

*RESELIENCE™:  
OWNING THE POWER OF  
YOUR STORY  
SEL STAFF TRAINING  
WORKBOOK*

*By Dangers of the Mind LLC (DOM)*



DANGERS OF THE MIND

# A MESSAGE FROM DOM

Hey Re**SEL**ient™ Ones,

The reason why we are calling you Re**SEL**ient™ is because you have overcome obstacles by using key Social-Emotional skills. This workbook is provided to you as an extension of the training you have received.

The purpose of this workbook is for you to walk through each **Social-Emotional Competency** and understand how this applies to your personal and professional life. We hope that as you add these Re**SEL**ient™ tools to your toolbox, this workbook will help you apply these skills in your home, work, and community.

We believe in you and we know by activating a growth mindset every day you can be a champion for SEL to those you influence every day.

We hope this workbook provides support for you to continue being Re**SEL**ient™!

Keep DOMinating,

*DOM Team*

**P.S. PLEASE BE SURE TO TAKE THE POST-SESSION SURVEY HERE IF YOU HAVE NOT**



SCAN WITH YOUR  
PHONE CAMERA BELOW:



# FIRST, ALLOW YOURSELF TO FEEL

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Trying to fight our feelings often leads to more suffering. Using negative behaviors to try and numb our feelings is just like putting a Band-Aid on an open wound. It might make you feel better temporarily, but these behaviors do not “fix” the underlying problem.

Further, using negative coping strategies to numb emotions causes people to feel even worse in the long term.



Here are some ways we encourage you to FEEL everyday:

Don't disregard a feeling because it's not a familiar feeling.

Jot down how you feel according to each page in this workbook.

Everything you feel, share with your family or the loved ones around you.

# YOUR OWN EMOTION TRACKER

For the next 14 days, color in the block that corresponds with your primary emotion for that day. If it is a 50/50 day, color in a 50/50 split. This is going to help you become more intentionally in tune with yourself so you can catch and see your triggers more easily.

Notice when you are feeling the more negative emotions and what these feelings look like to you.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	

## Color Coded Scale:



Stressed/Angry/  
Overwhelmed



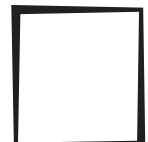
Happy



Sad/Hurt/  
Depressed



Neutral



Other

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# THE "DANGERS OF THE MIND"

Dangers Of The Mind is the everyday attacks against our thought-life that shift our progress! WE look away from our dreams and all of the good things happening in our lives and look towards a big stack of lies, misdirection, and misinformation which serve only to curtail and even derail our vision. Life is always about realizing our greater purpose by harnessing the power of our thoughts and walking in confidence towards success.

***WE CANNOT AFFORD TO HAVE OUR lives and the lives of our families ROBBED OF our HOPES, LOVES, AND DREAMS!***  
***Identifying these DOM's can make you aware of your strengths and limitations so you can combat these attacks with key SEL skills.***



## THE DANGERS OF THE MIND

Brokenness

Fear

Complacency

Distractions

Ego

Pride

Distressed

Perception

Dependent

Insecurities

*Which dangers do you carry most in your life?*

# YOUR RESELIENCE™ STORY

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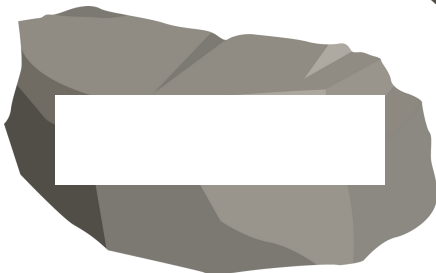
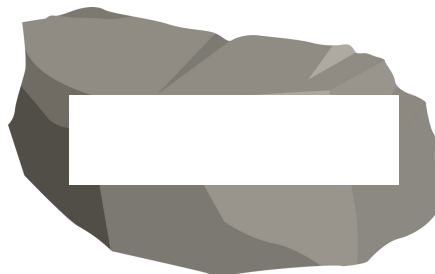
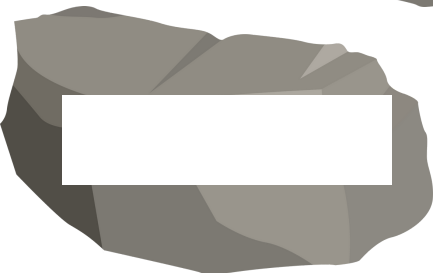
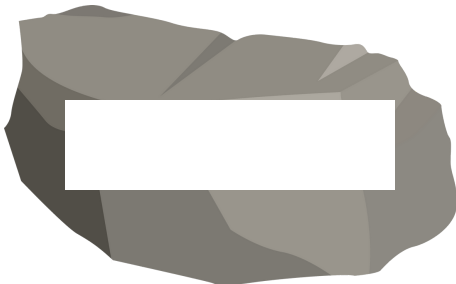
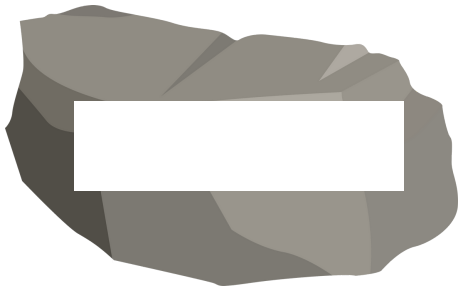
Share your ReSELience™ story by filling in each hexagon with 5 things you have overcome in life.

