

Building Resilience in the Time of Crisis

A #HeadsUpPHConnect Toolkit for Adolescents



AUGUST 2022

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Dedicated to young Filipinos;
for a #healthierPH!

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INTRODUCTION

Natural or man-made disasters, calamities, pandemic and epidemic diseases, wars, etc. can bring adverse impacts from individual to global scale. Aside from its social and economic implications, it can also bring detrimental effects to the mental health of people.¹ These tragedies can result into a crisis or a presentation of “instability or danger, in social, economic, political, or international affairs leading to a decisive change.”² These could also affect the development of children and adolescents, family relationships, and normal community structures.³

Several studies have noted that elevated stress, depression, and anxiety are the main psychological impact of disasters to adolescents,⁴ or people aged 10-19 years old.⁵ In the Philippines, ranking ninth in the list of disaster-prone countries,⁶ these unfortunate events not only cost public health and safety, but also the livelihood of citizens⁷ which, if not managed systematically, could escalate into a crisis situation. When this happens, the education and other activities fundamental to adolescent development could be interrupted. As young Filipinos go through these challenging times, psychosocial support is significant to help them process their emotions and develop their resilience.

Resilience or “the dynamic process wherein individuals display positive adaptation despite experiences of significant adversity”,⁸ is essential for adolescents to develop in the face of crisis. With this in mind, crisis responses should always include ways on how individuals can cope with unusual situations, vis-a-vis the context of the circumstances they encountered. This could supplement psychological services that should be readily available during disasters and emergencies.

While some natural occurrences cannot be prevented, preparedness could still be the best way forward to mitigate the risks of crisis brought by disasters and calamities, and facilitate return to normalcy. An inclusive and holistic crisis response could help families survive not only the socio-economic consequences of such situations but also its psychological effects. It is the right of people to be informed, have access to resources, and get adequate support to help them build their resilience, recover, and rise above challenges.

Anchored on the ‘Resilience Model’ of Dr. Kenneth Ginsburg, a professor of pediatrics at the Children’s Hospital of Philadelphia, and ‘Psychological Well-being’ of Dr. Carol Ryff, a professor of psychology at the University of Wisconsin-Madison, Heads Up PH brings you “Building Resilience in the Time of Crisis.”



This toolkit specifically targets the youth and focuses on developing their ten (10) essential well-being areas to help foster and maintain healthy coping mechanisms through activities that are doable in the comfort of their homes or classrooms. Ten (10) activities are specifically designed to teach ways on how they can be aware of and express their thoughts and feelings, build healthy connections and relationships, practice mindfulness, develop their character and values, and become an advocate of well-being in pragmatic ways. The said activities are comprehensive, easily applicable and practical.

With this toolkit, Heads Up PH aims to support parents, teachers, educators, and the youth, by teaching them ways on how to strengthen psychological well-being, and promoting awareness on how they can protect their mental health when a crisis occur. Simply, this toolkit is for every Filipino youth from Luzon, Visayas, and Mindanao.

All for #healthierPH!

RATIONALE

With the Philippines ranking as one of the most disaster-prone countries in the world, we are faced with enormous challenges that our government and local organizations cannot answer alone. Thus, a united front to mitigate the impact of this crisis is needed. Individuals and organizations need to step up to assist the government in dealing with the concerns of our communities.⁹

In solidarity with the World Health Organization’s (WHO) campaign to combat misinformation and harmful health advice that are currently plaguing the internet, Heads Up PH launched its COVID-19 response on its Facebook page called #HeadsUpPHConnect, an online resilience guide which is anchored on an evidence-based framework by Dr. Kenneth Ginsburg and Dr. Carol Ryff.

The focus of this campaign is to encourage adolescents, particularly those who are staying at home, to perform evidence-based and practical activities that could build their resilience in the time of crisis, particularly the COVID-19 pandemic. It also aims to help



In order to provide a more comprehensive guide, Heads Up PH translated the campaign into a downloadable toolkit that can be utilized even when offline. This guide also reflects the ‘WHO Principles for Effective Communications’ which are accessible, actionable, credible and trusted, relevant, timely, and understandable. With this, we believe that we will be able to reach our priority audiences and engage them with quality resources which is vital in maintaining a holistic well-being and ultimately, helping people become resilient in the time of crisis.

