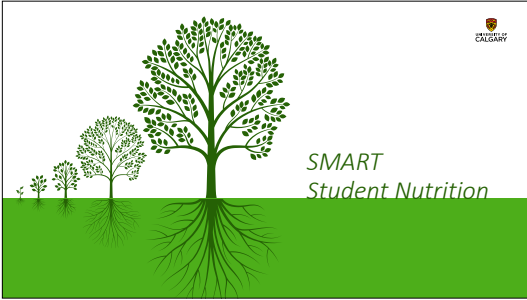


As per the Check-In Guide, provide participants with discussion questions based on the homework from the previous session. Have participants discuss in partners or small groups, then invite some participants to share in the large group.

Key considerations:

- Highlight key learnings
- Normalize that change is not linear; rather, it includes back steps and side steps
- Validate effort

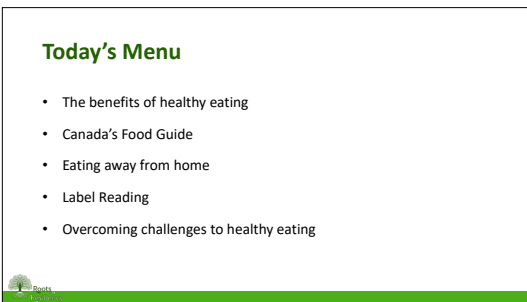
Welcome



Introduce self , professional designation and relationship with post-secondary institution, and set expectations

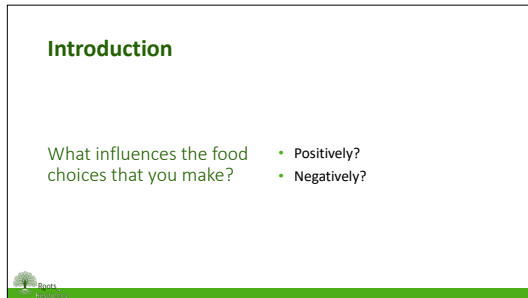
- Say:**
- Welcome to SMART Student Nutrition.
 - My name is _____.

Session Goals



- Say:** Over the next hour and a half we will discuss the benefits of healthy eating, review a bit of a blueprint of healthy eating and discuss strategies for sticking to it.

Introduction



Introduce question and then invite students to discuss with person beside them for 3-5 minutes.

When sharing with the group, write answers on board (separate into positive influences and negative influences).

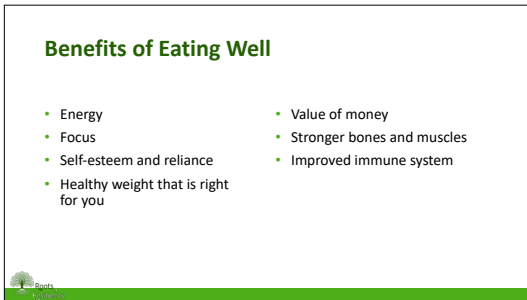
Say: Think back to what you ate yesterday.

Break into groups of 2-3 and discuss:

- Ask:**
- What influenced or motivated you to make the choices that you did? These can be positive or negative motivations.
 - What can make it difficult to eat healthy as a student?

- Say:**
- Now let's share what your groups came up with.
 - Thank you for sharing. We will return to this at the end of the session.

Benefits of Healthy Eating

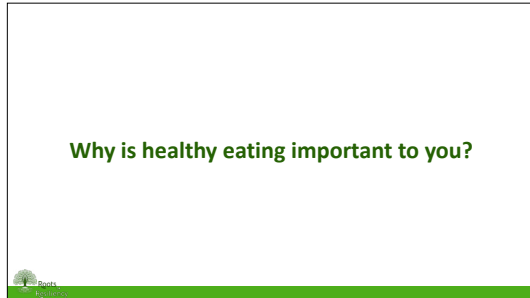


Say: There are many benefits of healthy eating. I wanted to highlight some that stick out more for students such as:

- Increased energy
- Greater ability to focus in class
- Increased self reliance when you can cook for yourself
- Maintaining a healthy weight that is right for you. I want to touch on this as I know that this is one that is often focused on; however, there are so many other benefits so I will not discuss it too much. It is important to remember that a healthy weight for you may not be the same as a healthy weight for me, or your mom, or the person sitting beside you in class.
- An increased value of your money when you can spend it on groceries and cook for yourself vs. eating out for every meal
- Stronger bones and muscles
- And an improved immune system.

Ask: Can anyone think of any other benefits that may not be listed here?

Reflection



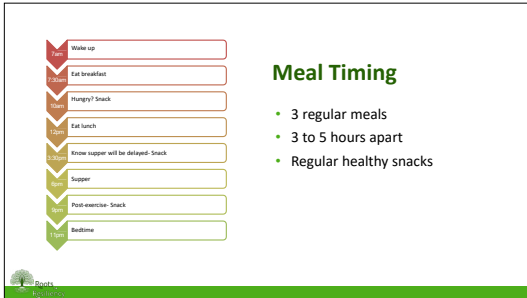
Read question on slide. Provide 1 minute for students to reflect on this question on their own. Invite students to share if they would like after 1 minute. If no one would like to share move to next slide to keep safety in the room.

Ask: Why is healthy eating important to you?

Say: Take a minute to reflect for yourself why you think healthy eating is important. This could be for many reasons; energy, mood, study fuel. There is no right or wrong answer. I want you to try to think of motivation – both internal and external – to choose foods that nourish you.

Ask: Would anyone like to share what they came up with?

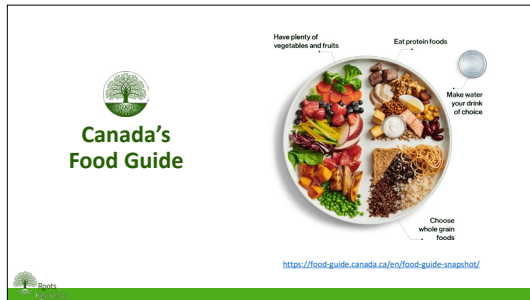
Meal Timing



Say: Meal timing is one of the first and most important steps of eating healthy. Many people think that this is a very strict and not sustainable idea however, it is really quite simple. The main idea is to try to eat at least 3 meals each day with snacks as needed (based on your hunger and fullness).

- Think about:
 - How many times do you eat a day? 2-3? 3-4? 5-6?
 - Do you eat breakfast?
 - Do you often feel hungry after dinner and want to snack on “not so healthy” foods?
- When we eat throughout the day this helps us to meet our daily nutrient needs. This can actually help to combat evening snacking (when we usually choose “not so healthy” food choices) as your body is not starving for it’s nutrient needs at the end of the day.

Canada's Food Guide



Hand out “Food Guide Snapshot” from Health Canada.



Ask: Has anyone seen the new Canada’s Food Guide that was released in January 2019?

- Say:**
- The new food guide has removed the “rainbow” of food groups that we had in the previous version as well as portion sizes and target numbers for each food group. This updated version is instead a “balanced plate” showing a balanced way to eat in order to meet nutrient needs. The back of the snapshot also discusses not only “what to eat” but “how to eat” in a healthful way. This highlights eating mindfully, cooking more often, enjoying your food, eating with others, food labels, food marketing and added sugar, sodium and fat. We don’t have time to review all of this information today; however, the Health Canada website is a great resource for more information if you are interested.
 - We will go into detail on the front side of this snapshot today.

Whole Grains



Point to whole grain portion of snapshot.

- Say:** The first portion of the plate that I want to highlight is whole grains. These are often given a bad reputation; however, they play a very important role in your body. One of their main roles is to provide fibre. Fibre is essential for a healthy digestive system, can help keep you full for longer periods of time, and can actually help to lower cholesterol.
- The goal is to choose high fibre whole grains as often as possible when filling this quarter of your plate. Examples of these would be:
 - choosing whole-grain breads for sandwiches instead of white bread.
 - Whole wheat pasta
 - brown rice
 - quinoa
 - oats
 - Choosing high fibre carbohydrates in appropriate portions can be part of a healthy diet and help provide many essential nutrients.

Vegetables and Fruit



Point to vegetables and fruit ½ of plate

- Say:**
- The next part of the plate is the half filled with vegetables and fruit.
 - We all know that vegetables and fruit are important, but why is there so much emphasis on this component of our plate? Vegetables and fruit provide us with a wide variety of nutrients including antioxidants, vitamins, minerals and fibre. People are often surprised to find out that this half of your plate is actually what helps to keep you full for a longer time after a meal. This is because of the high fibre content of vegetables and fruit.
 - Another question I am often asked is what the best fruit or vegetable is to eat.

- Ask:**
- Has anyone heard this question before or asked it themselves?
 - What do you think?

- Say:**
- Some may be surprised to find out that my answer to this is actually all of them – variety is key! Vegetables and fruit all have many nutrients that can fuel your body. A good rule of thumb is to aim for a wide variety of colours and you will likely be getting a wide variety of nutrients with those as well.
 - Many people struggle to get enough vegetables and fruit in their day. I often hear people gasp at the idea of half of your plate being vegetables and fruit. It's good to remember that we don't need to aim for perfection, but progress. Adding one or two extra vegetables and fruit to your day can have a positive impact on your nutrient intake, even if it is not half your plate.

Ask: Does anyone have ideas for how you could increase your intake of fruits/veg as a student?

- Buy baby carrots or veggie trays to have on hand as a snack
- Ready to eat salad mix in bags: lettuce, spinach, mixed greens.
- Buy frozen veggies to quickly add to your meals.
- Salad as side at restaurant
- Fruit as snack
- Fruit in cereal or oats

Protein



Point to protein ¼ of plate

- Say:**
- One big change with the new version of the food guide is that the milk and alternatives and meat and alternatives food groups have been combined to create the “Protein Foods” category. Both components are still there; however, they have been combined.
 - Protein is an important building block of much of our body, provides us with energy and works with fibre to help your meals keep you full for longer. Choosing high calcium protein foods daily such as milk, fortified soy beverage and yogurt is important to ensure optimal bone health. These foods contain both calcium and vitamin D which are important to build bone density and prevent osteoporosis.
 - Ideally we want to include some source of protein with every meal and snack to help you stay full between meals. Breakfast is one meal that people often struggle to get a protein source in.

Ask: Can anyone think of protein foods that can be easily included at breakfast?

- Greek yogurt
- Eggs
- Nut butter
- Milk

Say:

- Fatty fish such as salmon, mackerel, trout and herring are one protein food that it is important to try to eat regularly as they are filled with heart healthy omega 3 fatty acids. Often when we think of eating fish it seems like a lot of preparation however this can be easily included for students by using canned salmon, frozen fish or batch cooking.
- Meatless meals are another great option for students for many reasons. First, legumes such as beans, peas and lentils are very cost effective and can provide a lot of protein for much less cost. Second, they provide a boost of fibre with your protein source to help meet your fibre needs. A great website to check out if you are interested in plant based protein sources is pulses.org (can bring up on screen if time permits).

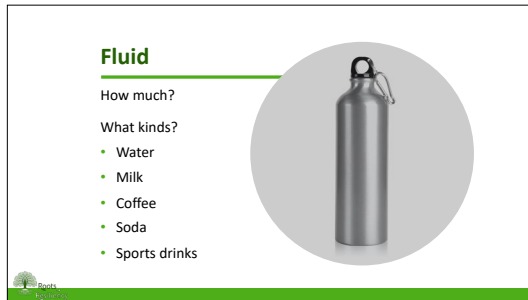
Healthy Fats



- Say:**
- One nutrient that you do not see in this food guide however, is explained in greater detail online is fat. Fat has gone through many media phases throughout the years. So what should we be doing?
 - Fat is actually a very important nutrient to provide us with energy, help to absorb fat soluble nutrients, ensure cell growth, protect organs, and produce hormones. So we definitely do not want to avoid it completely. What we are learning now is actually that the type of fat you eat over time is more important than the amount of fat you eat.
 - Canada's Food Guide recommends choosing healthy fats over saturated fats to help lower your risk of heart disease. Unsaturated fats are considered our healthy fats.

- Ask:**
- Can anyone think of a source of unsaturated fat?
 - Nuts
 - Seeds
 - Avocado
 - Fatty fish
 - Vegetable oils
 - Soft margarine
 - On the other end – can anyone think of saturated or trans fats that we may want to limit?
 - Fatty meats
 - High fat dairy products
 - Some highly processed foods
 - Tropical oils such as palm or coconut oil
 - What are some ways that you could make swaps to include more healthy fats into your eating pattern?
 - Cook using oils with healthy fats
 - Choose lean cuts of meat and skinless poultry
 - Replace cream cheese with nut butter on toast
 - Dip veggies and pita in hummus or homemade Tzatziki instead of spinach or artichoke dip
 - Replace butter with olive oil and vinegar on bread
 - Cook with canola oil, olive oil or soft margarine

Fluid



Information from: <https://www.unlockfood.ca/en/Articles/Water/Facts-on-Fluids-How-to-Stay-Hydrated.aspx>

Say: Drinking fluids regularly is another part of a healthy diet that is sometimes forgotten. This is one area that I think students are really good at! When I am walking around campus almost all students seem to have a water bottle sticking out of their backpack.

- Ask:**
- Does anyone know the fluid guidelines for your age group?
 - Most people think 8 cups of fluid per day but it is actually 9 cups for women and 10.5 for men. If you are active or in a hot climate, this number will increase even further to compensate for fluid loss from sweat.
 - Does anyone know how to tell if you are getting enough fluid?
 - Urine color is actually the best indicator of hydration! It should be a pale yellow color.

- That may seem like a lot of fluid! So how can we meet this fluid guidelines? The good thing is, most fluids count towards this goal. Water, milk, coffee, tea, carbonated water, broth, etc. These can all help you meet that goal.

Say: Although sports drinks taste great, they are actually not needed unless you are doing intense activity for >1hr to replace electrolytes. That being said, if you enjoy these (or really any food or drink) it is okay to have them sometimes for enjoyment!

Caffeine



Information from: <https://www.unlockfood.ca/en/Articles/Caffeine/Facts-on-Caffeine.aspx>

- Say:**
- Now this is something that I think students can often agree with – many of us have too much caffeine.
 - Caffeine acts as a stimulant. Some people are more sensitive to this than others and for these people, too much caffeine can cause trouble sleeping, feeling irritable, feeling nervous, a rapid heart rate and headaches.