The image contains five empty hexagons arranged in a staggered pattern. The top row has a yellow hexagon on the left and a blue hexagon on the right. The middle row has a single grey hexagon centered between the two above. The bottom row has a black hexagon on the left and a red hexagon on the right. All hexagons are outlined and have no text inside.

# THE INVISIBLE BACKPACK

We often carry things that hold us back from showing up as our best selves, but these are things others cannot see. They can be quite heavy too. This is called our "invisible backpack."

**What's inside your invisible backpack?**



# WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?

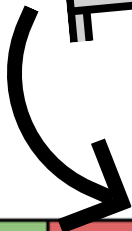
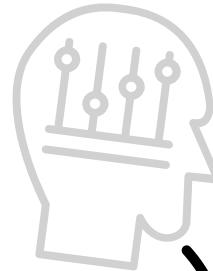
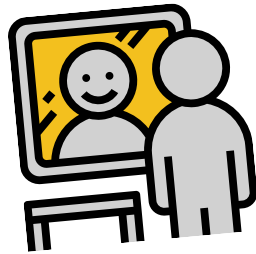
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Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

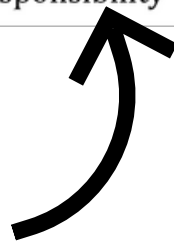




# THE RESELIENCE™ TOOLS



Social Awareness	Self Awareness	Responsible Decision-Making	Self-Management	Relationship Skills
Perspective-taking Empathy Appreciating diversity Respect for others	Identifying your emotions Accurate self-perceptions Recognizing strengths and limitations Self-confidence Self-efficacy	Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical Responsibility	Impulse Control Stress Management Self-Discipline Self-Motivation Goal-Setting Organizational skills	Communication Social Engagement Relationship-Building Teamwork Negotiate conflict constructively Seek and offer help when needed



# SELF-AWARENESS

Self-awareness is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



Try this **Identifying Your Emotions Activity**

A. Spend 5-10 minutes jotting down your immediate thoughts about yourself.

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## DOMAINS

**Identifying Your Emotions**

Accurate Self-Perceptions

Recognizing Strengths & Limitations

Self-Confidence

**Self-Efficacy**

B. Now, talk about what you wrote with trusted friends or family and see what conversations arise.

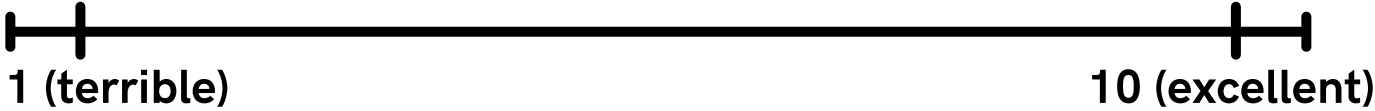
# SELF-AWARENESS CONTINUED

Try this Self-Efficacy Activity



Over a span of 2 weeks, rate yourself from 1-10 each day for effectiveness in your work/career.

Consider: productivity, motivation, happiness, etc.