OBJECTIVES:

1. Identify steps or ways on how to build the resilience of Filipino adolescents in the time of crisis.
2. Impart skills among Filipino adolescents on how to build resilience during crisis.
3. Appreciate the values learned from the steps applied in building resilience in the time of crisis.

This toolkit can be used with or without adult supervision. However, to help adolescents understand the purpose and the mechanics of the activities better, it is advisable for teachers or parents to guide the learners. The activities can be made interactive by following the instructions and using the materials indicated.

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TOOLS



Tool 1: AWARENESS

Challenging my negative thoughts

▶ **“Sailing over the waves with a positive mindset”**

Sailing across the ocean is difficult when waves are high. The big splashes of water could make the boat shake or sink. In life, we may also encounter waves and staying afloat over these circumstances might be challenging. But, with the right mindset, you can overcome these problems! Do this activity that will help you challenge a negative thought and turn it into a positive one.

OBJECTIVES:

To develop and identify ways on how to reframe a negative thought into a positive one

MATERIALS:

Paper or Colored Paper | Pen
Coloring Materials | Glue | Scissors

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

- 1. Draw and cut-out five (5) vintas or boats. Number each boat from 1 to 5.
- 2. Draw and cut-out five (5) big waves. This is where you will write your answers to the questions. Number each wave from 1 to 5.
- 3. Draw and cut out a rectangle. This will serve as the ‘seashore’ where you will write your Action Plans.
- 4. Next, paste each vinta above each wave. (please refer to the illustration)
- 5. After that, write your answer to Question No. 1 on the first wave, Question No. 2 on the second wave, and so on. (please refer to the illustration)
- 6. Write your Action Plans on the rectangle or the seashore.
- 7. Put them together to create a portrait. You can add some elements like sun, birds, etc.

Guide for Learners:

- 1. What are your negative thoughts? Think of a situation that makes you feel anxious or sad. Remember that the way you think and feel about things are valid. Write it down on the first wave.
- 2-3. What makes it a fact? What makes it an opinion? Some thoughts are based on opinions while others are based on facts. What is the evidence that supports the thought? Write it down on the second wave. What makes you believe the thought is false? Write it down on the third wave.
- 4. After weighing the basis of your thought, reframe it into a positive one. Try to find the brighter side of your situation. You can think about the people who helped you or the lessons you learned from what you experienced. Write it down on the fourth wave.
- 5. Now that you have challenged a negative thought and realized the positive things about your situation, what do you feel about it? Do you feel calm, relaxed, or peaceful? Write it on the fifth wave.
- 6. What are your action plans to maintain a positive outlook? Write it on the seashore.

ACTIVITY NO. 1 ▶ AWARENESS ● Challenging my negative thoughts

Name: _____

Instructions: Write your answers on the space provided.



“Sailing on the waves with a positive mindset”



1. What are your negative thoughts?

2. What makes it a fact?



3. What makes it an opinion?

4. Reframe it into a positive thought.



5. What do you feel about it?

Action Plans:



Tool 2: CONFIDENCE

Believing in my abilities

► **“This reminds me of...”**

Some of your best memories are attached to things that you keep in your home. Do you remember when you first performed on stage? Or the time your teacher gave you a grade of 98 on your art project? Look around your house and find things that remind you of your talents, skills, abilities, or interests. Feel confident about it through this activity!

OBJECTIVES:

To identify, build confidence with, and appreciate the value of believing in one’s talents, skills, abilities, and interests

MATERIALS:

Paper or Colored Paper | Pen
Coloring Materials | Glue | Scissors

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

- 1. Get five (5) pieces of 1/4 size bond paper.
- 2. Think of five (5) symbols or objects found in your home that reminds you of your talent, skills, and abilities, or interests (e.g. *blue shirt*).
- 3. Draw that object and write about the talent, skills, abilities, or interests that you remember about it (e.g. *“My blue shirt reminds me of the time I joined a singing contest in Grade 6”*).
- 4. Once you’re done, paste the sheets of paper on a whole piece of bond paper or cartolina to make a collage. Share your output confidently in class.