- Ask:** Does anyone know what the recommended safe amount of caffeine is to consume each day?
- 400mg which is about 2-3 cups of brewed coffee
 - We often forget that there is also caffeine in many other foods and drinks that we consume regularly such as tea, cola and chocolate.
 - These other sources of caffeine are important to think about in terms of your total caffeine intake but also the timing of when you consume these – chocolate before bedtime, cappuccino ice cream after dinner? These can affect sleep.

- It's also important to think about what you choose to put into your coffee. Two double-doubles everyday or a regular frappuccino can add up in both your saturated fat intake and added sugar. Once again, small changes like choosing milk instead of cream or choosing a smaller size of a rich drink can be positive changes without cutting out your favourite caffeinated drink completely.

Snacks



- Say:**
- As a student, it is important to keep a supply of healthy snacks that you enjoy on hand. This helps to feel in control of what you are eating as you will avoid long times without eating when you may feel the need to choose foods for convenience rather than what you really want or helps you meet your nutrient needs.

- Everyone is different when it comes to need for snacks so it is important to figure out a system that works for you. Aim for 3 regular balanced meals about 3-5 hours apart first. If meals are delayed more than 5 hours apart due to your school schedule, make sure to have a snack to prevent “hanger” later. It is most important to honour your body’s cues. If you start to feel hungry have a snack, if you aren’t feeling hungry when you would normally have lunch, it’s okay to wait.
- When choosing snacks, we want to aim for choices that include both carbohydrates and protein to help with lasting fullness – thanks to the fibre and protein. Ideas like these can be great choices:
 - Oatmeal made with milk – you can add fruit or nuts to this to increase the protein and fibre content
 - Toast with nut butter
 - Popcorn with nuts or seeds
 - Yogurt with fruit
 - Vegetables or pita dipped in hummus
 - Cheese and crackers
 - A granola bar and milk – this is an easy one to find in a pinch at convenience stores
 - Trail mix with nuts and dried fruit

Ask: Can anyone think of other examples of balanced snack ideas?

Food Labels

Reading Food Labels

- Nutrition Facts
- Serving Size
- Percent Daily Value
- Nutrients
- Rule of thumb:
 - <5% is little
 - >15% is a lot

Nutrition Facts		Valeur nutritive	
Per 3/4 cup (175g) (per 3/4 tasse (175g))			
Amount		% Daily Value	
Based on dietitians			
Calories / Calories 100			
Fat / Lipides	0 g	0 %	
Saturated / Saturés 0 g			
Trans / Trans 0 g			
Cholesterol / Cholestérol	10 mg	4 %	
Sodium / Sodium	50 mg	4 %	
Carbohydrate / Glucides	4 g	1 %	
Fiber / Fibre 0 g			
Sugar / Sucre 0 g			
Protein / Protéines	18 g		
Vitamin A / Vitamine A		10 %	
Vitamin C / Vitamine C		5 %	
Calcium / Calcium		55 %	
Iron / Fer		5 %	
Vitamin D / Vitamine D		35 %	

If time permits, ask students what food this nutrient facts table is for – Greek yogurt.

- Say:**
- Food labels are sometimes very intimidating for people. There is a lot of information and it can be difficult to navigate. Thankfully, there are really only a few key spots to look at when reading food labels that can make this process fairly simple.
 - The first thing we want to look at is the serving size. Is that actually the amount that you plan to eat? If not, that's okay – just adjust the values as needed. If you are comparing two products, keep this in mind as you want to compare similar portion sizes – this may take a little bit of mental math.
 - One easy tool on the food label is actually the percent daily value. Don't worry, this isn't a running tally that you need to get to 100% everyday. What this can be really good for is what we like to call the 5-15% rule. What this means is 5% or less is considered to be a "little" of a nutrient and 15% or more is considered to be "a lot" of a nutrient.

- Ask:**
- What nutrients do you think you want a little of?
 - Sodium
 - Saturated and trans fats
 - What nutrients do you think you want a lot of?
 - Fibre
 - Vitamins
 - Minerals

Eating Out 1

Eating Out

Add an Item
Choose a Item Group
Choose a Item Item
Add Item to your Order

	AMOUNT	ENERGY	PROTEIN	FIBRE	IRON	NIACIN	PHOSPHORUS	POTASSIUM	SODIUM	THIAMINE	ZINC	% Daily Value			
Honey Chicken Caesar Salad Personal Size	1	440	30	10	2.0	1.0	140	180	45	1	1	100%	40%	40%	20%
Honey Chicken Cobb Personal Size	1	220	30	10	3.5	0.2	90	90	40	1	1	8%	15%	8%	25%
Medium Fries Medium Size	1	340	40	2.0	4.0	0.2	0	450	14	1	1	8%	8%	2%	8%
Yearly Total		1000	100	30	17.5	1.2	140	180	100	2	2	100%	40%	40%	20%

Download more nutrition information
<https://www.mcdonalds.com/uk/en/you/learn-more/about-your-food/nutrition-calculator.html>
Print this page


Say: Nutrient labels work great at the grocery store, but what about when you are eating out? The good news is that most restaurants have this information available online. The percent values are often not available but it can give you a good idea for comparing options available. For example, this is a screenshot from the McDonalds website. Often we think that a salad is the best choice on a menu. As you can see, it does have the most vitamins and minerals. Take a look at the nutrients that we may want “a little” of like sodium, saturated fats and trans fats. What do you notice? There is definitely “a lot” in the salad. If you want to choose the salad because you enjoy it, that’s okay too but I want to make sure that you have all of the tools in your toolbox to make choices based on what you know and what you enjoy!

Eating Out 2

Eating Out

Tips for reading a menu:

- Be balanced
- Portion sizes
- Drink smart
- "Undress" your food



Introduce handout: Eating Out the Healthy Way from Alberta Health Services

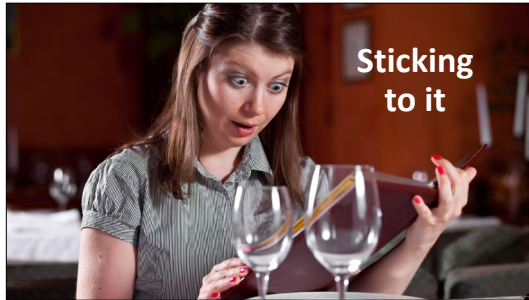


If time permits – have students brainstorm better choices at common restaurants on campus.

- Say:**
- Eating out can be a really enjoyable experience with loved ones. We are not here to take that away by any means. If you find that you are eating out very frequently which makes it difficult to follow Canada's Food Guide regularly then these are my main tips.
 - Try to continue to follow the Canada's Food Guide balanced plate of $\frac{1}{4}$ protein, $\frac{1}{4}$ whole grains and $\frac{1}{2}$ vegetables and fruit. Maybe that means choosing a salad with your burger, asking for extra veggies with your noodle bowl or getting fruit with your omelette.

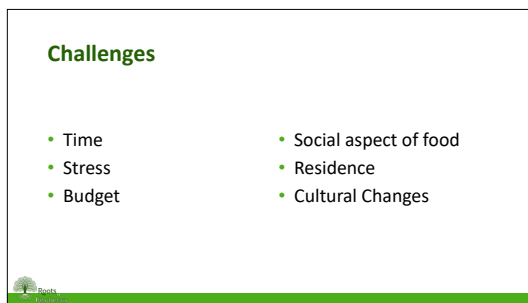
- Be aware of portion sizes. Many restaurant portions are much larger than what we would normally eat at home. Listen to your hunger and fullness cues. If you are full after half of your meal, then keep the leftovers for lunch tomorrow. If you are hungry enough to eat the whole thing, that's okay too!
- Be conscious of your drink choices. Free refills and great chats with loved ones often means that we drink multiple sodas before the meals even arrive. Sticking with water before your meal is a great way to stay hydrated and avoid mindlessly having multiple refills.
- Undressing your food means being mindful of the sauces and dressings that may be adding a lot of additional salt and saturated fats to our foods. We often think of asking for dressing on the side but be mindful of other contributors such as spreads on sandwiches and burgers, sauces on rice bowls and dipping sauce for appetizers.

Sticking to it



Say: Now that you know the basics, can you think of any barriers to healthy eating or challenges that may make it difficult to stick to your goals?

Challenges



Say: The most common challenges that I have noticed with my clients at the university are:

- Budget – the cost of making healthy choices
- Time – students have very little spare time
- Stress – eating around stressful times such as exams
- Social – many social gatherings involve food that may not always follow Canada’s Food Guide
- Living in residence and the choices provided there
- The cultural aspects of food and finding it difficult to continue eating familiar foods when moving away from home for the first time

Cultural Changes

Challenge – Cultural Changes

What does healthy eating mean in your culture?

- Seek support
- Family recipes
- Culturally appropriate stores
- Grocery store tours

Introduce question. Allow students 3-5 minutes to reflect. If time permits, can break into small groups to discuss. After reflection, invite students to share with the group.

- Ask:**
- Take a minute to think about what healthy eating means to your family and in your culture. How does your family carry on their food traditions? Has that changed since starting university?
 - Would anyone like to share?
- Say:**
- Many students find that when they start to cook for themselves they struggle to continue eating their traditional family favourite foods. This can be for many reasons but often, we choose more convenient foods at this time.
 - This is an important time to seek support from family, friends, cultural groups at school or other supports you may have. Ask your family to share your favourite recipes and make them with your friends as a group activity to share your culture.

- When shopping for ingredients, seek out stores that will sell what you are looking for. Sometimes box grocery stores may not have certain ingredients however, specialty stores may have more of a selection for your meal to taste like home. If you are struggling to locate choices at your grocery store, ask if they provide grocery store tours. Many stores offer tours with a Registered Dietitian to help navigate the grocery store which may help you make balanced choices, both with new foods and traditional foods.

Budget



- Say:**
- Yes, often choices that follow Canada’s Food Guide are more expensive. When you are on a tight budget this makes it difficult to make these choices when more convenient foods are less expensive. Thankfully, there are some ways to be able to bring down the cost of healthy eating.
 - First, you can pack your own lunches and snacks to avoid buying food at school. Buying food at the grocery store and cooking for yourself is often much less expensive than a single meal out.
 - You can also shop selectively. Try to buy fresh foods that are in season as they are often much cheaper. Many fresh vegetables and fruit are in season in summer and early fall. Apples, pears, beets, cabbage, carrots, potatoes and squash are in season in the winter months as well. Checking flyers can be a great way to see what may be on sale. There are some great apps that let you look at store flyers without having the paper copy. If you have the option this can help you to choose your grocery store accordingly. You can also plan your meals based on what is on sale.

- When things are not in season, a great option to still include them is to choose frozen or canned choices. These are still very nutritious options and can be a much more budget friendly choice. If choosing canned vegetables, try to choose ones that have not been canned with added salt. For canned fruit, choose ones that are canned in water rather than syrup.
- Canned protein foods are also great options for spending less money at the grocery store. Canned meat alternatives like beans, chickpeas and lentils are a good protein source, very inexpensive and easy to cook with! You can also buy the dry version of beans and cook them yourself for another inexpensive option.
- My final tip here is to stick to your plan. Before you head to the grocery store, try to have a plan (even if it is very rough) of what you plan to eat for the week. This can help prevent just buying things and not knowing what to make for dinner when you get home which often leads to wasted food. A great way to stick to your plan is actually to utilize online grocery shopping. This way you are not tempted while walking down the aisles and you know what your groceries will cost as you shop rather than finding out when you get to the till!

Time



- Say:**
- Another common barrier that many students identify is a lack of time to prepare foods that are nourishing and they enjoy. It's true, some nourishing foods do take a long time to prepare and extra time is not something that students often have. There are some ways to still create meals that fit your needs within your small amounts of time.
 - First off, it is important to plan. This does not need to be fancy or take a lot of time. Having a plan makes decisions easier throughout the week and will actually save you a lot of time later. Some people like to make their plan on Friday or Saturday so that they can shop and prepare Sunday and be ready for the week. I'll have a tool to help you do this later on.
 - Even if your plan is very simple, having it set will help you when shopping as you will know what you need and avoid quick trips throughout the week to pick up things you may miss.
 - Having a plan can also help you to make good use of leftovers. Plan to make a large batch of a recipe that you enjoy and eat leftovers for lunches and dinners throughout the week. You can also freeze leftovers to eat at a later date. This will save you money and time.

- Lastly, plan to have quick cook items on hand that are healthy and enjoyable. This may be whole wheat pasta with canned sauce and frozen broccoli, quick oatmeal with frozen fruit and milk or canned lentils to add to a soup. Eating healthy doesn't have to take a lot of time and shouldn't be something that adds stress to your life.

Stress



- Say:**
- Speaking of, stress is another thing that students often find makes it difficult to eat healthy. Stress can come from many things at school and everyone reacts differently to stress. Some people react to stress by “stress eating” and do not feel in control of their food choices. Many other people will react to stress by not eating at all. Both of these are not properly nourishing our bodies.
 - In time of stress it can be difficult to listen to our hunger and fullness cues as stress can sometimes mask those cues. In times like this, sticking to an eating schedule can be a good tool to ensure you are eating adequate meals and snacks.
 - Keeping healthy snacks handy that include both a protein source and carbohydrate source will ensure that when you are eating you are nourishing your body.
 - This can be a great time to check in on caffeine intake. Do you start drinking more coffee while studying for exams? Maybe you switch to decaf half way through the day to stay within your 400mg.
 - If your stress is feeling like it is too much to manage on your own, please seek support. Discuss on-campus support options at your university.

Social Eating



- Say:**
- What about social eating? Do you ever feel like all of your get-togethers with friends revolve around food? Floor pizza parties, wing Wednesday, Sunday brunch – these are all fun things to do with friends. While these things are always okay to do, it can sometimes start to feel like they are happening all too often and you may not be enjoying them anymore.
 - If that happens here are some tips:
 - Plan ahead – look at the menu and try to stick to the balanced plate and all of the other eating out tips we discussed earlier.
 - Suggest making your own brunch or hosting a potluck so you can provide some options that you will enjoy. Take the opportunity to try a new recipe together.
 - Suggest an alternative activity. Being social with your friends is important but try to think of activities that don't revolve around food such as board games, a walk or a sport.

Residence

Challenge – Residence

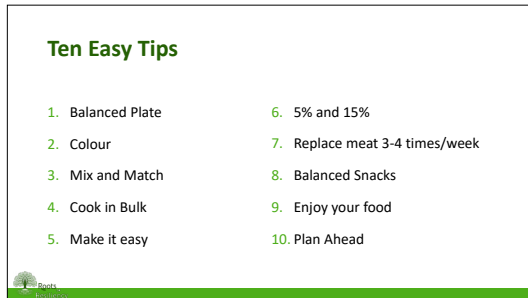
- Stick to your mealtimes
- Take leftovers instead of eating large portions
- Keep healthy snacks in your room



Take time at the end of this section to review the barriers identified at the beginning of the session and address any that have not been discussed.