## WEEK 1

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	AVERAGE SCORE
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TRY TO BEAT WEEK 1'S AVERAGE SCORE DURING WEEK 2

## WEEK 2

Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14	AVERAGE SCORE
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

USING THE LINES BELOW, REFLECT ON YOUR EXPERIENCE

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# SELF-MANAGEMENT

Self-Management is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



**Try this Stress Management Activity**

Below are some stress management options. Circle the ones you can commit to.

## DOMAINS

Impulse Control

**Stress Management**

Self-Discipline

**Self-Motivation**

Goal Setting

Organizational Skills

Exercise

Puzzles

Meditation

Nature walks

Yoga

Create art

Take a bath

Take a nap

Cook

**Add your own!**



# SELF-MANAGEMENT CONTINUED

Try this Self-Motivation Activity



## INTRINSIC MOTIVATION

## EXTRINSIC MOTIVATION

Activities you are driven to do based on happiness and passion

Activities you are driven to do based on money, rewards, recognition, etc.

*Identify areas of intrinsic & extrinsic motivation in your life*

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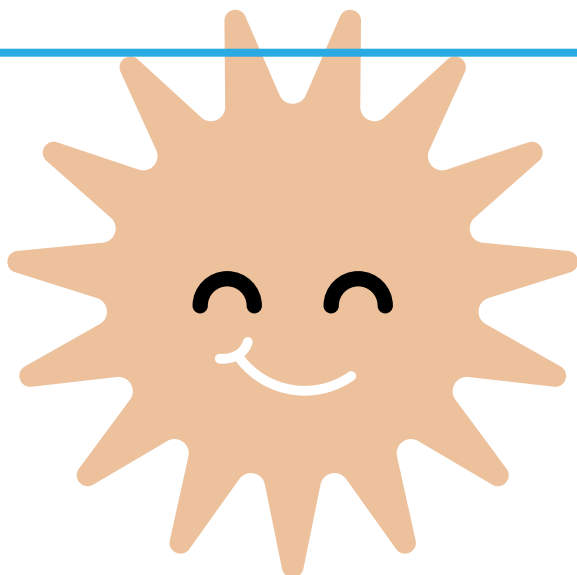
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# SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.



This includes the capacity to feel compassion for others and understand broader historical and social norms for behavior in different settings.

## DOMAINS

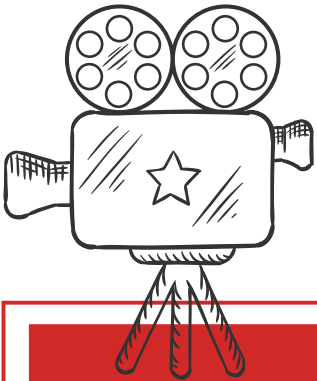
**Perspective-Taking**

**Empathy**

**Appreciating Diversity**

**Respect for Others**

## Try this Perspective-Taking Activity



Watch a movie and pause the movie to ask questions such as: "What would you have done in that situation? Do you feel that decision was best for the main character? Have you ever felt like this person before?"

Pick a restaurant where you can examine your dish and learn about the culture. Share something you are grateful for with someone and ask them the same.



# SOCIAL AWARENESS CONTINUED

## Notes Page

Reflect on the perspective taking activities.

*How did your perspective(s) change?*

*What did you learn?*

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# RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Try these Team Building:  
Ice Breaker Questions

NAME 3 WORDS THAT DESCRIBE YOU.

\_\_\_\_\_

IF YOU WERE ON A DESERTED ISLAND,  
WHAT WOULD YOU BRING?

1.

\_\_\_\_\_

2.

\_\_\_\_\_

3.

\_\_\_\_\_



## DOMAINS

Communication

Social Engagement

Relationship-Building

Teamwork

Negotiate Conflict  
Constructively

Seek and Offer Help  
When Needed



# RELATIONSHIP SKILLS CONTINUED

## Try this Relationship Building Activity



What are your boundaries?

When do you feel like your boundaries are being disrespected?

## A Model For Improving Communication & Relationship Building Skills

This model shares key things you can do to ensure you have more fruitful conversations and build more connected relationships.



Observe where you show strong competency and where you can improve. Where do you excel? Where do you struggle most?



### Active Listening

Use words like: "yes," "uh huh," "makes sense," to show the person you hear them.

Show facial expressions to match what is being said to you. Watch if you become stoic or stiff.

Face them fully as you listen.



### Ask for More

"Can you explain what you mean by that?"

"What did she say?"

"Wow tell me more."