Guide for Learners:

- 1. What are the talents, skills, abilities, and interests that make you feel good and confident? It could be a talent, skill, ability, or an interest. (e.g. *singing, playing sport, cleaning your room, helping your mother cook food, etc.*). It is important to remember and be proud of these things because these can boost your self-esteem.
- 2. What are the symbols that remind you of those proud moments in life? Try to look back at the time when you expressed your skills, talents, abilities, or interests; think of an object that is associated with that memory (e.g. *“The frying pan reminds me of the time I successfully cooked a sunny side up egg.”*). When you feel sad or anxious, you can look at these symbols or objects and reminisce the moments you are able to accomplish something.

A little self-love:

I believe in me.

ACTIVITY NO. 2 ► CONFIDENCE ● Believing in my abilities

Name: _____

Instructions: Write your answers on the space provided.



“This reminds me of...”





Tool 3: CONTROL

Making the right choices

► “Recipe of a good decision”

Have you tried eating ‘halo-halo’ on a hot summer day? This famous Filipino dessert is typically made up of sago, beans, banana, gulaman, milk & ice, and ube. When a dish is prepared with its complete ingredients, it becomes more tasty. Did you know that there are also ingredients in making a good choice? Try this activity to learn the recipe in making a right decision.

OBJECTIVES:

To identify, develop and appreciate the steps in making a right decision

MATERIALS:

Paper or Colored Paper | Pen
Coloring Materials | Glue | Scissors

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Draw and cut out six (6) ingredients of halo-halo. These are sago, beans, banana, gulaman, milk & ice, and ube.
2. After that, draw and cut out a halo-halo glass. Paste each ingredient on the top of the halo-halo glass. (please refer to the illustration)
3. Cut out six (6) strips of paper. Paste the halo-halo glass on the top of the paper strips. The strips should be aligned per ingredient. (please refer to the illustration)
4. Answer the questions on each strip and share your ‘halo-halo’ recipe to your classmates.

Guide for Learners:

1. What is your current problem? (Ex. Classes are suspended due to inclement weather.)
- 2-3. Enumerate the disadvantages of the problem (Ex. I will not be able to see my classmates) as well as its advantages (Ex. Staying at home will keep me safe from the bad weather). This will help you understand the circumstance you are experiencing.
4. Evaluate the disadvantages (Ex. I will not be able to do my favorite activities with them.) and the advantages of the situation (Ex. I will have time to clean my room and help my parents do household chores.) Doing this will help you realize what you are capable of despite the given situation. You can also recognize your limitations in creating a solution to your problem.
5. Now that you have a better understanding of the situation, it is time to make an informed decision.
6. Lastly, create an Action Plan and make it happen.

A little self-love:

I can make it happen.

ACTIVITY NO. 3 ► CONTROL

● Making the right choices

Name: _____

Instructions: Write your answers on the space provided.



SCAN ME

“The Recipe of a Good Decision”

What is your current problem?

Advantages of the Problem

Disadvantages of the Problem

Evaluate the dis/advantages of the problem

Decision

Action Plan



Tool 4: CHARACTER STRENGTH

Developing my set of values

► “My gratitude jar”

It's nice to keep a jar of sweets where you can get some candies to satisfy your cravings once in a while. How about when you crave for positive experiences? You can also keep them in a jar and take one out when you want to cheer yourself up! Did you know that you can strengthen your character by being grateful of the things you have in life? Try this activity to learn more!