- Say:**
- The last challenge I will address today is for students living in residence. The constant option to have ready-made food available can be difficult for many and tasty choices can be difficult to pass up for more balanced options.
 - Try to remember the tips that we have already discussed today – sticking to a balanced plate, listening to your hunger cues, etc. It can also be helpful to try to stick to regular meal times (adjusted for hunger) to prevent constant trips to the cafeteria.
 - Consider stopping eating when you are full and taking leftovers instead of eating large portions past when you are full. Remember that the same choices will likely be back on another day so you can still enjoy these foods again.
 - I also like to recommend that students keep balanced snacks in their room to keep them full until the next mealtime.

Ten Easy Tips



Introduce handout – “10 Easy Tips”



Provide a list of nutrition resources in your community, such as the local Food Bank, nutritionists, and culturally relevant resources.

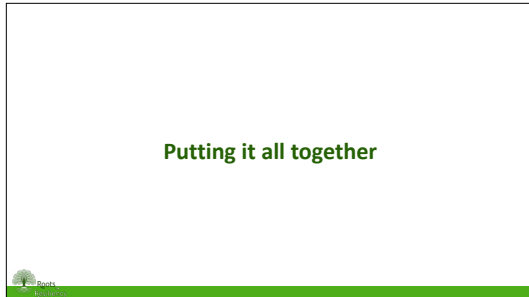
Say: I know that this may seem like a lot of information to take in. I wanted to give you some quick takeaways as reminders of what we have gone through today. Here are ten easy tips from our session today.

1. Aim for the balanced plate from Canada’s Food Guide with $\frac{1}{2}$ vegetables and fruit, $\frac{1}{4}$ protein and $\frac{1}{4}$ whole grains.
2. Aim for a variety of colours in your vegetables and fruit. Not only does this make it more appealing but it also helps to ensure you are eating a variety of nutrients as well.

3. Mix and match foods that have “a lot” of ingredients that we may want to limit with plain choices. This works for foods with added sugar or salt especially. If you choose a flavoured oatmeal packet with a lot of added sugar, mix it with a plain package to still get the flavour with less sugar. Over time your taste buds will adapt to these changes as well.
4. When you cook, try to cook in large batches so that you have leftovers for the following days. This means less time for cooking and more time to study.
5. Make the healthy choice the easy choice. Stock your fridge and pantry with healthy foods that you enjoy. If carrots are your favourite vegetable and you cut them up when you get home from the grocery store so they are ready to snack on later, you are much more likely to eat them when you need a snack.
6. 5% or less of a nutrient is a little and 15% or more is a lot.
7. Try to cook without meat 3-4 times a week. Replace meat with other foods from the protein category such as beans, eggs or fish. This provides different nutrients and can help to keep your grocery bill down as well.
8. Choose balanced snacks that include both and protein and fibre rich carbohydrate source.
9. Enjoy your food. I think this one is the most important. Choose foods that you enjoy and take the time to actually enjoy them when you are eating them.

10. As much as you can, try to plan your meals ahead so that you know what you need at the grocery store and can avoid getting “hangry” as well as food waste.

Putting it All Together



Handout “SMART Goal Worksheet”
My Health Alberta.



Introduce activity and provide students 5-10 minutes (as time permits) to create a goal based on what has been discussed in session.

- Say:**
- So now that we have reviewed the basics. It is time to put it all together using our SMART goals acronym.
 - This is a handout from Alberta Health Services that helps to guide the development of SMART goals for nutrition. Not only does it let you set your goal but it also goes through some planning questions to help you stick to your goal.
 - Take a couple minutes to go through it for yourself.

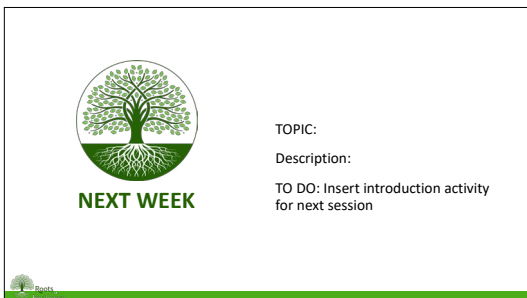
Call to Action



Invite students to take additional handouts if these are provided for your audience.

- Say:**
- Call to Action want you all to focus on your SMART goal that you have just set. Throughout the week think about:
 - What worked
 - What were some challenges
 - When was it difficult to stick to your plan
 - When was it easy to stick to your plan
 - Next week, you will start the session with a group discussion about how this went for you.

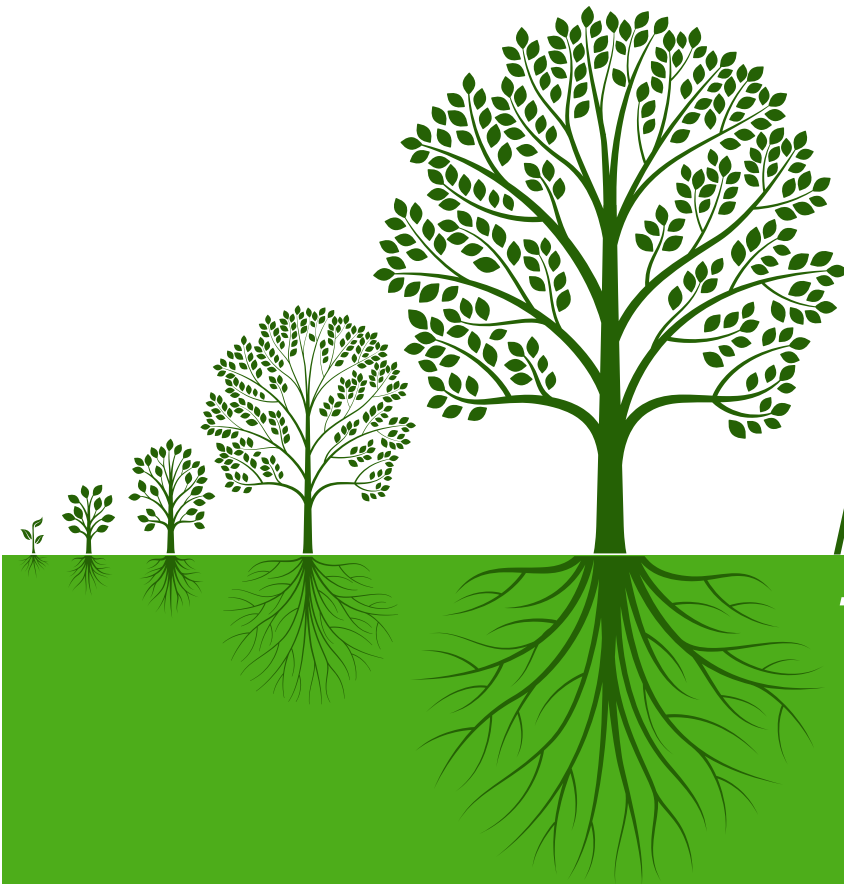
Next Week



Provide a brief introduction to the next session with a reminder to complete the pre-session learning activity, which should be emailed to participants g today's session.



Roots ^{OF} Resiliency



*Resilient
Thinking*



UNIVERSITY OF
CALGARY

Set up

Set up room with round tables and approximately 6 – 8 chairs per table.

Materials:

- Flip chart paper or a white board, and markers
- Copies of handouts
- Projector, computer

Check in

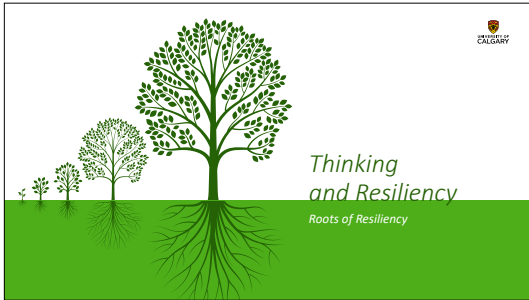


As per the Check-In Guide, provide participants with discussion questions based on the homework from the previous session. Have participants discuss in partners or small groups, then invite some participants to share in the large group.

Key considerations:

- Highlight key learnings
- Normalize that change is not linear; rather, it includes back steps and side steps
- Validate effort

Introduction to Resilient Thinking Session



Welcome participants and introduce yourself if you are a new facilitator to the program.

Resilient Thinking




Allow participants a moment to read the quote before discussing inter-connection of thoughts and resilience.

Say: Our thoughts have a significant impact on our mental health and resilience. The perspective we have about life or a specific situation shapes what we do and how we feel. For example, being resilient does not mean the absence of failure or setbacks, rather it refers to the perspective we bring to these experiences and how we subsequently choose to respond.

Learning Objectives

Learning Objectives

- Identify the role of healthy thinking in resilience
- Explore how your own thoughts influence personal resilience
- Explain the difference between growth and fixed mindset
- Learn practices and skills to support healthy thinking and contribute to resilience




Review the learning objectives for the session.

Stress

Thought Cloud

Think about the last time you felt bad or something didn't go very well.

- What happened?
- What did you experience (thoughts, emotions, physiological responses)?
- What did you do?



Handout: Thought Cloud Exercise



Allow time for participants to reflect on an experience and complete exercise.

Invite participants to share in pairs, with an invitation to only share what is comfortable.

Debrief as a large group:

- Symptoms experienced
- Sources of stress (general themes)
- Coping strategies
- Point out that comments are mostly negative.

- Ask:**
- What types of thoughts show up when you feel stress?
 - What other emotions do you feel?
 - What symptoms do you notice in your body?
 - How did you cope?
- Say:**
- Stress is not always bad. Stress is a normal part of living and can be a positive force in our lives, as well. Stress is our body's way of rising to a challenge.
 - Our goal is not to ELIMINATE stress, rather we want to learn to react in a healthier way in stressful situations.

Power of Thought



- Say:**
- Our thoughts have a big impact on our mental health and our resiliency.
 - What we tell ourselves about a situation affects how we feel and what we do.
 - Our thinking can be rigid, limited in scope, black and white – and we often don't see the whole picture.
 - As a result of unhelpful thinking patterns, we may feel sad, anxious, or stressed, and may respond in less resilient ways.

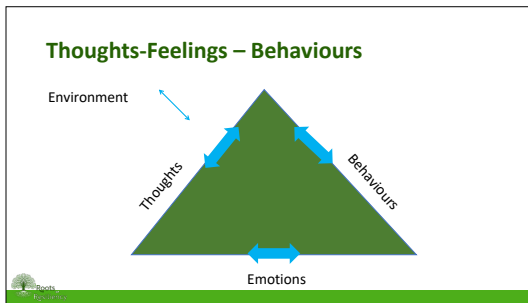
Famous People Who Have Failed



Discuss Famous People Who Failed video that was sent out to students in pre-session introduction. Explore themes using prompting questions.

- Ask:**
- What themes stand out to you?
 - What, if anything, was surprising?
 - How does this video influence your understanding of mistakes and failure?

Thoughts-Feelings-Behaviours



Note: You may choose to draw the Thought-Feeling-Behaviour (TFB) triangle on a white board or flip chart paper instead of using the Powerpoint slide.

After the introduction to Thoughts-Feelings-Behaviours, provide a lived example of the interaction. You may provide a brief example of your own and then spend more time working through a common example from the group. It's typically easier for participants to start with a feeling or thought (e.g., feeling depressed; "I'm such a failure"), then elicit examples of associated thoughts/feelings/behaviours, highlighting the impact that each has on the other.

For example:

- Situation: I'm supposed to be completing data analysis for my graduate thesis, but I'm not making any progress.
- Feelings: "I'm feeling stress and unproductive"
- Thoughts: "I can't do this", "I'm not smart enough", "I'm a fraud and they will kick me out of school"

- Behaviours: Watch Netflix instead of working on data analysis. Waste time on the internet. Edit the Reference List for your thesis...again. Call a friend to go out for food. Go to bed.

You can prompt participants for examples by asking:

- "When you feel this way, what thoughts pop into your mind?"
- "When you're feeling and thinking this way, what do you end up doing?"

Write the participants' responses on the white board or flip chart paper using the triangle format.

Elicit examples of healthier thoughts or behaviours the participants might have for this situation. Using open questions, have participants briefly describe impact of these new thoughts or behaviours on the thought-feeling-behaviour dynamic.

For example:

- New behaviours: I make myself a cup of tea and set the timer to spend 10 minutes working on data analysis. I email my supervisor to set up a meeting and get help with data analysis.
- New thoughts: "I can figure this out." "I'm not in this alone."
- New feelings: Hopeful.



Note: Some people find it easier to start by changing a behaviour first. Feelings tend to change in response to change in behaviours and thoughts.

- Say:**
- Let's look at a visual relationship between our thoughts, feelings, and behaviours.
 - Three main elements that comprise our well-being include what we are thinking, how we feel, and what we do.
 - This relationship is represented as a triangle to illustrate that all 3 of these elements reciprocally influence one another.
 - Our thoughts, feelings, and behaviours are also influenced by the environment we are in.
 - Given that our thoughts, feelings, and behaviours are so interconnected. We can also start to change one area to influence change in the others.

ACTIVITY: Thought-Feeling-Behaviour (TFB) Triangle

Handout: Thought-Feeling-Behaviour Triangle.



Encourage participants to complete the TFB triangle for a situation in their own life. Some participants might need prompting to start with a smaller issue or concern rather than a persistent problem.

- Say:**
- Now, each of you try identifying thoughts-feelings-behaviours from your own example of a recent situation.
 - Once you've completed your triangle, try coming up with alternate thoughts or behaviours that support a more resilient response.

Invite participants to debrief in partners.

Debrief in large group, offering opportunity to clarify any significant questions. Highlight key learnings.

Thinking Traps



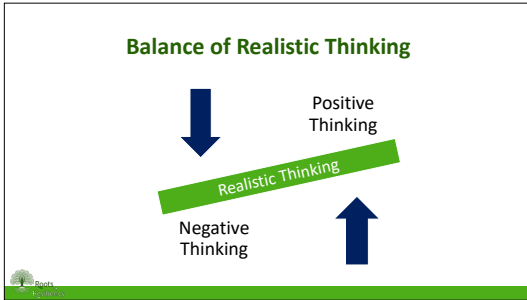
Handout: Thinking Traps



Provide time for participants to review thinking traps listed on the handout and identify patterns that they are prone to.