*And be genuine about it!*

### Clarify



"Wait--so \_\_\_\_\_ is how it happened?"

"Basically, you are saying..."

"Are you telling me that....?"

*Show them you want to make it clear on your end.*

### Appreciate



People simply want to know you care about what they are saying and that they are seen. Here is how you can validate people:

"Thank you for clarifying that."

"I appreciate you sharing.."

"It means a lot that you took the time to share that..."

# RESPONSIBLE DECISION-MAKING

The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.



This includes the capacity to consider ethical standards and safety concerns as well as the ability to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

## DOMAINS

Identifying Problems

Analyzing Situations

Solving Problems

Evaluating

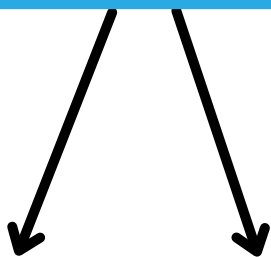
Reflecting

Ethical

Responsibility

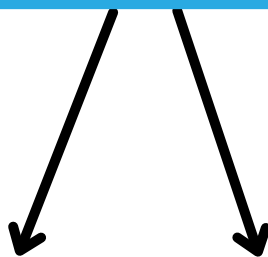
## Try this Evaluation & Reflection Activity

Evaluate the last 3 decisions that you made.



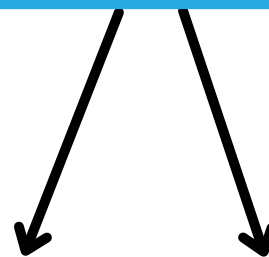
What could I have done better?

What domain could I have used to make a more effective decision?



What could I have done better?

What domain could I have used to make a more effective decision?



What could I have done better?

What domain could I have used to make a more effective decision?

# CIVIC ENGAGEMENT

Civic engagement involves working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values, and motivation to make that difference.



## DOMAINS

**Social  
responsibility**

Acts of Service

**Addressing Social  
Issues**

Each One, Reach  
One, Teach One

Try this **Social Responsibility & Addressing Social Issues Activity**

What is my social responsibility?

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How can I incorporate this into my community?

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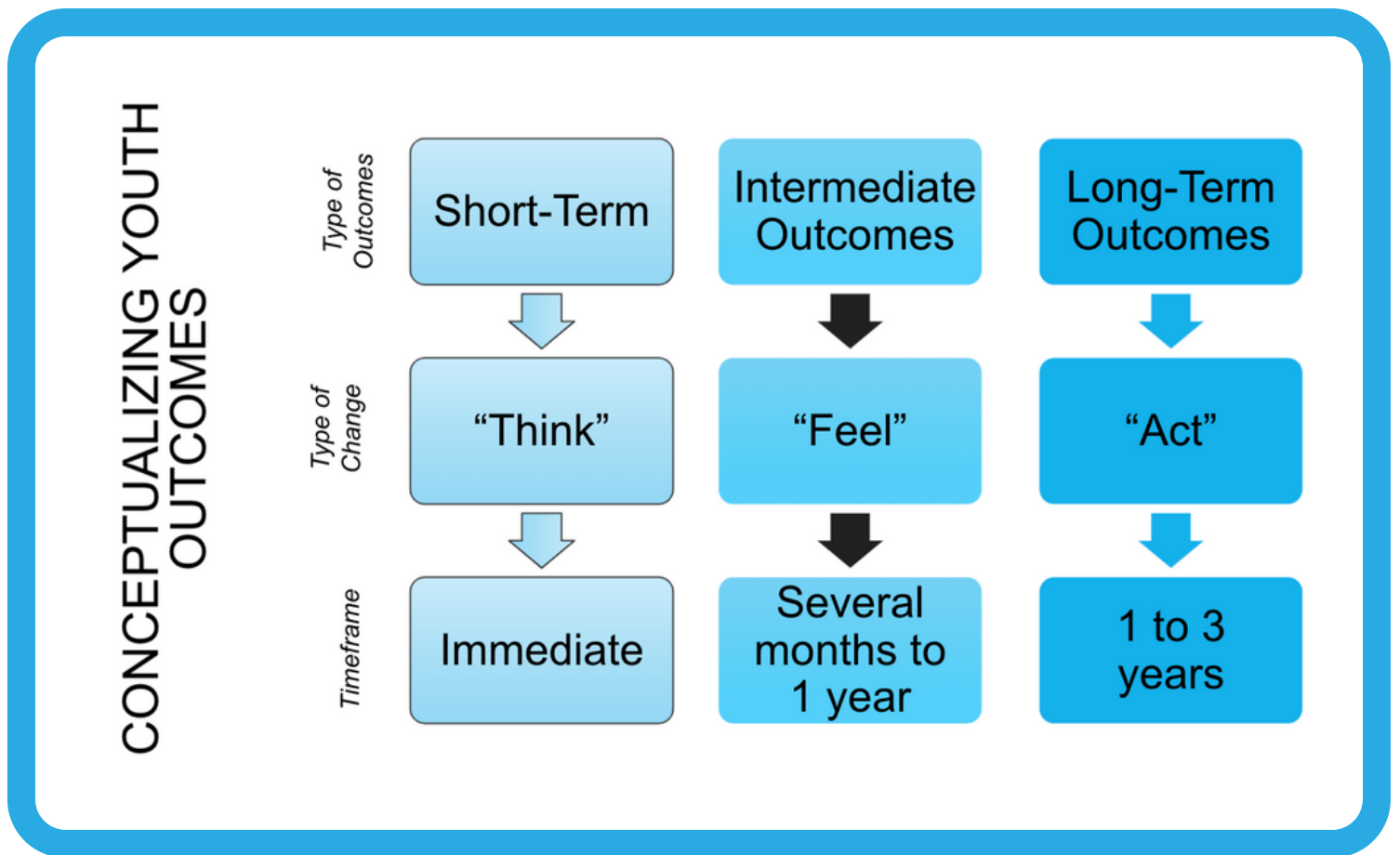
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# THEORY OF CHANGE: THE DOM APPROACH