OBJECTIVES:

To identify and develop ways to practice gratitude, and appreciate the value of being grateful

MATERIALS:

Paper or Colored Paper | Pen
Jar | Glue | Scissors

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Get nine (9) sheets of 1/8 size bond paper.
2. On the first three (3) sheets of paper, write down three (3) names of people you are thankful for. For example, you can write down the name of your father on the first sheet, your teacher on the second one, and your best friend on the third.
3. On the next three (3) sheets of paper, write down three (3) things you learn from the current situation. (Ex. *I learned that I should stay calm and alert during a storm.*)
4. Write down on each of the last three (3) sheets of paper the three (3) best experiences you had this week. (Ex. *I had time to watch a movie at home with my siblings.*)
5. When done, roll or fold all sheets of paper and put them inside the jar.
6. Write down “My Gratitude Jar” on a piece of paper and paste it on the jar as its label.

Guide for Learners:

1. In every situation, there are people who will be there to support you. Think of three (3) persons that have encouraged, helped, or guided you. What are the things you would like to thank them for?
2. Every experience is a learning opportunity that can make you grow as a person. What are the lessons you learned about this situation?
3. There are many things happening each day that we can be grateful for. Can you name three (3) experiences or moments that happened this week which you think are the best?

A little self-love:

I will say 'thank you' more often.

ACTIVITY NO. 4 ► CHARACTER STRENGTHS

● Developing my set of values

Name: _____

Instructions: Write your answers on the space provided.



SCAN ME

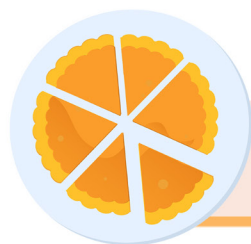
**Three people
I'm grateful for**



**Three things
I learned from
this situation**

**Best part
of the week**

**Gratitude
Jar**



Tool 5: COMPETENCE

Solving problems

► “Just a piece of Buko Pie”

When you are hungry and you want to eat a Buko Pie, do you visit Buko Pie Store A or Buko Pie Store B? Do you buy a medium size or a large size? Do you dine in or take-out? Just like ordering a buko pie from your favorite shop, there is also a process in solving your problems. Try this activity that teaches you a strategy in making appropriate solutions to the problems you encounter.

OBJECTIVES:

To identify, develop and appreciate the process of solving a problem

MATERIALS:

Paper or Colored Paper | Pen
Jar | Glue | Scissors

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Draw a circle on a brown colored paper. Divide it into six (6) equal parts. Make sure that it is big enough to be filled in with answers. Number the parts from 1-6. This will be the buko pie.
2. Draw a circle that is bigger than the first one on a white paper. This will serve as the plate for the buko pie.
3. Write your answer to each question on each slice of buko pie.
4. Form the shape of a buko pie and paste each part on the plate.
5. Now that you have your buko pie, share your answers in front of the class.

Guide for Learners:

1. What are your present worries or problems, and what solutions can you think of? Be honest about what bothers you at the moment.
2. What are the advantages of the problem?
3. What are the disadvantages of the problem?
4. Evaluate the advantages and disadvantages of the problem. This will help you make the right decisions and guide you in creating a specific action plan.
5. Now that you have evaluated the advantages and disadvantages of the problem, what is your decision?
6. What are the steps or action plans you need to carry out the solution?