- Say:**
- As we have seen, a very important aspect of thinking resiliently is developing awareness of our thoughts and patterns in how we tend to think.
 - At times, our thinking may be balanced and realistic however each of us experiences times or situations in which our thinking goes astray and is not helpful or conducive to resilience.
 - Cognitive researchers have identified a number of cognitive traps that we all can fall into at some point or another.
 - These traps represent biased ways of thinking that may adversely affect our mood and responses to experiences.
 - Review the thinking trap descriptions and star or mark the traps that you get pulled into.

Balance of Realistic Thinking



- Say:**
- Resilient thinking is not about always thinking positively.
 - In fact, research has shown us that people who recover from depression, do not necessarily have more positive thoughts, they have fewer unrealistic and biased negative thoughts.
 - So, resilient thinking is about thinking realistically and finding a balance between unrealistic positive thinking and unrealistic negative thinking.
 - It is true that not everything is always going to go perfectly – and equally true that not everything is always going to turn out poorly.
 - You need to find the balance of thinking that holds personal credibility for you

Catching Your Thinking Traps



Handouts: Catching your Thinking Traps and Getting Unstuck from Thinking Traps



Invite participants to complete Catching your Thinking Traps handout.

Invite participants to identify 2-3 strategies from Getting Unstuck from Thinking Traps that they think would be helpful for getting unstuck from the cognitive trap(s) they identified.

Prompt participants to challenge the cognitive trap using one of the strategies.

Invite participants to share with a partner their cognitive trap, plan for getting unstuck, and new thought.

Normalize that sometimes we need to use more than one strategy and have more than one option for times when one strategy stops working.

Ask: How do we change our thought patterns that are less helpful or resilient?

1. First step is awareness: recognize the unhelpful thought or thinking trap
2. Challenge the thought
3. Change it
4. Cut yourself some slack
5. Commit to resilient thinking

Mindset and Success



Show Video



Discuss main points made by Eduardo Briceño in the video as they relate to resilience, drawing on students' observations. Facilitator may highlight:

- Mindset can affect performance
- Importance of flexible thinking
- Role of problem-solving
- Focus on process of learning rather than a fixed outcome, like a specific grade
- We can have growth mindset in some situations and fixed mindset in other situations

Ask: What themes or ideas stand out to you from this video?

FIXED vs GROWTH Mindset

FIXED Mindset	GROWTH Mindset
Intelligence is fixed and unchangeable.	Intelligence is malleable and you can develop your intelligence through effort, hard work, practice, persistence.
Performance (i.e. grades) judged as a reflection of intelligence.	Performance understood as opportunity for learning, growth, constructive actions.
Tendency to avoid challenges, interpret setbacks as failure due to lack of intelligence, perceive effort as inconsequential.	Tendency to accept challenges or setbacks as chance to learn and develop skills, persist despite obstacles, view effort as a path to mastery.
Desire for approval.	Desire for learning.

Say: In small groups, share examples of when you found yourself in fixed or growth mindset and the outcome of the experience.

Invite a few examples to share with the large group, highlighting connections with resilience. Such as:

- Reaching out for help builds social support
- Trying a new approach to resolve a relationship conflict shows flexibility and problem solving
- Feeling overwhelmed and taking a break demonstrates self-awareness and self-care

Handling Setbacks



Say: Not everything in life will go as planned. We will encounter struggle, disappointment, heartbreak, failure, and adversity. A resilient mindset helps us to grow and thrive, even in the face of these difficulties.

Call to Action

Support participants in creating a SMART goal based on what they learned in today's session.

Some ideas include:

- Practicing growth mindset with an upcoming exam or assignment
- Tracking and changing thinking traps, using a journal or app

Invite students to share with the large group one key learning or new insight from today's session.

Ask: Based on what you have learned today, what is one SMART goal you will work on to support resilient thinking?

Next Week



Provide a brief introduction to the next session with a reminder to complete the pre-session learning activity, which should be emailed to participants following today's session.



Roots _{OF} Resiliency



*Stress
Management*



UNIVERSITY OF
CALGARY

Set Up

Set up chairs in a semi-circle, remove any tables.

Materials:

- Flip chart/Whiteboard
- Markers
- Computer w/ projector
- Session worksheets

Welcome



Greet students as they come in.

Welcome participants. Once all participants have arrived, introduce your name, role, and connection to program

Check in



As per the Check-In Guide, provide participants with discussion questions based on the homework from the previous session. Have participants discuss in partners or small groups, then invite some participants to share in the large group.

Key considerations:

- Highlight key learnings
- Normalize that change is not linear; rather, it includes back steps and side steps
- Validate effort

Session Goals


Session Goals

- Explore the connection between stress and mindset
- Utilize the 4 A's of stress management
- Learn what mindfulness is and tools to become more mindful in daily life

Briefly outline the goals for the session. Encourage students to engage in discussion and exercises to get the most out of the session.

Say: Today we'll be exploring the connection between stress and mindset, learning ideas to adopt a healthier perspective about stress. We'll try out a tool called the 4 A's of stress management. And to finish, we'll explore mindfulness strategies and practice a couple of exercises.

What comes to your mind when you hear the word STRESS...?



Pose question to the group, gathering a number of responses.

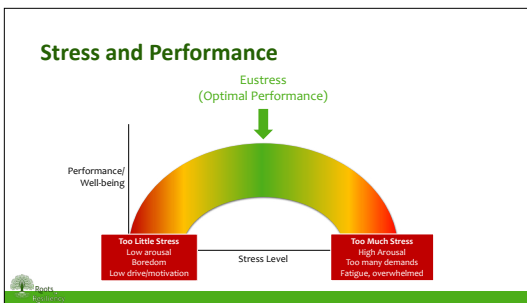


Note: Generally, the majority of participants will identify negative aspects of stress.

Ask: What comes to mind when you hear the word stress?

Say: We tend to focus on the negative sides of stress. However, stress is a normal, adaptive, and necessary part of life. It's only when high stress is chronic and persistent, that we become at risk for health concerns.

Stress and Performance



Explain visual


- Say:**
- In your life, you may have noticed that sometimes a bit of stress can provide you with energy and help you perform. This type of stress is called eustress, and it has a positive effect on our behaviour and functioning.
 - While we may wish we had no stresses in our lives, having too little stress actually lowers our drive and motivation. Conversely, too much stress can leave us feeling fatigued and overwhelmed.
 - The key to wellbeing is to balance stress at an optimal level, where we can feel, behave and perform at our best.

Stress and Mindset

STRESS AND MINDSET

Mindset 1: <ul style="list-style-type: none">• <i>Stress is Harmful</i><ul style="list-style-type: none">– Stress depletes my health and vitality– Stress debilitates my performance and productivity– Stress inhibits my learning and growth– Stress effects are negative and should be avoided	Mindset 2: <ul style="list-style-type: none">• <i>Stress is Enhancing</i><ul style="list-style-type: none">– Stress improves my health and vitality– Stress enhances my performance and productivity– Stress facilitates my learning and growth– Stress effects are positive and should be utilized
--	---

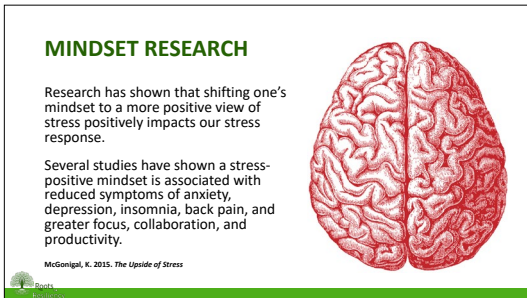
McGonigal, K. 2015. The Upside of Stress



Read through points on slide, contrasting the different perspectives in each mindset.

Say: You can see that these two mindsets take a very different perspective on stress. The interesting thing is, there's truth in both sides. Stress can help us, and stress can hurt us.

Mindset Research



Explain research and importance of being aware of our mindset in relation to stress

- Say:**
- Research has shown that shifting one's mindset on stress significantly impacts our stress response.
 - Studies have been conducted, in which groups are given stress positive, versus stress negative messaging.
 - Stress positive groups are taught how stress helps us rise to challenges, increasing our senses and motivation. How stress helps us connect with others, activating pro-social instincts that encourage connection. And stress increases brain activity, helping our brains learn and remember so we grow more resilient.
 - In subsequent follow up, the stress positive groups report better mental health, focus, collaboration, and productivity in their lives.

Magic



Use a light-hearted approach to convey that mindset shifts take some work, persistence, and self awareness.

Ask the questions and create space for participant discussion

- Say:**
- I'm not going to say that just by thinking differently about stress, you can magically cure yourself of all the challenges and pains you'll encounter in your life! If I had that kind of magic wand, I'd probably be presenting for a stadium full of people!
 - What I can say is, the ways we perceive and react to our daily stresses makes a big difference on what happens next.

- Ask:**
- What do you imagine happens when we notice stress in our body and mind, and perceive this as an enemy?
 - What do you imagine happens when we notice stress, and perceive it as normal and helpful?


Mindset Takeaways

MINDSET TAKEAWAYS

Be mindful of how you're reacting to stress when it arises. If you view stress as normal and natural, your body will believe you!

When stress arises, ask yourself, who can support me? And who else can I support?

Consider how you've managed similar stresses in the past!

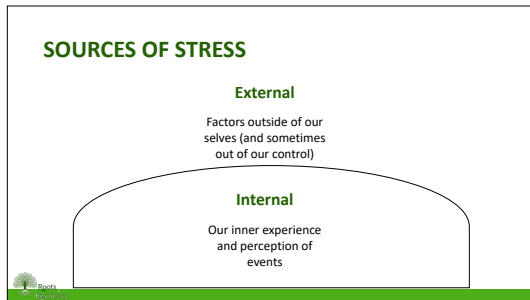


McGonigal, K. 2015. *The Upside of Stress*

Present slide. You can invite students to take a picture of this slide for future reference.

- Say:**
- Becoming mindful of our automatic reactions to stress is the first step. If we perceive stress as normal and natural, instead of an enemy, this helps us feel energized and focused rather than anxious, scared, or overwhelmed. We'll look at mindfulness strategies that help with this later in this session.
 - Second, when you're stressed, you can build your sense of personal resources and confidence by asking yourself, who can support me? And who else can I support?
 - And third, consider how you've successfully managed similar stresses in the past. This will help you remember your skills, strategies, and increase your sense of resiliency.

Sources of Stress



Explain external vs. internal stressors.

On a white board or poster paper, make headings for internal and external stressors. Write down all of the different stressors the group can brainstorm, and where they fall.

Think of relevant example to use with your group, which has stress factors that are both internal and external. This example will be revisited throughout the 4 A's section. A possible example could be an exam at school, which is external (factors like unknown questions, upcoming date, lots of study materials) and internal (factors like perfectionism, remembering a past failure, self-confidence).

- Say:**
- In this next phase of our workshop, we'll be moving into the 4 A's of stress management, which is a practical tool to help us manage stress.
 - External stressors come from factors outside of ourselves, and often they are outside of our control.
 - In contrast, internal stressors arise from our inner experience, including our thinking, beliefs, and perceptions.
 - Of course, external and internal stressors work in coordination with each other. However, it is helpful to understand where a stressor in our life is rooted - both externally and internally. (Provide example).

Ask: Let's start naming off all the different forms of stress that show up for us. We'll write them down, and consider if they're external or internal.

External Stress – Strategies

External Stress – Strategies

Change the Situation!

- AVOID the stressor
 - Learn how to say NO
 - Avoid people who stress you out
 - Take control of your environment
- ALTER the stressor
 - Express your feelings instead of bottling them up
 - Be more assertive
 - Be willing to compromise
 - Manage your time more effectively

Mayo Clinic. 2015. *Need stress relief? Try the 4 A's*

Hand out worksheets; explain the 2 A's that focus on external stressors. Encourage students to use the worksheet.



Note: When explaining, you can use a relevant example of your choice to show different ways a stressor might be avoided or altered.

- Say:**
- Consider a stressor you've been experiencing, or have experienced in the past. You don't have to pick the most difficult thing in your life! This exercise is about learning how to use each of the 4 A's for managing stress.
 - When we experience stress, we should begin by thinking externally. If a stress can be reduced by changing our situation, we want to start there. (Use example to show possible ways of avoiding and altering)
 - Using your worksheet, consider ways you might either avoid or alter your stressor.

Ask: Does anyone want to share what they've come up with, using these 2 A's?

Internal Stress – Strategies

Internal Stress – Strategies

Change Your Perception!

- ADAPT to the Stressor
 - Reframe problems
 - Look at the big picture
 - Perfectionism: Adjust your standards
- ACCEPT the stressor
 - Don't try to control the uncontrollable
 - Look for the upside
 - Share with family or friends
 - Learn to forgive

Mayo Clinic. 2019. Need stress relief? Try the 4 As

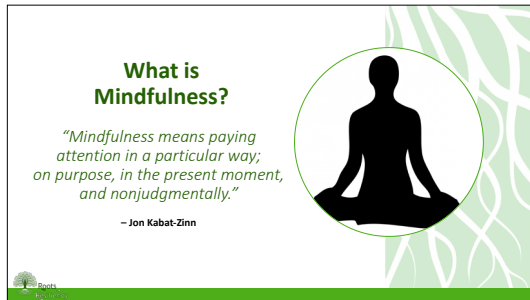
Continue worksheet exercise, ask questions at end of exercise



Note: When explaining, you can use a relevant example of your choice to show different ways a person might adapt to or accept a stressor.

- Say:**
- Often there are limits on what we can do to avoid or alter certain aspects of a stressor. Many things in life are outside of our control and anticipation. That's why internal strategies are also important. (Use example to show possible ways of adapting and accepting)
 - Using your worksheet, consider ways you might adapt to or accept your stressor.
- Ask:**
- Does anyone want to share what they've come up with, using these 2 A's?
 - After using this tool, has anyone noticed a shift in how they're now relating to their stressor?

Mindfulness



Introduce mindfulness



Note: It's common for individuals to have varied experiences with mindfulness, and different preconceptions of the practice.

Ask: Put your hand up if you've heard of mindfulness before. Next, keep your hand up if you've tried a mindfulness meditation before.

Say: Now that we've got an idea of how much knowledge and experience is in the room, I'll share some information about mindfulness practice. A lot of research has been done on mindfulness, which shows that it is positively associated with mental health and resilience. Positive effects include increased well-being, reduced difficulty managing negative thinking and emotions, and improved regulation of behaviour.