Now that you know the SEL skills, you can put them into action!



**Everything starts in the mind; if you think differently, you will feel differently and therefore, you will act differently.**

# THEORY OF CHANGE CONTINUED

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## LET'S REFLECT ON THIS THEORY

WRITE DOWN THINGS THAT COME TO MIND ABOUT YOURSELF

In your home

In your organization

HOW DO YOU FEEL ABOUT THINKING THIS WAY?

In your home

In your organization

HOW DO YOU ACT IN RESPONSE TO THOSE FEELINGS?

In your home

In your organization

# **SOCIAL EMOTIONAL CHARACTER DEVELOPMENT (SECD)**

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**Social Emotional Character Development (SECD) involves the capacity to recognize and manage emotions, solve problems effectively, take others' perspectives, and establish positive, empathic relationships with others-- competencies that are essential for all students.**



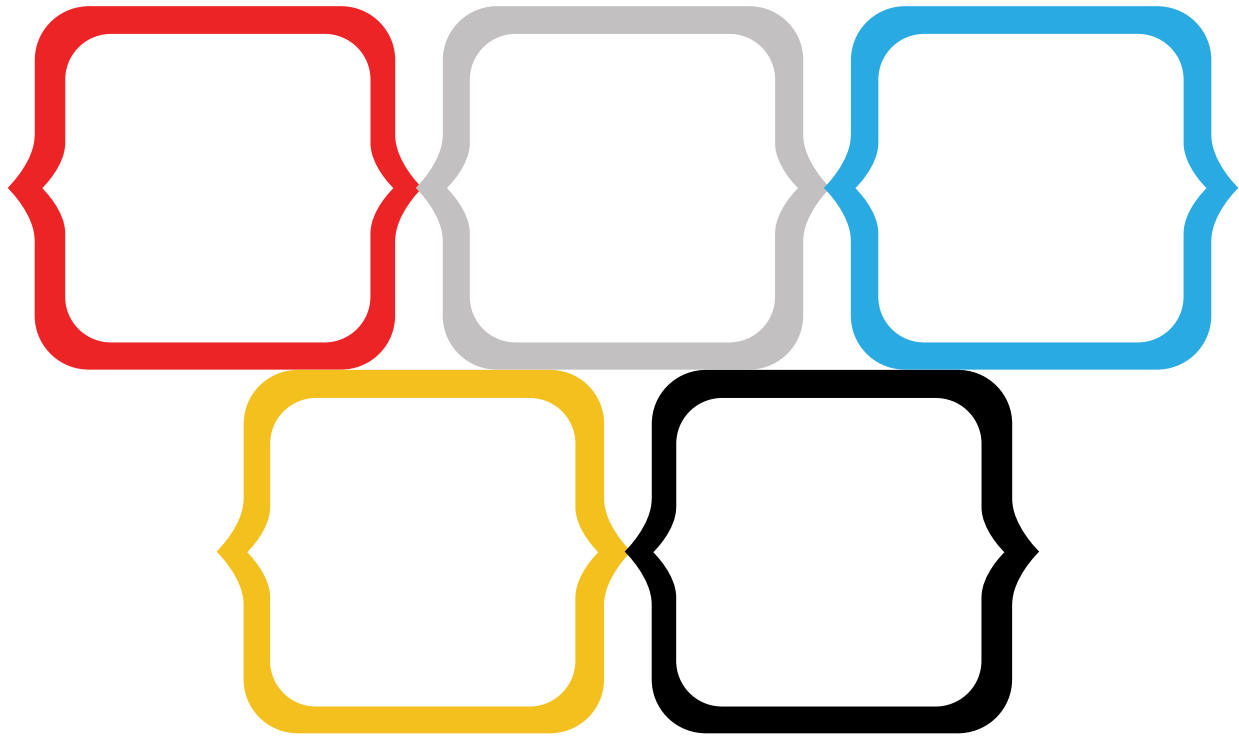
**SECD is the KEY to student engagement, vital, healthy thriving, civil discourse, bullying and violence reduction, prevention of drug and alcohol abuse, preparation for citizenship in a democracy and increased motivation for learning and creativity.**



