Dear Family/Caregivers,

Mindfulness is an important part of Self-Care. Mindfulness provides a way to nurture a sense of quiet inner peace, improve one's ability to learn, and promote deeper and more meaningful relationships. Studies show that the practice of mindfulness helps students focus better, leading to increased learning, improved mental health and well-being, and better decision-making and social skills. Students learned to practice mindfulness using his/her senses (sees, hears, feels, smells, tastes) and focusing on what he/she was thinking during a specific task. He/she learned to focus only on what was happening around him/her during that task and to describe it.

At home, you can have your child practice mindfulness. During a specific task, ask your child to stop and to focus on what he sees, hears, feels, smells, or tastes. Also ask him/her to tell you what he/she was thinking about during that task. Did he/she have any distracting thoughts? How hard was it for him/her to focus only on being in the moment? Ask him/her to describe what he/she notices.

Some tasks that your child can do to practice mindfulness include:

- Doing laundry.
- Doing the dishes.
- Making a meal.
- Taking a bath or shower.
- Riding in a car, bus, train, or airplane.
- Going to a performance (e.g. concert or theatre).
- Going for a walk outside.

Being in the moment or being mindful teaches our mind to block out unnecessary distractions and helps us to think more clearly. It is also helps us to appreciate being in the moment and aware of what is happening around us.

Sincerely,

Your Child’s Teacher
Being Mindful

Name ___________________________ Date __________________

Instructions: Complete this worksheet and think about what you saw, felt, heard, smelled, or tasted while you were completing your task at school or at home.

Where were you? ________________________________________________________________

What was your task? ____________________________________________________________

Was it easy or hard to focus? ____________________________________________________

What made it hard for you? ______________________________________________________

What feelings or emotions did you have during the task? _____________________________

What did you see? ______________________________________________________________

What did you hear? _____________________________________________________________

What did you feel? _____________________________________________________________

What did you smell? ____________________________________________________________

What did you taste? _____________________________________________________________

How was this different from when you have done this task before? Did you notice something different? Did you have different feelings? _________________________________________________________________________

Writing Template

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Instructions: Complete this worksheet and think about what you saw, felt, heard, smelled, or tasted during your observation.

Where were you?________________________________________

Was it easy or hard to focus? __________________________________________

What made it hard for you? __________________________________________

What feelings or emotions did you have during your observation? ____________________________

What did you see? _____________________________________________________________________

What did you hear? _____________________________________________________________________

What did you feel? _____________________________________________________________________

What did you smell? _____________________________________________________________________

What did you taste? _____________________________________________________________________

How was this different from when you are in this environment normally? Did you notice anything different or feel anything different? ____________________________________________
Being Mindful

- Take deep breaths.
- Try not to think about other things.
- Tell yourself in your mind what you are experiencing.
- Focus on one thing at a time, like just focus on what you see, and then just focus on what you hear.
- Think about what you are experiencing and nothing else.
- When you are done, think about what you experienced and share it with someone.

Visual Aid
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Dear Families/Caregivers,

Resilience is the ability to manage and recover from daily setbacks and adversity. It is the inner resolve that although a situation may be out of the person’s control, he or she can control his or her perception and response.

We have been applying strategies and identifying resources to overcome adversity. The strategies include:

- Use positive self-talk.
- Keep a gratitude list.
- Watch your words.
- Do a little bit more.
- Give yourself a break.
- Recognize your control.
- Put the situation in perspective.
- Focus on your resiliency.
- Look for the possible good.
- Identify resources.

Talk to your teen about the resources he or she can use to overcome adversity. Encourage your teen to apply one or two of these strategies to build their resiliency.
Locate a quote about adversity that has some significance for you. Create a poster using the quote. Write a paragraph about the quote and its author.

The poster should:
- be created using any medium on an 8 ½ by 11-inch sheet of paper.
- include a quote about adversity along with the name of the person quoted.
- include an image or design that enhances the quote.

The paragraph should include:
- the significance or meaning of the quote to you.
- biographical facts about the person.
- a description of an adversity he or she overcame.