Ref: (Keng, Smoski & Robins, 2011)

Capital “M” Mindfulness

Introduce meditation, play guided meditation, and debrief.



Note: You can choose to meditate with the group, or just listen to the guide and prepare for the debrief.

- Say:**
- You can think of mindfulness in two ways, with a capital “M” and a lower case “m”. In Mindfulness with a capital “M”, we formally practice different meditations. These meditations guide us to observe the present moment without judging it. In small “m” mindfulness, we can informally remember to come back to “now” throughout the day, noticing what we’re feeling and thinking in the present moment. Mindfulness is both a skill and a habit. Practicing capital “M” mindfulness helps us remember to practice small “m” mindfulness throughout the day.
 - In our next exercise, I’ll invite you to practice a 3 minute breathing space. This exercise is optional, and if you’d prefer to take a few moments of quiet without practicing, this is perfectly OK.

3-Minute Breathing Space



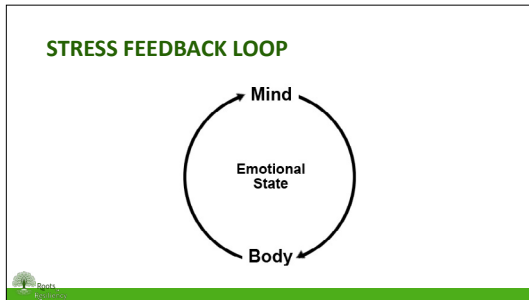
Guided Meditation Audio: <https://soundcloud.com/hachetteaudio/meditation-8-the-three-minute-breathing-space>

- Say:**
- You can think of this meditation like an hourglass. In the first minute, at the top of the hourglass, we'll check in with ourselves to see what's noticeable, right now. In the second minute, we'll narrow our awareness to our breathing, paying attention to physical sensations, moment to moment. In the third minute, we'll again widen our awareness, noticing sensations across the whole body.
 - Distracting thoughts about the exercise, or other daydreams and stories will inevitably arise. When you catch your mind wandering, simply notice this without judging it, and bring your awareness back to the meditation.

Invite participants to sit comfortably, with their eyes lowered or closed. Play audio.

- Ask:** What did you notice? How is this practice different from your normal sense of awareness? How do you imagine this practice could make a change in your daily life?

Stress Feedback Loop



Start by asking question and encouraging discussion.
Provide education on mind-body interactions with stress.

Ask: When we have stressful thoughts, what do we feel in our bodies?

- Say:**
- It is important to understand that the body and mind communicate and experience stress in a cyclical feedback loop. Thinking impacts your physical state, and your physical state impacts how you think. Through this cyclical process, stress may be increased and prolonged.
 - For example, if I consume too much caffeine, I may not only experience physical jitters, but my mind may also wander into more worry, further increasing jitters.
 - When we're stressed, we commonly seek to calm the mind by problem solving, rationalizing, or fixing the problem. While this can help, we may also forget the importance of calming the body. Think of it this way: Our body can either be an amplifier (elevating our mental stress in a feedback loop) or an antenna (helping us notice stress is here, and providing an opportunity for physical calming).

Mindful Movement



Explain mindfulness movement and facilitate 2-3 light stretching exercises.

Throughout stretching, facilitate mindful body scanning, noticing different areas of the body. Invite students to feel the depth and sensation of stretches in the skin, muscles, joints, pulse/blood, and bones.

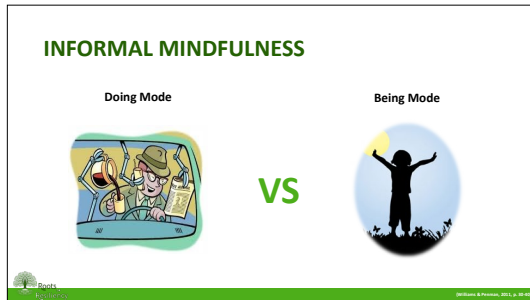
Invite students to notice after-effects/ physical sensations when returning to resting position. During stretches, direct participants to also pay attention to their breath, body posture, facial expression, thoughts, and emotions.

The goal is to help students see how many different present moment experiences can be noticed when stretching.

- Guides found here:
https://www.ucalgary.ca/staffwellness/files/staffwellness/full-body-stretches_2.jpg.pdf
- https://www.ucalgary.ca/staffwellness/files/staffwellness/computer_and_desk-stretches.jpg.pdf

- Say:**
- Just as a breathing space meditation can help us move into the present moment, stretching can also be a great anchor for present moment awareness. Plus, it carries added physical benefits.
 - Next, we'll be engaging in some mindful movement. The purpose of this exercise is not athletic, but to try using simple stretching as an anchor for present moment awareness. Please pay attention to your own limits; do only what works for you.

Small “m” mindfulness



Discuss doing mode vs. being mode, and the more informal mindfulness practice we can cultivate in our life.

Ask: What’s an activity you’ve done recently, where you paid very little attention to what you were doing?

- Say:**
- Another way of looking at mindfulness is “doing mode” versus “being mode”
 - We spend most of our time in the doing mode, where we carry out tasks on autopilot while thinking, analyzing, remembering, and daydreaming. This is normal and inevitable. However, it can sometimes feel like our minds are cluttered and we’re going about our habits without much awareness for the present moment.
 - Through mindfulness, we intentionally shift into being mode, where we focus our attention and awareness to experiences in the present moment. Throughout the day, we can come home to an awareness to our bodies, emotions, and thoughts. This often leads to wiser choices on how we react and behave.

Ask: It’s can be very helpful to engage in activities where we’re immersed in the present moment. Can you think of any in your life? Or any that you’d like to start or get back to?
(Williams & Penman, 2011, p. 30-40)

Resources

Resources

Reading:

- The Upside of Stress, Kelly McGonigal
- Mindfulness: An 8-Week Plan for Finding Peace in a Frantic World, Mark Williams & Danny Penman

Student Wellness Services:

- Online mindfulness guide
- Workshops, online self-help, group & individual counselling, health services. Book an appointment to learn more!

Apps:

- Mindfulness Coach
- Mindshift
- Calm

Explain different resources.
You can invite students to take a picture of this slide.

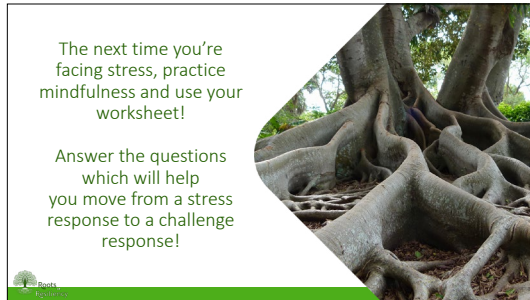


Note: Resource will likely look different in your community, and for your population for participants

Feel free to add resources
unique to your institution or
community to the slide.

Say: If you're looking for further reading on today's topics, apps that provide guided mindfulness meditations, or services for further learning, please feel free to follow up with any of these resources.

Call to Action




Share homework activity

- Say:**
- To summarize; when we become mindful of what's happening in our bodies and minds in response to stress, we have an opportunity. We can choose to see it as normal, natural, and helpful, using our knowledge and tools to respond more wisely.
 - The next time you're experiencing stress, practice mindfulness and utilize your worksheet. Remember the 4 As, and use them to generate options and strategies to manage your stress.

Ask: Does anyone have any questions about today's content or resources?

Next Week



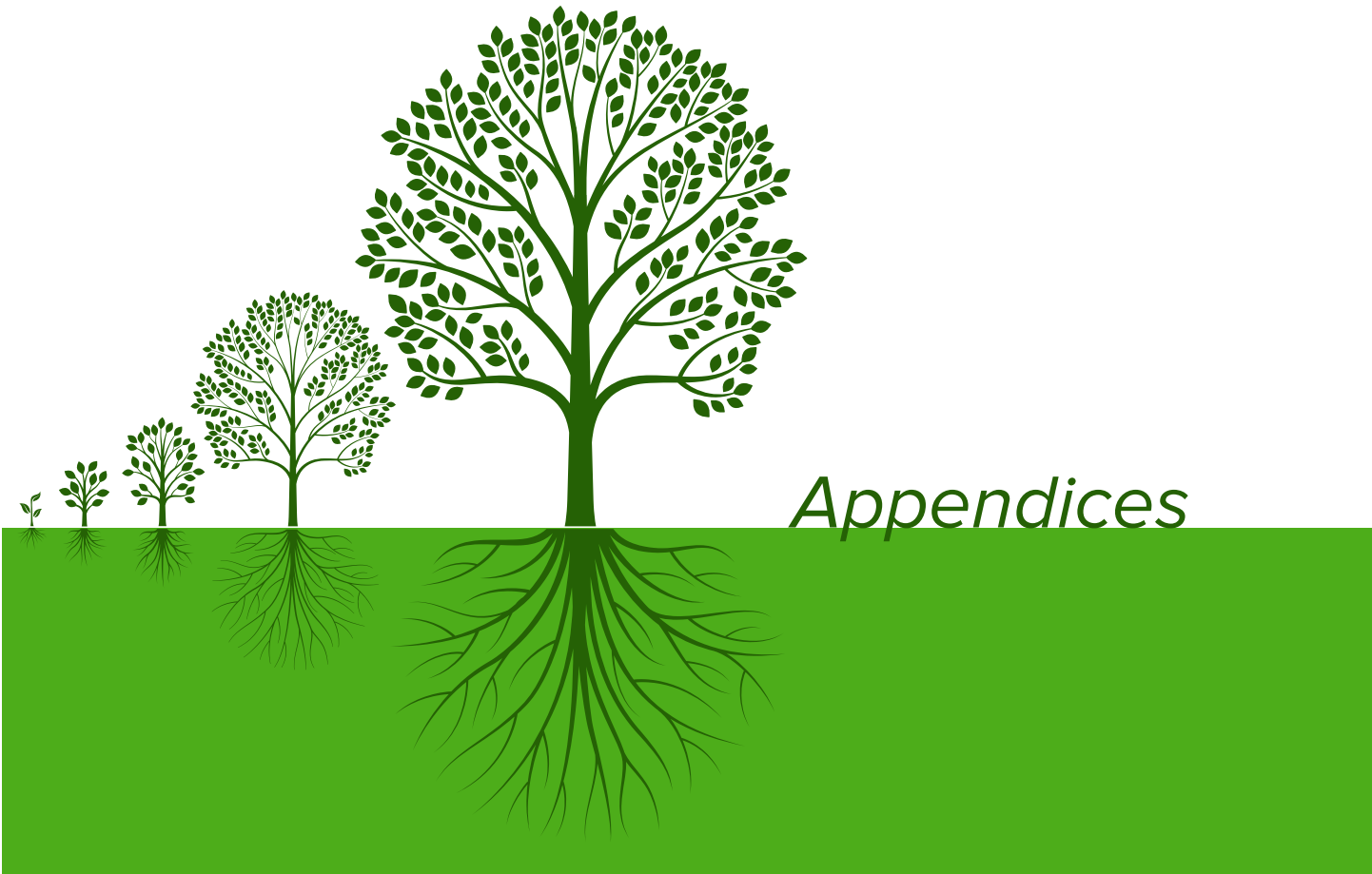
TOPIC:
Description:
TO DO: Insert introduction activity
for next session

NEXT WEEK

Provide a brief introduction to the next session with a reminder to complete the pre-session learning activity, which should be emailed to participants following today's session.



Roots ^{OF} Resiliency



Facilitation Resources

Email Templates

Welcome Email:

Thank you for registering for Roots of Resiliency for **[insert semester and year here]**!

The program will start **[insert date, time, and location here]**. Please arrive at **[insert start time here]** and **[insert any special instructions, e.g. look for specific room]**. I will be there to greet everyone.

This session will be the introduction to the Roots of Resiliency program and is mandatory for participation.

Please note: Roots of Resiliency is only open to students at this time.

In the meantime if you have any questions, concerns or are unable to make Roots of Resiliency, please let me know!

Thank you!

[Insert program coordinator contact information here]

Reminder Email 1: Post 1 -, Pre 2 – session

Hello everyone,

It was great to meet you all last week! I look forward to continuing to get to know you and working together on enhancing our wellness and resilience. Next session will be **[Insert next session details here: date, time, location]**

I've included here a brief summary of the ideas discussed in our session this week. Wellness is a dynamic process of maintaining fulfillment in several inter-related areas of life, including social, physical, spiritual, emotional/psychological, academic/career, financial, and environmental. Wellness is not static; it's not something that we achieve and it stays there. Rather, wellness requires ongoing commitment to attend to each of these areas over time.

Next, you were introduced to the concept of resiliency. Resiliency refers to the ability to adapt in a healthy way in response to a challenge or change, often by shifting to a new way of working or living when an old way is no longer working. It can include the capacity to “bounce back” from adversity. Resiliency also involves an individual’s responsibility to reach out and access supports and resources in the communities around them, in addition to the community’s responsibility to provide the resources and supports that people need to thrive. Several personal factors have been associated with resiliency, including:

- Emotional stability
- Flexibility
- Courage
- Optimism
- Sense of humour
- Positive role models
- Strong sense of self
- Feelings of self-control
- Developing and drawing on a support group
- Engaging problem solving skills
- Connectedness to the world larger than yourself
- Ability to empathize with others
- Physical awareness
- Determination
- Creativity

This week, consider how you might be showing resilience in small ways. Maybe it’s by reaching out to a friend, asking a professor for help, or continuing to put one foot in front of the other. All of us are resilient in some way.

At the end of the session, we invited you to start thinking about a goal to help enhance your wellness over the seven weeks. We started working through a **personal resilience development plan** that will support you in creating an achievable plan for success. Each of you have the opportunity to meet with **[insert name of mental health professional]** for a 30-min session to refine your goals. If you missed this session and would like to reschedule, please let me know.

Our next session will be **[insert introduction to second session]**.

[Insert program admin contact information here]

Reminder Email 2: (Post Session 2-7)

Hi all,

Just a small reminder for Roots of Resiliency this week: **[Insert next session details here: date, time, location]**

Keeping in mind the skills and strategies learned in the **[insert previous session title]** session, **[insert question from the call to action e.g., what is one way you moved this week]?**

Next session will focus on **[insert title & introduction for next session]**.

Please let me know if you have any questions or concerns.

Thank you!