# IDENTIFYING CORE VALUES

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WRITE YOUR TOP 5 CORE VALUES BELOW:

Five large, colorful brackets are arranged in two rows. The top row contains three brackets: red, grey, and blue. The bottom row contains two brackets: yellow and black. Each bracket is open on the right side, intended for writing a core value.

*SECD can't work if you don't understand who you are. Your core values define your character.*

Who do you need to relay your core values to in order to build a stronger relationship that defines your boundaries?

Two horizontal white lines are provided for writing an answer to the question above. The lines are set against a grey background.

# THE 4 HOMES

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## 4 HOMES TO IDENTIFY

<b>Loving Home:</b> <ul style="list-style-type: none"><li>• Respect</li><li>• Dependability</li><li>• Communication</li></ul>	<b>Busy Home:</b> <ul style="list-style-type: none"><li>• No check-ins</li><li>• Lack of communication</li><li>• Lack of structure</li></ul>
<b>Angry Home:</b> <ul style="list-style-type: none"><li>• Unresolved Conflict</li><li>• Lack of Trust</li><li>• Lack of Transparency</li></ul>	<b>Struggling Home:</b> <ul style="list-style-type: none"><li>• Financial issues</li><li>• Lack of a healthy lifestyle</li><li>• Lack of Security and Safety</li></ul>

*Which home represents your life?*

Loving Home    Busy Home    Angry Home    Struggling Home



## SEL SOLUTIONS FOR 4 IDENTIFIED HOMES

<b>Loving Home: =Relationship skills + Social Awareness</b> <ul style="list-style-type: none"><li>• Respect</li><li>• Dependability</li><li>• Communication</li></ul>	<b>Busy Home: Self-Management + Responsible Decision Making + Relationship skills</b> <ul style="list-style-type: none"><li>• No check-ins</li><li>• Lack of communication</li><li>• Lack of structure</li></ul>
<b>Angry Home: = Self-Management + Self-Awareness</b> <ul style="list-style-type: none"><li>• Unresolved Conflict</li><li>• Lack of Trust</li><li>• Lack of Transparency</li></ul>	<b>Struggling Home: Self-Management + Responsible Decision Making + Self-Awareness</b> <ul style="list-style-type: none"><li>• Financial issues</li><li>• Lack of a healthy lifestyle</li><li>• Lack of Security and Safety</li></ul>