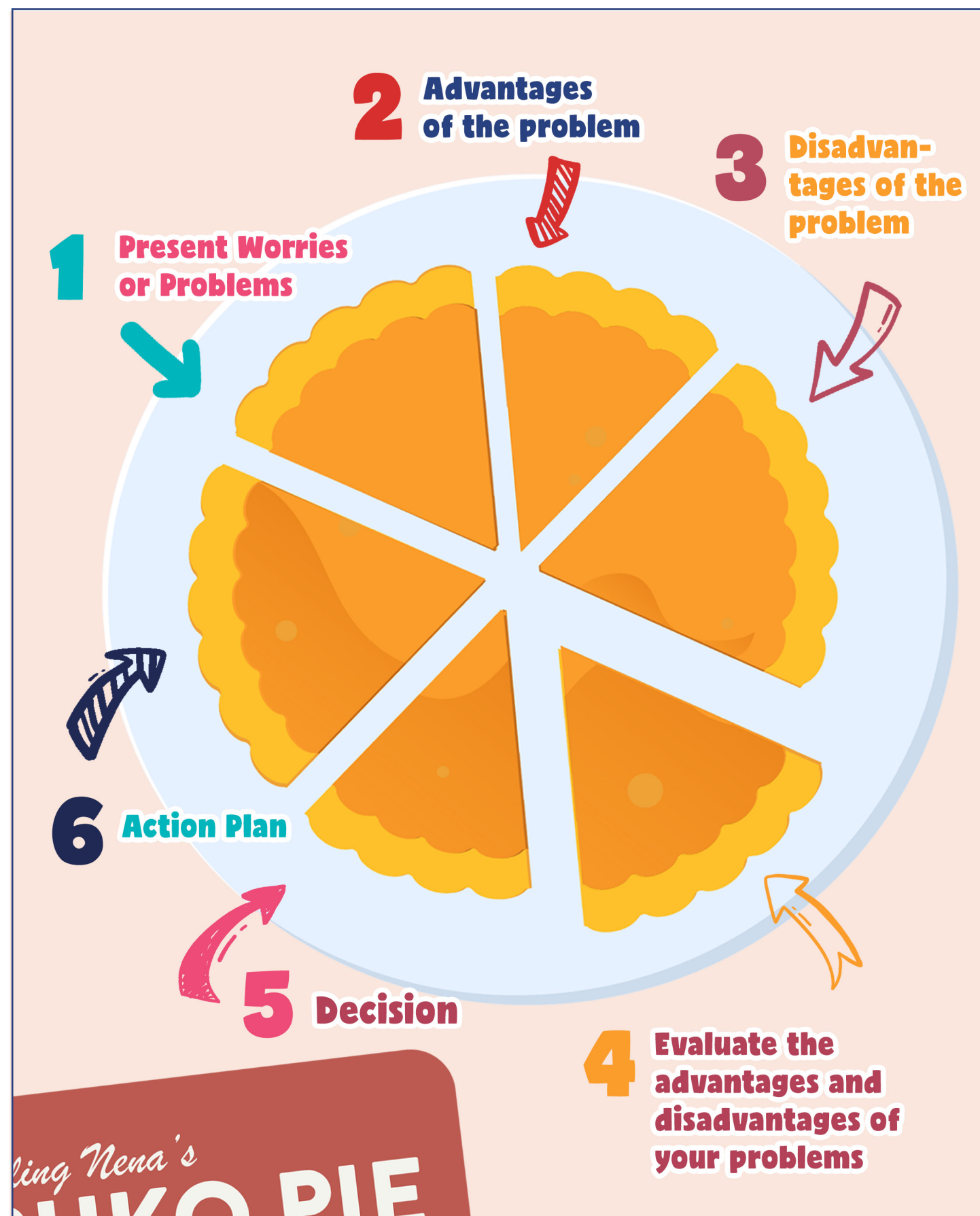
A little self-love:

I can overcome my problems.

ACTIVITY NO. 5 ► COMPETENCE ● Solving problems

Name: _____

Instructions: Write your answers on the space provided.





Tool 6: COPING

Learning mindfulness

► “Breathe in, breathe out”

Stretching your body each morning can make your muscles strong. But did you know that your mind needs some exercise, too? That is called mindfulness. Try practicing mindfulness through the five senses exercise by doing this activity.

OBJECTIVES:

To identify and develop a coping mechanism through mindfulness, and appreciate its value

MATERIALS:

A yoga mat or any piece of cloth which you can sit on comfortably.

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Find a quiet place where you can comfortably sit.
2. Be present at the moment.
3. Breathe in and breathe out. Do this step for five (5) times.
4. Awaken your senses and feel your surroundings.
5. Look around you and notice five (5) things. It may be the clock hanging on the wall, your plant sitting on the window sill, or anything where your eyes fall.
6. Find four (4) things that you can feel. Notice its texture or its warmth. After that, notice three (3) sounds around you. It may be the humming of the electric fan or the chirping of the birds outside.
7. Then, breathe in and notice two (2) things you can smell. It can be the fragrance of your room or the scent of your perfume. Afterwards, breathe out and try to remember one (1) thing you ate or drank a while ago and notice how it tastes.
8. When you're done, breathe in and breathe out. Do this step five (5) times.