[Insert program admin contact information here]

Program Completion Email:

Hello,

Thank you for attending Roots of Resiliency **[insert semester and year here]!**

Please remember to follow-up for your one-on-one session. If you have not scheduled your one-on-one session, or need a reminder, please contact **[Insert program coordinator contact information here]**.

[Insert any relevant on-site resources, or resources discussed throughout the program. This can include any follow-up information]

Please let us know if you have any questions or concerns!

[Insert program coordinator contact information here].

Session Introductions and Calls to Action

Session Introductions

These session introductions are to be shared the week prior to the session by handout/verbally or in the presentation slides, and sent in the reminder emails prior to the session.

Introduction to Social Connectedness:

Social wellness refers to the relationships we have and how we interact with others around us. Social wellness involves building healthy, nurturing and supportive relationships as well as fostering a genuine connection with those around you in your communities. Before the next session, watch this short video by researcher Robert Waldinger: *What makes a good life? Lessons from the longest study on happiness*. We will discuss the ideas in this video at the start of our session.

Introduction to Let's Move!:

Movement is essential for every aspect of health. Movement is crucial for growth, learning, interacting with others, physical strength and endurance, mental well-being and our activities of daily life. Prior to the Roots of Resilience session on Physical Activity and Movement, please take note of where movement is present in your day and perhaps where it appears to be absent. The video *"Let's Make Our Day Harder"* by Dr. Michael Evans is available here: <https://www.youtube.com/watch?v=whPuRLi4c0> and will support our discussions during the session.

Introduction to SMART Student Nutrition:

An introduction to the benefits of healthy eating as well as tips and tricks to help you stay healthy while navigating life as a student.

Questions to think about for next week:

1. What influences the good choices that you make both positively and negatively?
2. What are some barriers to eating well?

Introduction to Spiritual Connectedness:

Spiritual wellness points to some of the ways we find inner nourishment from moving experiences beyond the day-to-day grind of work and study. These experiences often produce a sense of wonder, gratitude and wellbeing. In this session, we will spend time exploring how we might encounter these experiences in surprising ways. In preparation for this session, you are invited to watch this TedTalk called *Nature, Beauty, Gratitude*.

Introduction to Stress Management:

Daily stress can affect us all; sometimes it can even feel overwhelming. In this session, we will introduce you to the role of mindset and how it influences the experience of stress. We will also discuss and practice several skills to enhance how to cope with the stressors in our lives. The following TedTalks will support our discussion: *How to make stress your friend* by Dr. Kelly McGonigal, and *How to stay calm when you know you'll be stressed* by Daniel Levitin.

Questions to consider for next week:

1. What experiences/issues contribute to your experience of stress?
2. What are the ways that you de-stress?

Introduction to Resilient Thinking:

Our thoughts have a significant impact on our mental health and resiliency. The perspective we have about life or a specific situation shapes what we do and how we feel. For example, being resilient does not mean the absence of failure or setbacks, rather it refers to the perspective we bring to these experiences and how we subsequently choose to respond. Have a look at this short video: *Famous People Who have Failed*. Prior to the Resilient Thinking session, try observing your thoughts like a scientist, noticing them without judgment. Like a scientist, consider writing down the observations you make about your thoughts...are there patterns, are there certain words that repeatedly show up, are your thoughts fast or slow, scattered or linear?

Calls to Action

Calls to Action are invitations for participants to stay actively engaged in the learning process throughout the week. They are also an opportunity for participants to tailor the program to meet personal development goals. Calls to Action are to be shared at the end of each session and debriefed at the start of the next session during the Check In.

Introduction Week

Complete your Personalized Resilience Plan and meet with mental health professional for your one-on-one consultation session.

Social Connectedness

Based on what you learned today, what is one SMART goal you can work toward this week to enhance your social connections?

Let's Move!

- Where did you notice moving around more? E.g. getting to class, walking from public transport, car?
- Did you notice any opportunities for physical activity throughout your day?
- What challenges/barriers to moving around did you observe?

Spiritual Connectedness

- What are you grateful for this week? OR what 'rhythms' in your life have you noticed in this week?
- Thinking and reflecting on spiritual connection, how have you taken time to connect to something spiritually nourishing?
- What challenges/barriers are there to making time for spiritual reflection/connection?

SMART Student Nutrition

- Were you able to set a SMART goal around something related to Nutrition in your life?

- If not, what are some barriers that are in the way?
- What things have you noticed have been working with regards to your SMART goal?

Resilient Thinking

- What is a SMART goal for healthier thinking you will work toward this week?
- Consider how you might practice a growth mindset; or possibly keep track of thinking traps in a journal and see if you can apply one of the strategies for moving out of the thinking trap.

Stress Management

- How were you mindful this past week?
- How did you implement the four As of stress management?

Check-in Guide

Checking in with participants of the Roots of Resiliency program is a great way to gain insight into how participants are doing with program material, while building rapport. Checking in also allows the facilitator and program coordinator to see how and if program participants are applying the Roots of Resiliency material in their daily life, while discussing any challenges or barriers that participants may be facing.

Check-ins begin at the start of Session 2 and every session thereafter. They are typically **facilitated by the program coordinator**, who is a consistent link between each session. Check-ins include:

- Using effective facilitation skills (see Facilitator Tips)
- Casually greet individual participants (Say: hi, hello, how are you?)
- Wait for the group to get settled
- Temperature check – ask how the group is feeling overall
 - Identify any areas of concern for the group, e.g. exam period, assignments due
 - Identify any issues/struggles students might be experiencing, e.g. lack of sleep, tiredness
 - Acknowledge and validate challenges
- Follow-up with **call to action** from previous week
 - Review 1 – 2 highlights from previous week’s content
 - Review **call to action** questions/task from the previous session
 - Invite participants to identify areas of success, what lead to the success, and what participants can do to sustain success
 - Identify areas for improvement, barriers for completing **call to action**, and what participants can do to help overcome identified barriers. Draw on support and encouragement from peers.

Personalized Resilience Plan: Guidelines for Facilitator/Mental Health Professional

Background: The personalized resilience plan is an integral part of the Roots of Resiliency program, allowing participants opportunity to customize the program for their own wellness needs.

Materials:

- Setting Goals for a Healthy You! Handout
- Sign up sheets for Week 1 and Week 7 consultation appointments. Sufficient 30-45 minute time slots for all participants should be available during business days between Week 1 and Week 2, and in the week following Week 7 session for the consultation appointments.

Facilitator Requirements:

- Should be a mental health professional (e.g., social worker, counsellor, psychologist, mental health nurse) with training in post-secondary mental health.
- Often significant mental health concerns can be identified during the one-on-one appointments as improving mental health is a strong motivator for participants in Roots of Resiliency.
- Will be responsible for scheduling 30-45 minute one-on-one sessions with each participant after the first and last Roots of Resiliency sessions. Sign up sheets with available time slots are to be distributed during the first and last sessions.

Instructions:

Session 1:

- During Session 1 for Roots of Resiliency, provide participants with the **Setting Goals for a Healthy You!** Handout. Allow time (approximately 20-30 minutes) for participants to start working on their personal resilience plan. Normalize that participants are not expected to complete their plan during Session 1. Offer encouragement to continue to reflect and work on the plan before their one-on-one Check In appointment.
- Circulate the room, responding to questions.
- It is normal for participants to feel uncertain about the goal they have set as they learn goal-setting in this context. Often, coaching and encouragement is needed to help participants narrow down their goal to one that is sufficiently specific, measurable, achievable, realistic, and time-bound.
 - Use guiding questions and paraphrases to help participants narrow the focus of their main change goal and set short-term SMART goals.
 - Be mindful of protecting privacy as much as possible in the group setting by maintaining a soft voice, limiting probing of personal information, and focusing on strengths-based feedback.

- At the end of Session 1, circulate the Sign-Up sheet for Week 1 consultation with the designated Mental Health Professional who will be conducting the one-on-one sessions with participants.
- Encourage participants to complete their **Setting Goals for a Healthy You!** handout to the best of their ability prior to their scheduled one-on-one.

Week 1 One-on-one Consultation Appointments:

- One-on-one appointments should be 30-45 minutes in length.
- It will be very important for the facilitator to be attentive to time management.
- Assist participant in refining their personalized resilience plan to be as achievable as possible. Many participants are new to SMART goals, at least outside of the academic context, so intentional use of questions to help them develop specific goals is important.
- Mental health concerns are likely to become apparent during the one-on-one appointment. The goal of one-on-ones is to develop an achievable personal resilience plan. Listen and validate the participants' experiences without getting drawn into the mental health concern. Maintain focus on developing the personal resilience plan. Use your questions to direct the participants' focus back onto the change plan. Remember, this is not a therapy session. If there is concern about the student's or other's safety, be sure to refer to the appropriate urgent supports (e.g., counselling, medical doctor, hospital). Some students may also benefit from referral to counselling if they are not already connected to formal mental health support.

Week 7 One-on-one Consultation Appointments:

- During the last session, distribute a sign-up sheet for the one-on-one consultation appointments.
- One-on-one appointments should be 30 minutes in length.
- Maintaining a strengths-based approach, assist participants' reflections about carrying out the personal resilience development plan. Use questions to help them identify their successes and areas for growth.
- It is normal for participants to experience challenges in the change process that may impede initial goals. Normalize the change process, expecting forward steps, side steps, and back steps. Offer encouragement and foster reflection for what they might do differently next time. Throughout, validate how the participants have demonstrated resilience (e.g., problem-solving skills, social support, use of humour, role models, perseverance).
- Assist participants in identifying next steps for maintaining and/or developing their personal resilience goals.
- Invite reflections about key learning from the program and how it has positively affected their experience as a student.

Session Handouts

Introduction

- Wellness Icebreaker
- Setting Goals for a Healthy You!

Building Social Resilience

- Circles of Contact
- Questions for Building Interpersonal Closeness
- Defining & Setting Boundaries
- Random Acts of Kindness
- Write a Gratitude Letter
- Plan a Date

Lets Move!

- Let's Move! handout
- Physical activity guidelines

Spiritual Connectedness

- *No handouts*

Smart Student Nutrition

- Food Guide Snapshot
- Eating Out the Healthy Way
- 10 Easy Steps
- Nutrition Resources Available to Students
- Smart Goal Worksheet

Resilient Thinking

- Thought Cloud Exercise
- Thought Feeling Behaviour Triangle
- Thinking Traps
- Catching your Thinking Traps
- Getting Unstuck from Thinking Traps

Stress Management

- 4A's Worksheet

Spiritual Connectedness: Session

Suggestions & Resources

Conversation Café

Conversation café refers to a style of conversation that invites engagement from people of varying opinions and experience who have a common passion for sincere discussion about things that matter.

Agreements

Possible agreements/values to provide the foundation for the conversation:

- **Open-mindedness.** Listen to and respect every person and their point of view.
- **Acceptance.** Suspend judgment as best you can.
- **Curiosity.** See to understand rather than persuade.
- **Discovery.** Question your own old assumptions and look for new insights.
- **Sincerity.** Speak honestly from your heart about what has personal meaning for you.
- **Brevity.** Go for honesty and depth but don't go on and on.

A Possible Process:

The host welcomes everyone, sets the theme for the conversation, reviews the process and agreements, sets a time limit and calls for a moment of silence to relax, reflect and become open.

Round One: Passing around a 'talking object' (something symbolic or just handy that is held by the person who is speaking), each person speaks briefly to the topic. It's okay to pass. No feedback or response is given to others.

Round Two: Again with the talking object, each person speaks briefly, either deepening or adding to what they have already said or speaks to another's' remarks.

Round Three: An open, spirited conversation. The talking object is placed in the center and may be picked up by anyone who wishes to speak, ask a question or respond to another's remarks. The talking object is placed back in the centre and again picked up by another who wishes to speak, ask a question or respond to another's remarks. Keep in mind the agreements.

Final Round: Each person says briefly what was meaningful for them.

Preamble:

The idea here is that a deep connection with our bodies, minds, and something beyond ourselves builds resiliency. It is easier to care about ourselves and each other, and to see the beauty in the world when we feel connected to it. This can be through our feet on the earth, the deep resonance of a drum beat that we feel as a group, the movement of dance, a group meditation, etc. Feeling that we are all part of an interconnected web of life increases resiliency by making it harder to feel isolated or lonely. This experience is an invitation for the students to catch a tangible glimpse of how it feels in their body to connect with a greater whole. The University of Calgary had access to a trained drum circle facilitator, so this part was a drum circle. Below we have listed some alternative activities you could try instead, as well as a potential drum circle outline if you have access to a drum circle facilitator.

Alternate Activities:

Here are some potential activities you could try instead of a drum circle. Consider what resources are available to you as a facilitator. What skills do you bring, what is available in your university community, what is available in your broader community? Be careful about cultural appropriation here; do not lead an activity that is sacred in a culture or religion that you are not active in.

- A nature/plant walk
- Walking meditation
- Group breath work and/or a body scan
- Walking a labyrinth
- Doing a finger labyrinth together
- Group song, or toning together in a circle
- A body percussion, found sound, or home made instrument circle
- Participating in a round dance or folk dance
- A smudge and sharing circle or similar indigenous ceremony led by an elder and/or indigenous community leader.
- Interpretive style dancing/group movement

What this activity should include:

- An experience that is accessible to anyone, no matter their background or mobility
- Elements of individual and group expression, an embodied activity, and/or connection to something beyond themselves (such as nature)
- Movement
- If possible, have some fun together!
- A connection to resilience/purpose/meaning

A possible outline for this activity/ DO:

- An intro/lesson that is easy and fun
- A goofy game
- Exploring a grounding movement/pattern vs a frantic one
- Exploring an individual sound or movement vs a communal/connected sound or movement.
- Wrap up/debrief of what participants noticed, and how it relates to their life.

Drum Circle Outline:

If you have access to a trained drum circle facilitator, here are some ideas for a potential drum circle format, which was created to achieve this feeling of connectedness in an embodied way.

NOTE: Drum circles can be incredibly vulnerable spaces for folks to inhabit, particularly if they've ever been shamed for not having "musical talent". Below is a small excerpt of the script our facilitator used at the University of Calgary Roots Program. **This is an example of what you can say** to introduce concepts of connections and rhythms in our lives. The emphasis is on making it feel easy, accessible, natural and fun. If people are having fun together, they are usually connecting. This script is only a small sample, in order to provide a sense of the tone and the metaphorical ties to resilience you could include. However every facilitator will bring their own flavour and specific words and actions:

"Drums (or you could sub out music/dance etc.) have been used throughout the world and throughout time as a great connector. Drums are used for ceremony, for healing, to communicate, to celebrate, to mourn. They connect us to ourselves, and with one another.