**#LessTalkMoreSEL**



# SEL IN THE CLASSROOM

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<p><b>Gratitude: = Self-Awareness + Social-Awareness + Civic Engagement</b></p> <ul style="list-style-type: none"><li>❖ For the first 5 minutes of class allow each student to share one thing that are grateful for.</li></ul>	<p><b>Affirmations = Self-Awareness + Self-Management</b></p> <ul style="list-style-type: none"><li>❖ Create a list of affirmations for your classroom that allows them to set positive intentions</li></ul>
<p><b>Core Values: = Relationship Skills</b></p> <ul style="list-style-type: none"><li>❖ Ask a student what there core values are and hold them accountable throughout the year</li></ul>	<p><b>Decision Jar = Responsible Decision-Making</b></p> <ul style="list-style-type: none"><li>❖ Have a jar in your room and allow students to drop in positive decisions</li></ul>

**#LessTalkMoreSEL**

**Notes:** I will implement this in my classroom by...

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The background features a white central area with a red triangle at the top left and a black triangle at the top right. Blue horizontal lines of varying lengths are scattered in the upper half, while red horizontal lines are scattered in the lower half. A large, textured yellow brushstroke is positioned behind the main text.

# ADDITIONAL RESOURCES

# ReSELient<sup>TM</sup>

## CONVERSATIONS:

ReSELient Conversations is a form of restorative practice partnered with Social-Emotional Learning and Character Development. The purpose of this activity is to have healthy transparent conversations in the home about past struggles with family members and obstacles one has overcome to become ReSELient. This will foster healthy relationship skills and allow your home to become a social-emotional safe space.

Review each Social-Emotional Competence below and use this as your guide when having ReSELient conversations. Name some SEL skills you have struggled with off this list below and what you would like to work on in your home and why?

We encourage you to print this out, discuss in your home/community and set goals for each person to model a SEL skill per month.

Social Awareness	Self Awareness	Responsible Decision-Making	Self-Management	Relationship Skills
Perspective-taking Empathy Appreciating diversity Respect for others	Identifying your emotions Accurate self-perceptions Recognizing strengths and limitations Self-confidence Self-efficacy	Identifying problems Analyzing situations Solving problems Evaluating Reflecting Ethical Responsibility	Impulse Control Stress Management Self-Discipline Self-Motivation Goal-Setting Organizational skills	Communication Social Engagement Relationship-Building Teamwork Negotiate conflict constructively Seek and offer help when needed

# #LessTalkMoreSEL



# **MORE THAN A CONVERSATION**

## COMMUNITY SOCIAL EMOTIONAL LEARNING (SEL) FORUM

**#LessTalkMoreSEL**

### Home Connections

Complete these activities at home with your family to strengthen your SEL skills.

#### Introduction Activity

Have your child, family or friends write out 3-6 topics of conversation that they think will help the family learn about the best parts of each other's day.

#### Fear

With your child, family or friends, make a courage list. List all of the words, phrases and quotations you can think of to help encourage yourselves in moments of fear.

#### Brokenness

Have your child, family or friends think about a solution to something that they feel weighs them down. Have them share their thoughts with you or the family and give them feedback.

#### Perception

Compare and contrast your perception of music at your child's age and their perception of music now. What thoughts did you have common and what thoughts were different?

#### Dependency

Have your child, family or friends make list of 5 examples where it might be good to depend on others and five examples of when it might be detrimental.

#### Ego and Pride

Have your child, family or friends analyze their ideas of ego and pride.

**CHECK OUT THE DOM  
LOCATOR ACTIVITY ON THE  
FOLLOWING PAGES**



# DOM LOCATOR 2.0

## WHAT ARE YOUR DANGERS OF THE MIND?

*Take the DOM Locator to discover your dangers of the mind.  
Answer each question as honestly as you can.*

**1 – RARELY | 2 - SOMETIMES | 3 - HALF OF THE TIME  
4 - OFTEN | 5 - USUALLY**

1. Do you find yourself never trying new things?
2. Do you find yourself in deep sadness?
3. Do you find yourself caring about what others think of you?
4. Do you find yourself lacking confidence in your abilities?
5. Do you find yourself angry at someone or yourself because of a broke promise?
6. Do you find yourself anxious when opportunities come your way?
7. Do you find yourself dressing like people that you like?
8. Do you find yourself comfortable in your daily routines?
9. Do you find yourself defined by your experiences?
10. Do you find yourself regretting opportunities that you missed because of fear?
11. Do you find yourself looking up people you admire or like on social media more than 2 times a week?
12. Do you find yourself always resulting back to the past or negative experiences?
13. Do you find yourself always judging others?
14. Do you find yourself dwelling in traumatic experiences?
15. Do you find yourself believing everything you see on reality TV?