Guide for Learners:

1. Notice and focus your attention on five (5) things that you can see.
2. Notice and focus your attention on four (4) things that you can feel.
3. Notice and focus your attention on three (3) things you can hear.
4. Notice and focus your attention on two (2) things you can smell.
5. Notice and focus your attention on one (1) thing you can taste.

A little self-love:

Everything will be okay.

ACTIVITY NO. 6 ► COPING

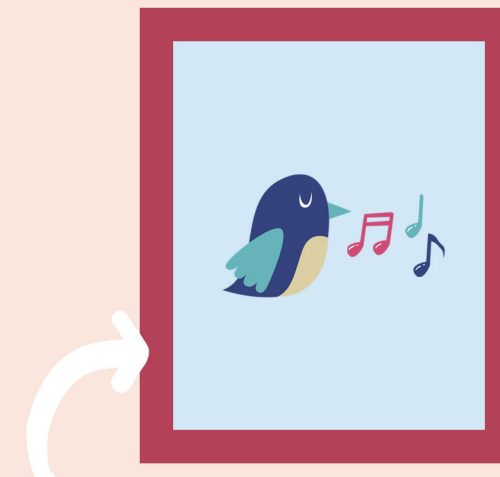
● Learning mindfulness

Name: _____

Instructions: Write your answers on the space provided.



“Breathe in, breathe out”



3 things you can hear

5 things you can see



1 thing you can taste



FOCUS YOURSELF ON...



2 things you can smell

4 things you can feel



Tool 7: CONNECTION

Communicating positively

► “Home Sweet Home”

Your home is considered your first school. Before we are able to enroll in a real class, we learned different things at home first. Your family or loved ones are the primary people that care about you and through them, you are able to surpass a lot of challenges. Today, learn how to strengthen the relationship you have with our family through these simple steps!

OBJECTIVES:

To identify and develop ways to communicate positively with loved ones, and appreciate the value of connecting with them

MATERIALS:

Paper or Colored Paper | Pen
Coloring Materials

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Draw a house with five (5) rooms. Make sure that each room has a space for writing.
2. In each room, draw scenarios in which you have applied or will apply the steps on how to have healthy relationships. (please refer to the ‘Guide for Learners’ and illustration)
3. Share what you draw in class and explain how you can practice these steps in your daily life.

Guide for Learners:

1. The first step in strengthening relationships is to build rapport. This will create a common ground and an environment of trust.
2. The next step is to use observation as a basis of your communication.
3. Say what you feel in an honest and respectful manner. This is the third step.
4. Then, tell them your needs based on your observations and feelings.
5. Afterwards, express your request.
6. Lastly, arrive to an action plan and close it an agreement.

A little self-love:

My feelings are valid.

ACTIVITY NO. 7 ► CONNECTION ● Making positive and healthy relationships

Name: _____

Instructions: Write your answers on the space provided.



SCAN ME

“Home Sweet Home”

Build Rapport

Use your observation

Express your feelings about the observation

Provide your request.

Close it in an agreement and make an action plan



Tool 8: CONTRIBUTION

Being a good example online & offline

► “Pick-a-Vegetable Challenge”

Do you know the song ‘Bahay Kubo?’ Can you name all the vegetables included in that song? Eating those vegetables can make you healthy. Including at least one of them in your everyday meal can contribute nutrients that are essential for your growth. But, as you maintain your physical well-being, you should also keep yourself mentally healthy.

They say that one small act of kindness, when put together, can make a big difference. What small but good deeds can you do online and offline? Try writing it down on a piece of vegetable, pick one each day, and contribute something great in your own unique way.