Let me embrace thee, sour adversity, for wise men say it is the wisest course.
— William Shakespeare
BUILD YOUR RESILIENCE
strategies for overcoming Adversity

REFRAME IT
Look at the adverse situation as an opportunity for growth.
what can you learn from this situation?

GAIN PERSPECTIVE
Not all adverse situations are as bad as they seem at first.
How important is it? Will it matter in five years?

LOOK FOR THE GOOD
There is always a silver lining or something positive to focus on.
Can something positive come from this adversity? How could this change you for the better?

REACH OUT
When adverse situations happen, you don't have to go it alone.
Who can you reach out to? How will you let them know you need help?
WHAT’S YOUR RESILIENCE FACTOR?

Circle the number that indicates how each statement describes you.

1 (Not at all)   2 (Rarely)   3 (Sometimes)   4 (Most of the time)   5 (Yes! Always)

1. I enjoy new and unusual situations.  
2. I focus on what I can control, rather than what I can’t.  
3. I have no problem asking for help when I need it.  
4. I see problems as opportunities to learn and grow.  
5. I can accept a bad situation and let it go.  
6. I’m flexible about a last-minute change in plans.  
7. I know what I’m passionate about.  
8. I let go of my anger quickly.  
9. I have good friends and people who support me.  
10. I am optimistic.  
11. I see the good in people and situations.  
12. I accept the way things are.  
13. I stay calm in stressful situations.  
14. I can accept a problem that doesn’t have a clear solution.  
15. I reach out to a teacher or counselor when I need help.  
16. I look for the silver lining in every situation.  
17. I see failure as part of the process.  
18. I look at setbacks as challenges.  
19. I can name the people in my support system.  
20. I look at problems as temporary.

Add the numbers circled to find your resiliency factor.  

| Total: ________ |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 100 - 90        | 89 - 61         | 60 - 40         | 39 - 20         |
| You’re a Pro!   | You’re Solid!    | You’re Getting Through It!  | You’re Developing Your Resilieny! |
| You can bounce back from adverse situations with ease! | Most of the time you’re able to bounce back from adverse situations, but every now and then something gets you down. No worries. Keep practicing the overcoming adversity strategies to build your resilience factor! | You’re handling life as it comes to you, but you might want to try some overcoming adversity strategies to manage your stress with a little more optimism and positive outlook. | You struggle to bounce back from adverse situations, but don’t stress! Use the overcoming adversity strategies to grow your resilience factor! |
Circles of Support

Patient & Professional

Close & Connected

Tried & True

My Support System

The people you are closest to who you can turn to no matter what. They may be family members and close friends.

People who are good friends. You’re comfortable asking them for help but you might not tell them everything. They may be family members, friends, teachers, and coaches.

People outside of your family and friend group who are available to help you with important matters. They may be teachers, counselors, coaches, and medical professionals.
Reach Out

My Problem:

Reach Out
I will reach out to __________________________ by ____________

(name) (date)

I would like help:
☐ exploring solutions to my problem.
☐ reassuring and encouraging me.
☐ seeing my problem from a different perspective.
☐ seeing the person model for me how I can solve my problem or how they have solved a similar problem.

Listen
What suggestions, advice, or perspective did the person offer?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Reflect
What do you think about what they had to say? What’s best for you in this situation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Extend
Are you still struggling with this situation? Where can you go for extra help?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Dear Families/Caregivers,

Students with a fixed mindset believe intelligence is determined at birth. Students with a growth mindset believe that anyone can learn through hard work and effort. Helping students understand how they learn and how they can develop a growth mindset, positions them on path for greater academic success.

We have been looking at failure, not as an end, but as part of the process. Without failure one is not reaching his or her full potential. Failure is:

- part of the learning process,
- knowledge,
- innovation, and
- part of life.

Here are some suggestions for engaging your teen in a discussion about failure:

- Share with your teen some of your own failures. Talk about how you persisted or even how you gave up and the outcome of your decisions.
- Reflect on the successes your teen has had. Point out successes such as learning to swim or ride a bike or learn the multiplication facts. Anything that he or she thought was impossible at the time, but now is able to do without much thought or effort. Talk about how practice and persistence helped them to reach the goal.
- Talk about something your teen wants to do but feels is impossible. Help him or her set a realistic plan for reaching the goal.