# DOM LOCATOR 2.0

## WHAT ARE YOUR DANGERS OF THE MIND?

### A N S W E R   S H E E T

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

ADD YOUR ANSWERS FOR NUMBERS: 1, 4, 6, 8, 10

ADD YOUR ANSWERS FOR NUMBERS: 3, 7, 11, 13, 15

ADD YOUR ANSWERS FOR NUMBERS: 2, 5, 9, 12, 14

A - \_\_\_\_\_

B - \_\_\_\_\_

C - \_\_\_\_\_

A = Fear

B = Perception

C = Brokenness



# DOM LOCATOR 3.0

## WHAT ARE YOUR DANGERS OF THE MIND?

*Take the DOM Locator to discover your dangers of the mind.  
Answer each question as honestly as you can.*

**1 – RARELY | 2 - SOMETIMES | 3 - HALF OF THE TIME  
4 - OFTEN | 5 - USUALLY**

1. Do you find yourself comfortable with your life?
2. Do you find yourself having withdrawals from someone or something?
3. Do you find yourself unable to focus on a task or assignment?
4. Do you find yourself always checking social media throughout the day or at night?
5. Do you find yourself looking to see what someone else is doing before you make a decision?
6. Do you find yourself never being nervous or scared?
7. Do you find yourself not being able to sleep at night?
8. Do you find yourself constantly worrying about what can't change?
9. Do you find yourself never completing a project?
10. Do you find yourself lacking ambition?
11. Do you find yourself hanging with friends more than you should?
12. Do you find yourself feeling stuck or stagnant?
13. Do you find yourself questioning everything?
14. Do you find yourself feeling responsible for other people's actions or problems?
15. Do you find yourself rarely engaged in the things that will make you successful?





# DOM LOCATOR 3.0

## WHAT ARE YOUR DANGERS OF THE MIND?

### A N S W E R   S H E E T

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

**ADD YOUR ANSWERS FOR NUMBERS: 1, 6, 10, 12**

**ADD YOUR ANSWERS FOR NUMBERS: 2, 5, 7, 8, 13, 14**

**ADD YOUR ANSWERS FOR NUMBERS: 3, 4, 9, 11, 15**

A - \_\_\_\_\_

B - \_\_\_\_\_

C - \_\_\_\_\_

*A = Complacency*

*B = Distressed/Dependent*

*C = Distraction*



# DOM LOCATOR 4.0

## WHAT ARE YOUR DANGERS OF THE MIND?

*Take the DOM Locator to discover your dangers of the mind.  
Answer each question as honestly as you can.*

**1 – RARELY | 2 - SOMETIMES | 3 - HALF OF THE TIME  
4 - OFTEN | 5 - USUALLY**

1. Do you find yourself often playing a comparison game with your peers?
2. Do you find yourself always talking about yourself or your accomplishments?
3. Do you find yourself never asking for help?
4. Do you find yourself always trying to please others?
5. Do you find yourself hiding your real feelings about a situation?
6. Do you constantly feel bad about how you look or dress?
7. Do you find yourself missing opportunities because you want to speak up?
8. Do you find yourself always fishing for compliments from others?
9. Do you find yourself always blaming others for your mistakes?
10. Do you find yourself constantly picking out flaws in other people?
11. Do you find yourself bored when the attention is not on you?
12. Do you find yourself always complaining about your life?
13. Do you find yourself constantly concerned with others perceptions of you?
14. Do you find yourself annoyed or battling a attitude when authority corrects you?
15. Do you find yourself defensive in many situations?

# DOM LOCATOR 4.0

## WHAT ARE YOUR DANGERS OF THE MIND?

### A N S W E R   S H E E T

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

ADD YOUR ANSWERS FOR NUMBERS: 1, 4, 6, 10, 12

ADD YOUR ANSWERS FOR NUMBERS: 3, 7, 9, 13, 15

ADD YOUR ANSWERS FOR NUMBERS: 2, 5, 8, 11, 14

A - \_\_\_\_\_

B - \_\_\_\_\_

C - \_\_\_\_\_

A = *Insecurity*

B = *Ego*

C = *Pride*



# THANK YOU FOR TRUSTING DOM TO TRAIN YOU ON THIS IMPACTFUL INFORMATION!



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