OBJECTIVES:

To identify and develop ways on how to be a good example online and offline, and appreciate the value of becoming one

MATERIALS:

Paper or Colored Paper | Pen | Glue
Coloring Materials | Small Box | Scissors |

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Draw ten (10) vegetables included in the song ‘Bahay Kubo.’
2. Paste each of them on a piece of paper. Leave some space for writing.
3. On the first five (5) vegetables, write down five (5) things you can contribute offline (Ex. *Helping my sister do the laundry*).
4. On the next five (5) vegetables, write down five (5) things you can contribute online (Ex. *Post an inspirational quote on my Facebook account*).
5. Create a mini basket out of the small box or using the paper. Put the vegetables inside the basket.
6. Pick one (1) vegetable tomorrow and do the activity you wrote on it. Do this everyday until all vegetables are picked up.

Guide for Learners:

1. Think of ways that encourage kindness among your loved ones or in your community.
2. After that, take time to list down the things you can do online that promote positivity and inspiration.

A little self-love:

There is goodness in me.

ACTIVITY NO. 8 ► CONTRIBUTION ● Being a good example online and offline

Name: _____

Instructions: Write your answers on the space provided.



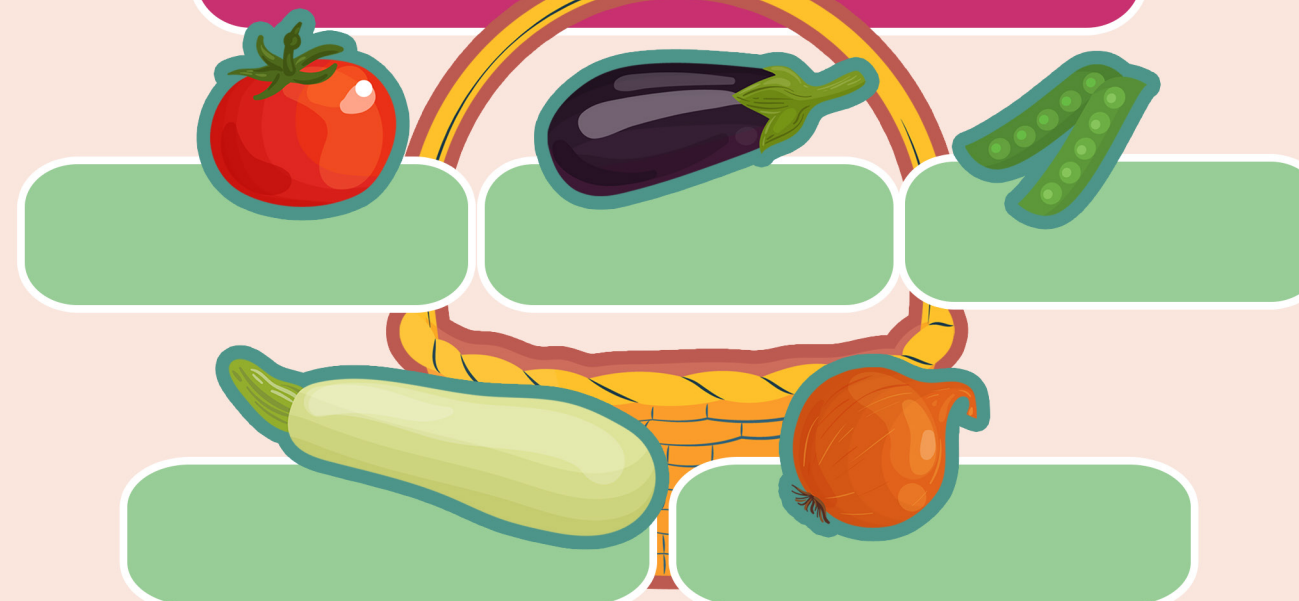
SCAN ME

“Pick-a-Vegetable Challenge”

MY OFFLINE CONTRIBUTION



MY ONLINE CONTRIBUTION





Tool 9: EDUCATION

Educating myself about mental health

► “The Ferris Wheel of Well-being”

Have you ever seen a ferris wheel? For a ferris wheel to be safe, it should be balanced on a strong platform. For you to achieve a healthy psychological well-being, you also need to learn how to balance your positive and negative responses to situations. Try this ‘Ferris Wheel of Well-being’ based on the “Psychological Well-being Model” by Carol Ryff and practice taking care of your mental health.