*Rhythm as a concept may seem intimidating to some of you. It may come as a surprise to consider that every one of us is constantly engaged in and experiencing rhythms in life. **They are connecting patterns that happen constantly.** Consider the sun as it rises and sets each day, or our breath as it comes into and out of our body. We are participating in these rhythms constantly without even realizing it, connected to greater patterns at work in the world.*

ASK: *What other rhythms are happening around us and within us? (I.e. walking, running, the flow of traffic, the seasons, the school year - exams, summer, etc. notice that some rhythms are calm, some frantic, some exciting, some all of the above).*

We are going to play a slow, spacious rhythm that sounds like a heartbeat, which is the first sound we as humans hear. Notice how it feels in your body as we play this rhythm. Notice what happens as the rhythms later move from slow and spacious to faster paced and maybe a little frantic. Later when we are improvising, you can always come back to the steady Heartbeat Rhythm as a way of re-grounding yourself."

Below is an **example of what you can do**. This is an outline for a resiliency building drum circle that was used by the University of Calgary's Roots of Resiliency Program as the Second Expression of Spiritual Connectedness:

1. Quick intro to djembes/drums, acknowledging their cultural background and connection. This can also be a great time to acknowledge drumming that might be indigenous to the land you're on, and gratitude for those who have played the drums to care for the land and all of the creatures on it for millennia
2. Quick and goofy Drum Lesson (bass and tone)
3. Heartbeat Rhythms - slow then faster. This activity can be found in the rhythm2recovery materials listed in the references section of the appendix)
4. Rhythm Stew (add in one at a time) to a full, facilitated improvisation circle. (omit this if you are short on time)
5. Quick Debrief - what notice/takeaway

Some **example questions that you could say** in the debrief, or incorporate during the activity, to help integrate what the participants experience. These are designed for the drum circle, but could be adapted for other activities as well. Pull out only a couple of these questions to use.

- How did that feel for you? What happened in your body as we played slow vs fast rhythms?
- What did you notice made participating easier or harder? (often things like pausing, listening, joining what others are playing, come up)
- Did you feel a shift in the room, between when you started and the end? What do you think that is? (I call it connection - connection to ourselves, our bodies, and each other.)
- Where do you experience connections like that in your life?
- How do you think those connections could build your resiliency?
- What are the bass beats or deeper waters that ground you in your life when you get stressed or lost?
- What rhythms or patterns do you notice you engage in in your life?

Resources

General Facilitation

- Braver Spaces guidelines: Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In Landreman, L. (Ed.), *The art of effective facilitation: Reflections from social justice educators* (pp. 135-150). Sterling, VA: Stylus.
- Consider using facilitation and teaching strategies such as ‘Chunk and Check’ to evaluate the pace and level of comprehension of participants: <http://www.health-literacyplace.org.uk/tools-and-techniques/techniques/chunk-and-check/>
- Principles of Adult Learning: <https://www.med.mun.ca/getdoc/99c39da7-a8ac-40c8-9d6b-91b1a7bb3d0e/Principles-of-Adult-Learning-separate-file.aspx>



Session Resources

Facilitators provide handouts with relevant resources for each topic, including resources within the campus and larger community. The following are some of the resources typically recommended:

Physical Literacy

- Be Fit for Life (n.d.). *Let's warm up! Junior high edition*. Retrieved from <http://benefitforlife.ca/resources/jrhighwarmup>
- Be Fit for Life (n.d.) *Physical literacy handout and worksheet*. Retrieved from <http://benefitforlife.ca/resources/plhandout>
- Canadian Society for Exercise Physiology (2020). *Canadian 24-hour movement guidelines*. Retrieved from <https://csepguidelines.ca>
- Canadian Society for Exercise Physiology (n.d.). *Canadian physical activity guidelines*. Retrieved from https://csepguidelines.ca/wp-content/uploads/2018/03/CSEP_PAGuidelines_adults_en.pdf
- Evans, M. (2013). *Let's make our day harder*. Retrieved from <https://youtu.be/whPuRLil4c0>
- Local Recreation Centres, Sport Facilities and Community Fitness Centres
- Participaction. Retrieved from <https://www.participaction.com/en-ca>
- Suzuki, W (2017). *The brain changing benefits of exercise*. Retrieved from https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise?language=en#t-8962

SMART Nutrition

- Alberta Health Services. (2012). *Eating out the healthy way*. Retrieved from <https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-eating-out.pdf>
- Government of Canada (2020). *Food Guide Snapshot*. Retrieved from <https://food-guide.canada.ca/en/food-guide-snapshot/>
- Nutritionist services in the campus or larger community.

Spiritual Connectedness

- Campus faith/spirituality spaces and resources.
- Community faith/spirituality spaces and resources.
- North America Interfaith Campus Resource: <https://convergenceoncampus.org/>
- Wellness Drum Circles Facilitation Resource: <https://rhythm2recovery.com/>
- Find a drum circle facilitator: <https://www.dcfg.net/>

Social Resilience

- 36 Questions from: Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. *Personality and Social Psychology Bulletin*, 23(4), 363–377. <https://doi.org/10.1177/0146167297234003>
- Banks, A. (2016). *Wired to connect*. New York, NY: Jeremy P. Tarcher/Penguin.
- Brown, B. (2013, Dec). *Brené Brown on Empathy [Video File]*. Retrieved from <https://www.youtube.com/watch?v=1Evvwgu369Jw>
- Greater Good Science Centre (n.d.). *Gratitude letter*. https://ggia.berkeley.edu/practice/gratitude_letter?_ga=2.31183103.1133454617.1591841713-833052183.1581552848
- McGonigal, K. (2015). *The upside of stress: Why stress is good for you, and how to get good at it*. New York, NY: Avery.
- Tend and Befriend Stress Response: See https://greatergood.berkeley.edu/article/item/how_to_transform_stress_courage_connection

Resilient Thinking

- Dweck, C. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Briceno, E. (2012, November). *The power of belief: Mindset and success*. TEDxManhattanBeach [Video file]. Retrieved from: <https://www.youtube.com/watch?v=pN34FNbOKXc>
- Burns, D. (2008). *Feeling good: The new mood therapy*. New York, NY: Plume.
- Sloane, P. (n.d.). *5 great questions to ask yourself after a failure*. Retrieved from: <http://www.lifehack.org/articles/lifehack/5-great-questions-to-ask-yourself-after-a-failure.html>

Stress Management

- McGonigal, K. (2015). *The upside of stress: Why stress is good for you, and how to get good at it*. New York, NY: Avery.
- Williams, M., & Penman, D. (2011). *Mindfulness: A practical guide to finding peace in a frantic world*. London: Piatkus.
- Apps:
 - Mindfulness Coach
 - Mindshift
 - Calm

Websites:

- UCalgary's Online Mindfulness Guide: <https://www.ucalgary.ca/wellness-services/staying-healthy/learning/online-learning>
- 4 A's of Stress Management: <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-relief/art-20044476>

Glossary

Physical Literacy

Physical Activity: Any bodily movement produced by skeletal muscles that requires energy expenditure (WHO, 2014)

Physical Literacy: “Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activity for life.” (International Physical Literacy Association, 2017)

Motivation: Motivation is a driving force through which people strive to achieve their goals and fulfil a need or uphold a value. (Mullins, 2002)

Confidence: Confidence can be described as a belief in oneself, that one has the ability to meet life’s challenges and to succeed (Psychology Today, 2020)

Competence: The quality of being competent; possession of required skill, knowledge, qualification, or capacity ([Dictionary.com](https://www.dictionary.com), 2020)

Play: Play is a process that is freely chosen, personally directed and intrinsically motivated. That is, people determine and control the content and intent of their play, by following their own instincts, ideas and interests, in their own way for their own reasons. (Childs Play Canada, 2020)

Spiritual Connectedness

Body Percussion: the act of creating sound using only your body, eg. using your voice, clapping, snapping or stomping.

Conversation Cafe: refers to a style of conversation that invites engagement from people of varying opinions and experience who have a common passion for sincere discussion about things that matter.

Cultural Appropriation: The act of adopting the traditions, art, customs, ideas, practices etc. of a people or culture by members of a different, often more dominant people or culture as their own.

Drum Circle: a circle of rhythm, often facilitated, involving people sitting in a circle and creating improvised music together, often using hand drum and small percussion.

Embodied: to exemplify or express something in concrete form, in this case in one’s body.

Found Sound: the act of creating sounds from whatever you find around you, eg. a washerboard, box of smarties, a wooden spoon on a glass or metal bottle, bowls, pots, etc.

Identity: an individual reality, relational process and/or a classification term that is socially and often historically bounded by gender, class, race, sexuality and so on. It can also be bounded by one's own immediate experience, here and now. Identity points to one of the common 'big questions' that preoccupy university students: Who am I? or Who can and will I become?

Labyrinth Meditation (walking or finger): a reflective process involving an inward journey, experienced by walking a labyrinth pattern on the ground or a finger labyrinth carved into a board. A labyrinth is like a small maze with only one path, there are no tricks or dead ends.

Meaning: comes from the lifelong internal process of seeking personal authenticity in relationship to self and others. It is part of the search for significance or importance and points to one of the common 'big questions' asked by university students: What is the meaning of life and do I matter? (Adapted from Cultivating the Spirit pg 27 **see note below.)

Purpose: the reason for which someone exists, including the hope to have an aim or goal in life. Points to a one of the common 'big questions' asked by university students: Why am I here and how will I contribute to society?

Religion: while religion has traditionally been closely aligned with spirituality, more current conceptions are much broader. Religion includes "...an adherence to a set of faith based beliefs (and related practices) concerning both the origins of the world and the nature of the entity that is believed to have created and govern the world" (pg 5 Cultivating the Spirit). It usually involves membership in a community of believers/practitioners and participation in ceremonies or rituals. Some students will view their religion as the primary place they practice their spirituality while others will view religion as having little or no connection to their spiritual life. Other ways of defining religion are given below (religious heritage/tradition).

Religious heritage: One's familial or cultural history with regards to a dynamic system of beliefs and practices, historically accredited, communally negotiated, institutionally articulated and personally appropriated, aimed at realizing a comprehensive vision of human flourishing." (page 20 Kaleidoscope program package, 2020.)

Religious Pluralism: Engaging across lines of religious and spiritual differences

Religious tradition: A long-held adherence to a religion ie: a "social arrangement designed to provide a shared, collective way of dealing with the unknown and un-knowable aspects of human life, with the mysteries of life, death and the difficult dilemmas that arise in the process of making moral decisions" (page 20 Kaleidoscope program package, 2020.)

Sacred texts or Religious texts are writings related to a religious tradition.

Safe space: based on braver space guidelines, a safe space recognizes that everyone brings different knowledges, resiliencies and capacities to a group setting. It encourages everyone to share and participate in ways that do not violate personal boundaries and invites each person to be intentionally respectful, self-aware and mindful of themselves and the group dynamics.

Spirituality: Spirituality is subject to a wide variety of definitions. The definition that has shaped this workshop is based on the Astin 7 year research. We would say spirituality “...can be thought of as an animating, creative, energizing, and meaning-making force” (pg 28 Cultivating the Spirit). It can also be thought of a connection to a higher power that transcends human existence. It is different from religiousness in that “...religion is characterized by group activity that involves specific behavioral, social, doctrinal and denominational characteristics, spirituality is commonly conceived as personal, transcendent and characterized by qualities of relatedness” (pg 5 Cultivating the Spirit) One of the desired outcomes for this workshop is to have students define or begin to define spirituality for themselves.

Spiritual practice or spiritual discipline is the regular or full-time performance of actions and activities undertaken for the purpose of inducing spiritual experiences and cultivating spiritual development.



Note: The authors of Cultivating the Spirit, How College can Enhance Students’ Inner Lives affirm that “the ‘big questions’ that preoccupy students are essentially spiritual questions: Who am I? What is the meaning of life? Who can – and will- I become?” Included in this could also be: Why am I here and how will I contribute to society” pg 1 and 27

Social Resilience

Empathy: To be nonjudgmental. to understand another person’s feelings; to communicate your understanding of that person’s feelings. Empathy is a skill.

Assertiveness: To hold onto our inner power without taking the power of others. Owning and naming our own experience.

Boundaries: A system of “yes” and “no”s used to protect yourself so that it is clear that you own your life, make good choices, and pursue the authentic expression of who you are in the way you live, love, give and relate.

Tend & Befriend Stress Response: Refers to humans tendency to protect their offspring and seek out their social group for mutual defense, reducing stress-related health threats.

Resilient Thinking

Growth Mindset: The belief that your basic qualities (e.g., intelligence, ability) can be cultivated and grown through one's intentional effort.

Fixed Mindset: Assumes our characters, intelligence, and abilities are static givens that we cannot change in any meaningful way. Success validates this inherent intelligence or ability.

Cognitive Traps: Patterns of thinking that bias the perspectives we take on ourselves, others, and the world around us.

Stress Management

Eustress: Normal, manageable stress that may be interpreted as beneficial

Mindfulness: Purposefully paying attention to the present moment, without judgment

Mindset: An established set of attitudes held by someone

Stress Response: An emergency reaction to a real or perceived threat, which can lead to feeling overwhelmed and experiencing a fight/flight/freeze response.

Challenge Response: Increased energy and performance resulting from the perception that one has enough resources and skills to cope with a challenging situation.

Program Development

According to Corey Keyes (2002), adults with complete mental health are “flourishing”, in that they are filled with positive emotion, and function well psychologically and socially. In contrast, individuals who “languish” experience life in “quiet despair” (p. 210) and stagnation, and lack mental health. Flourishing is promoted through positive emotions, increased engagement in daily activities and interactions with others, and a sense of achievement and meaning in life (Seligman, 2011). A meta-analysis of positive psychology interventions for depression found that they effectively reduced depressive symptoms and increased positive emotions (Sin & Lyubomirsky, 2009). The presence of positive well-being and absence of clinical symptoms relate to academic success for post-secondary students (Antaramian, 2015).