Failures should be celebrated as part of the process to success. Encourage your teen to look at his or her failures as an opportunity to grow and improve. Developing a growth mindset is an important skill that will help your teen throughout his or her life.
Growing Brain says:

- Mistakes help me grow!
- I love a challenge.
- That didn’t work. I’ll try another way.
- This is hard. I’ll try keep practicing.
- Thanks for the feedback. I can use it to improve.
- I can celebrate the success of others!

Fixed Brain says:

- Mistakes prove I can’t do it!
- I am afraid of trying new things. I might fail.
- That didn’t work. I give up.
- This is too hard. I’ll never be able to do it.
- They think I’m no good at this. I’m so embarrassed.
- They are better than me. I’m no good at this.
HOW TO MOVE BEYOND FAILURE

Feel like a failure?

No

- Good for you! Celebrate your success!
- Just remember; mistakes are a part of growing and learning. EXPECT MISTAKES
  - “Not where I want to put my effort.” Fair enough. Your decision.
  - “I hate to fail.” We all do! Question your fears.
  - Look at the worst-case scenario. What’s the worst that will happen if you try again?
  - Catastrophic? You’re right to quit. Be safe.
  - You might fail? Get your growth mindset on! Try, try again.

Yes

- No worries. RESPECT YOUR MISTAKES. Mistakes are a sign you’re growing and learning.
  - “I’ll never get this.” Hold on. You’re sounding like someone with a fixed mindset.
  - Think positively. I can do this! Try, try again.
  - Correct your mistake. Yay you! You’ve got a growth mindset!
  - Figure out what went wrong.
  - Think about what you could do differently.
  - Try, try again.

- Inspect your mistakes. It’s what you do next that matters.
| Tell about how a mistake helped you to grow. | Tell about a challenge that inspired you to work harder. | Tell about some feedback you received that made you feel like a failure. | Tell about a time that you quit trying because you didn’t think you could do it. |
| Tell about a time that you didn’t want to try something new for fear of failing. | Tell about a time when the success of another person made you feel like a failure. | Describe a mistake that made you want to quit. | Tell about some feedback you received that helped you improve. |
| Tell about a time that you were embarrassed because of a mistake or failure. | Describe a mistake that turned out to be better than you first thought. | Tell about something you are struggling with and your thoughts about it. | Describe a success you had after you applied feedback from another person. |
| Tell about a time when the success of another person gave you confidence that you too could succeed. | Tell about something you quit and wish you had kept trying. | Tell about a mistake that made you want to quit. | Tell about a success you had after failing more than once. |
Mind Bender 1
Mind Your Months

- Say the months backwards.
- Say the months in alphabetical order.
- Say the months in alphabetical order backwards.

Mind Bender 2
Mind Your Minutes

- How many fruits can you name in one minute?
- How many types of shoes can you name in one minute?
- How many types of cars can you name in one minute?

Mind Bender 3
Mind Your Musings

- A brilliant doctor has a sister who was a novelist. What relation is the doctor to the novelist? (The doctor is not her brother.)
- A plane crashes on the border of Canada and the United States. Where are the survivors buried?
- Billy's mother has three children. The first is named April, the second is named May. What is the name of the third child?

Mind Bender 4
Mind Your Math

Complete the pattern.

\[
\begin{array}{ccc}
2 & 6 & 2 \\
6 & 15 & 5 \\
1 & 6 & 2 \\
1 & & 2 \\
\end{array}
\]

\[
+ - x \div = \div x - +
\]
Complete the Mind Bender challenges and evaluate your mindset.

☐ Mind Bender 1  Mind Your Months  ☐ Mind Bender 2  Mind Your Minutes  ☐ Mind Bender 3  Mind Your Musings  ☐ Mind Bender 4  Mind Your Math

Which Mind Bender was the easiest for you? ___________________________________________

Which Mind Bender was the most difficult for you? _______________________________________

How did you respond to your mistakes?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How did you respond to the challenges?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How did you respond to the setbacks?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How did you respond to feedback from others?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How did you respond to the success of others?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How would you describe your mindset – more growth or more fixed? Explain.
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________