OBJECTIVES:

To identify and develop ways on how to improve mental health, and appreciate its value

MATERIALS:

Paper or Colored Paper | Pen
Coloring Materials

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. Draw a simple ferris wheel with six (6) cabins. Make sure that each cabin has a space for writing.
2. In each cabin, write ways on how you can practice the steps to achieve (1) *Personal Growth*, (2) *Self-acceptance*, (3) *Autonomy*, (4) *Environmental mastery*, (5) *Positive Relationships*, and (6) *Purpose in Life* (please refer to the ‘Guide for Learners’).
3. Now that you have a ferris wheel of well-being, roll a dice and do the activity based on the number that appears on the top of the dice (Ex. If the number on the dice is 5, do the activity that fosters positive relationships). If there is no dice available, you can toss a coin on top of the ferris wheel and do the activity written on the cabin where the coin landed.

Guide for Learners:

1. **Self-acceptance** - Possess a positive attitude toward yourself by acknowledging your strengths and weaknesses.
2. **Personal Growth** - Improve your skills and be open to new experiences for self-growth.
3. **Autonomy** - Be able to resist peer pressures, know your limits, and learn to say “no.”
4. **Environmental Mastery** - Choose things that are suitable for your situation and manage your everyday responsibilities.
5. **Positive Relationship** - Develop empathy and build trusting and compassionate relationships.
6. **Purpose in life** - Find meaning in your life and have a sense of direction.

A little self-love:

My mental health is important.

ACTIVITY NO. 9 ► EDUCATION ● Educating myself on mental health

Name: _____

Instructions: Write your answers on the space provided.



SCAN ME

“The Ferris Wheel of Well-Being”

Self-acceptance

Personal Growth

Purpose in life

Autonomy

Positive Relationships

Environmental Mastery



ADVOCACY

Becoming a well-being advocate

► **“My Advocacy Journey”**

Your actions can make a strong impact on the well-being of our community. It is important to be mindful of what you do, develop healthy relationships, and try to respond positively to every situation.

One needs a map at the start of every journey. Take time to think of small ways that can impact your community positively and create your own guide. Your advocacy journey begins at home.

OBJECTIVES:

Promote well-being at home, in school, at work, in the community, and for the nation

MATERIALS:

Paper or Colored Paper | Pen
Coloring Materials

MECHANICS

You may answer the worksheet directly or make it an interactive activity by doing these simple steps:

1. On a piece of paper, draw six (6) big boxes.
2. Inside each box, draw a house (to represent ‘home’), a school, a building (to represent ‘work’), a group of houses (to represent ‘community’), and a Philippine flag (to represent ‘nation’) respectively. Make sure to leave space for writing.
3. In each box, write down an action that has a positive impact on each corresponding places. For example, you can write “Help my parents do household chores” inside the box where you drew a house.
4. Once you have filled out all the boxes, share it in class.

Guide for Learners:

1. Start by building a healthy connection with your family.
2. Whether in school or at work, practice empathy. Your friends, classmates, or future workmates deal with different situations every day and reminding them of what they are capable of will boost their self-esteem.
3. Engage with activities, programs, and organizations that contribute to a healthy well-being. Use what you learned in extending help to your community and country.

A little self-love:

I am an advocate of well-being.

ACTIVITY NO. 10 ► ADVOCACY ● **Becoming a well-being advocate**

Name: _____

Instructions: Write your answers on the space provided.



“My Advocacy Journey”



Home

Future Work

School

Community

Country

NOTES:

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NOTES:

[illegible]



WHO WE ARE | WHAT WE DO

Heads Up PH is the mental health pillar of Unilab Foundation. We work together in building mentally healthy communities.

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