In the same vein as flourishing, resilience is recognized as an individual’s ability to manage and cope with life’s challenges and to maintain wellbeing in spite of adversity (Masten, 2001). Strategies to build resilience and personal competence have been demonstrated to be effective in decreasing vulnerability to mental health issues, as they strengthen the ability to cope with the stressors of the university experience (Canadian Association of College & University Student Services and Canadian Mental Health Association, 2013). For example, Hartley (2011, 2013) found that personal resilience factors were significantly related to mental health in a sample of college students. Interestingly, he also found that intra-personal resilience factors were related to GPA above and beyond students’ ability and achievement. Walton and Cohen (2013) found that increasing student’s perceptions of social connectedness and re-framing social adversity as short-term lead to improved long-term outcomes in health

and wellbeing (e.g., happiness) for a group of university students. Furthermore, Hartley (2013) suggested that increasing resilience should be integral for students who are living with a mental illness while in university, which can lead to higher student retention (Eiseberg, Lipson, & Posselt, 2016). Three specific factors have been suggested to enhance resilience (Mind for Better Mental Health, 2013):

- a. Engaging in lifestyle activities that promote wellbeing;
- b. building social capital; and
- c. developing psychological coping strategies.

Roots of Resiliency Pilot Study

The *Roots of Resiliency* program was first developed and piloted between 2014-2016 in response to the identified need to expand mental health programming for post-secondary students. In particular, this multi-disciplinary program was developed to enhance general wellness and resilience for students self-identifying mild to moderate symptoms of stress, depression, and anxiety. The original *Roots of Resiliency* program was evaluated to assess its impact and effectiveness at improving participants’ well-being. The pilot study revealed significant improvements in Total Wellness, Resiliency, Anxiety, Depression, and HLQ (Holistic Lifestyle Questionnaire) Composite Scores, as measured with a 4-item Wellness Assessment self-report, the 50-item Holistic Lifestyle Questionnaire (College edition), the 9-item Patient Health Questionnaire, the 7-item Generalized Anxiety Disorder scale, and the Connor-Davidson Resiliency scale.

Two student groups, one comprised specifically with indigenous students, were then consulted about the concepts of resiliency and wellness, the *Roots of Resiliency* program content, and the general program structure. The input from the students was analyzed for key themes, which were integrated into the Roots of Resiliency program. An iterative mixed-methods pre-post-1-month-3-month program development and evaluation process was used to revise and evaluate the existing program using a participant-oriented approach.

Qualitative and Quantitative Results

Evaluation of Roots of Resiliency was completed using an iterative mixed-methods pre-post-1-month-3-month program development and evaluation process to enhance the existing program using a patient-oriented research approach. The development and evaluation processes were accomplished through three distinct phases: 1) engaging knowledge users (i.e., student participants and peers) to advise on the existing program, 2) quantitative evaluation of the program, and 3) qualitative feedback on program impact and program content. We engaged student knowledge users as research assistants to support the program evaluation process.

Quantitative Results

A one-way repeated measures ANOVA was conducted to evaluate the main effect of time on resilience, and symptoms of anxiety and depression. Data was collected before the program, immediately after the program, one-month post program and three-months post program.

Results determined a significant main

effect of time on mean resilience scores ($F(3, 42) = 6.79, p = .001; \eta^2 = .33$). Using the Bonferroni correction, post hoc comparisons show a significant increase in mean resilience scores from pre-program ($M = 59.00, SD = 4.93$) to post-program ($M = 68.07, SD = 3.87, p = .02$) with mean scores increasing 15.37%. Results show a significant increase in mean resilience scores from pre-program to one-month post program ($M = 68.73, SD = 3.96, p = .008$), with mean scores increasing 16.49%. There was no significant difference in mean scores between pre-program and three months post program.

Results determined a significant main effect of time on mean anxiety scores ($F(3, 42) = 3.70, p = .02; \eta^2 = .21$). Using the Bonferroni correction, post hoc comparisons show a significant decrease in mean anxiety scores from pre-program ($M = 12.33, SD = 1.29$) to post program ($M = 8.07, SD = 1.06, p = .05$), with mean scores decreasing 34.59%. Results show a significant difference from pre-program to three months post-program ($M = 8.00, SD = .21, p = .03$), with mean scores decreasing 35.13%. There was no significant difference in mean scores between pre-program and one-month post program. Clinical scoring measures indicate that mean pre-program scores represented moderately severe anxiety. Mean anxiety scores post-program, one-month post-program and three months post program decreased to meet the moderate anxiety threshold.

Results using a Greenhouse-Geisser correction determined there was a non-significant main effect of time on mean depression scores ($F(1.83, 25.56) = 1.85, p = .18; \eta^2 = .12$). Clinical scoring measures indicate that mean pre-program scores represented moderately severe depression. Mean depression scores post-program, and three months post program decreased to meet the moderate depression symptoms threshold.

Qualitative Results

In analyzing the focus group data, two major themes emerged.

Participant Development and Experience

Participants had the opportunity to learn skills and engage in activities supporting their own wellness. Enhancing coping skills, fostering interpersonal effectiveness, and creating personalized plans to meet their goals allowed participants to feel empowered and capable to accomplish their goals and apply the skills to their own lives: “It was nice getting a framework, as to how to frame your goals and also go about actually doing them. It makes me feel a little bit more in control and if there’s something that I want to do that I can actually go out and do it.” The program encouraged introspection, and the sharing of lived experiences with other participants. This built connection with themselves, their peers and community. Participants mentioned improved relationships as a result of the program. Sessions supporting the direct application of skills were viewed as the most impactful and engaging by participants: “I really like the session that we did on physical wellbeing just because, they reframed physical wellness in a way that was just kind of cool to see. Oh, it’s not all about just sort of working out it’s really just about seeing the world differently... just trying to I don’t know, take the stairs instead of the elevator...” The program acted as dedicated time to focus on themselves, encouraging balance and a personal commitment to self and practice: “I actually went to every single session and what kind of motivated me was that it actually helped... I actually found it was kind of a relief from things, that I forgot about whatever was bothering me for that hour and a half.”

Program Development

The program approached wellness holistically, emphasizing the student experience. The material presented was relevant and accessible, equipping participants for life beyond the program. “I feel like I have more tools at my disposal to be better able to combat the tough aspects of life.” The program offered a safe space to practice new learning with peers and facilitators and emphasized the value of engaging passionate facilitators. Normalizing the student experience and encouraging the sharing of lived experience, fostered connection: “It was nice to kind of feel like if you’re going through tough problems and stuff...that you’re not alone in this. I lost sight of the other people that are going through different things or the same thing.” A few participants felt the advertised program expectations were vague and suggested increased program marketing. Weekly reminders encouraged accountability to both the program and participants’ own learning. Learning summaries from each session, pre-homework and external resources encouraged further learning outside of program. A few participants mentioned challenges in participating in the program; including external circumstances, scheduling difficulties and failing to complete pre-homework. Additionally, some participants noted lower enrolment and retention-challenges limited their opportunities for connection with others.

References

- Alberta Health Services. (2012). *Eating out the healthy way*. Retrieved from <https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-eating-out.pdf>
- Amos, E. (2014, May). *Fail and success [Video File]*. Retrieved from: <https://www.youtube.com/watch?v=74VijS9HDqc>
- Antaramian, S. (2015). Assessing psychological symptoms and well-being: Application of a dual factor mental health model to understand college student performance. *Journal of Psychoeducational Assessment*, 33(5), 419-429. doi: 10.1177/0734282914557727
- Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., & Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. *Personality and Social Psychology Bulletin*, 23(4), 363–377. <https://doi.org/10.1177/0146167297234003>
- Astin, A. W., Astin, H. S., & Lindholm, J. A. (2011) *Cultivating the Spirit: How college can enhance students' inner lives*. San Francisco, CA: Jossey-Bass
- Banks, A. (2016). *Wired to connect*. New York, NY: Jeremy P. Tarcher/Penguin.
- Berling, J. A. (2004) *Understanding other religious worlds: A guide for interreligious education*. New York: NY: Orbis Books.
- Bonoir, A. (2011). *The friendship fix: The complete guide to choosing, losing, and keeping up with your friends*. New York, NY: Thomas Dunn Books.
- Bourgeault, C. (2003). *The wisdom way of knowing, reclaiming an ancient tradition to awaken the heart*. San Francisco, CA: Jossey-Bass.
- Brown, B. (2013, Dec). *Brené Brown on empathy [Video File]*. Retrieved from <https://www.youtube.com/watch?v=1Evwgu369Jw>
- Burns, D. (2008). *Feeling good: The new mood therapy*. New York, NY: Plume.
- Chickering, A. W., Dalton, J. C., & Stamm, L. (2006). *Encouraging authenticity & spirituality in higher education*. San Francisco, CA: Jossey-Bass.
- Chittister, J. (2007). *Welcome to the wisdom of the world and it's meaning for you: Universal spiritual insights from five religious traditions*. Cambridge, UK: William B. Eerdmans.
- Dweck, C. (2007). *Mindset: The new psychology of success*. New York, NY: Ballantine Books.
- Eck, D. L. (2020). *The pluralism project*. Retrieved from <https://hds.harvard.edu/links/pluralism-project>.
- Eck, D. (2003). *Encountering God*. Boston, MA: Beacon.

Eisenberg, D., Lipson, S. K., & Posselt, J. (2016). Promoting resilience, retention, and mental health. *New Directions for Student Services*, 2016(156), 87-95.

doi: 10.1002/ss.20194

Evans, M. (2013, Sep). *Let's make our day harder [Video File]*. Retrieved from: <https://www.youtube.com/watch?v=whPuRLiI4c0&feature=youtu.be>

Falkner, S. (2017). *Rhythm to recovery: A practical guide to using rhythmic music, voice and movement for social and emotional development*. London, UK: Jessica Kingsley

Government of Canada (2020). *Canada's food guide*. <https://food-guide.canada.ca/en/>

Hartley, M. T. (2013). Investigating the relationship of resilience to academic persistence in college students with mental health issues. *Rehabilitation Counseling Bulletin*, 56(4), 240-250. doi: 10.1177/0034355213480527

Hartley, M. T. (2011). Examining the relationships between resilience, mental health, and academic persistence in undergraduate college students. *Journal of American College Health*, 59(7), 596-604. doi: 10.1080/07448481.2010.515632

Hachette Audio UK. (2011, Mar). *Mindfulness: Meditation 8 – The three minute breathing space [Audio File]*. Retrieved from: <https://soundcloud.com/hachetteaudiouk/meditation-8-the-three-minute-breathing-space>

Heart and Stroke Foundation of Canada (2020). *The benefits of physical activity*. Retrieved March, 2020 from: <https://www.heartandstroke.ca/get-healthy/stay-active/benefits-of-physical-activity>

Horchow, R., & Horchow, S. (2006). *The art of friendship: 70 simple rules for making meaningful connections*. New York, NY: St. Martin's Press.

Hullett, A. (2020). *How to work on your pecs (without a gym membership)*. Greatist. Retrieved from: <https://greatist.com/fitness/chest-workout-at-home>

International Physical Literacy Association (2020). *International physical literacy association*. Retrieved February, 2020 from: <https://www.physical-literacy.org.uk>

Kabat-Zinn, J. (2005). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York, NY: Hachette Books.

Kazanjian, V. H. & Laurence, P. (2006) *Education as transformation, religious pluralism, spirituality & a new vision for higher education in America*. New York, NY: Peter Lang.

Keng, S.-L., Smoski, M. J., & Robins, C. J. (2011). Effects of mindfulness on psychological health: A review of empirical studies. *Clinical Psychology Review*, 31(6), 1041–1056. <http://doi.org/10.1016/j.cpr.2011.04.006>

Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207-222. Retrieved from <http://www.jstor.org/stable/3090197>

Mabry, J. R. (2006) *Noticing the divine: An introduction to interfaith spiritual guidance*. New York, NY: Morehouse.

Masten, A. (2001). Resilience processes in development. *American Psychologist*, 56(3), 227-238.

Mayo Clinic. (2019). *Need stress relief? Try the 4 A's*. Retrieved from <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-relief/art-20044476>

McDermott, N. (2019). *How to do the perfect plank*. Greatist. Retrieved from: <https://greatist.com/fitness/perfect-plank>

McDermott, N. (2019). *How to do the perfect squat*. Greatist. Retrieved from: <https://greatist.com/fitness/perfect-squat>

McGonigal, K. (2015). *The upside of stress: Why stress is good for you, and how to get good at it*. New York, NY: Avery.

Mind for Better Health (2013). *Developing resilience*. Retrieved from: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/developing-resilience/>

National Wellness Institute (2008). *Making wellness work for you*. <https://www.testwell.org/tw/BCGuide.pdf>

Palmer, P. J., & Zajonc, A. (2010). *The heart of higher education: A call to renewal: Transforming the academy through collegial conversations*. San Francisco, CA: Jossey-Bass.

Paul, M. (2005). *The friendship crisis: Finding, making, and keeping friends when you're not a kid anymore*. Emmaus, PA: Rodale Books.

Robinson, L., Smith, M., Segal, J., & Shubin, J. (2019). *Benefits of play for adults*. *HelpGuide*. Retrieved March, 2020 from: <https://www.helpguide.org/articles/mental-health/benefits-of-play-for-adults.htm>

Schwartzberg, L. (2011, June). *Nature. Beauty. Gratitude [Video File]*. Retrieved from: https://www.ted.com/talks/louie_schwartzberg_nature_beauty_gratitude?language=en

Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.

Sloane, P. (n.d.). *5 great questions to ask yourself after a failure*. Lifehack. Retrieved from: <http://www.lifehack.org/articles/lifehack/5-great-questions-to-ask-yourself-after-a-failure.html>

Shapiro, R. (2013) *Perennial wisdom for the spiritually independent: Sacred teaching*. Woodstock, VT: Skylight Paths.

Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis. *Journal of Clinical Psychology*, 65, 467–487. doi:10.1002/jclp.20593

Suzuki, W (2017). *The brain changing benefits of exercise*. TED. Retrieved from https://www.ted.com/talks/wendy_suzuki_the_brain_changing_benefits_of_exercise?language=en#t-8962

Soul Pancake (2013, Jul). *An experiment in gratitude: The Science of happiness* [Video File]. Retrieved from: <https://www.youtube.com/watch?v=oHv6vTKD6lg>

Walton, G. M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331(6023), 1447-1451. doi: 10.1126/science.1198364

Waldinger, R. (2015, Nov). *What makes a good life? Lessons from the longest study on happiness*. TEDxBeaconStreet [Video File]. Retrieved from: https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness?language=en

Williams, M., & Penman, D. (2011). *Mindfulness: A practical guide to finding peace in a frantic world*. London: Piatkus.

International Physical Literacy Association (2020). *Physical Literacy*. Retrieved from: <https://www.physical-literacy.org.uk>

