

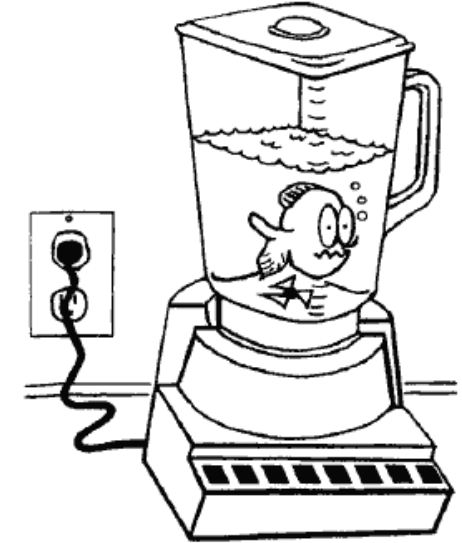


# GET INTO RUGBY SCHOOLS

## Building Resilience

GET INTO  
**RUGBY**  
SCHOOLS

# What might be stressful about these situations?



**And you thought  
there was stress  
in your life !**



# What is stress?

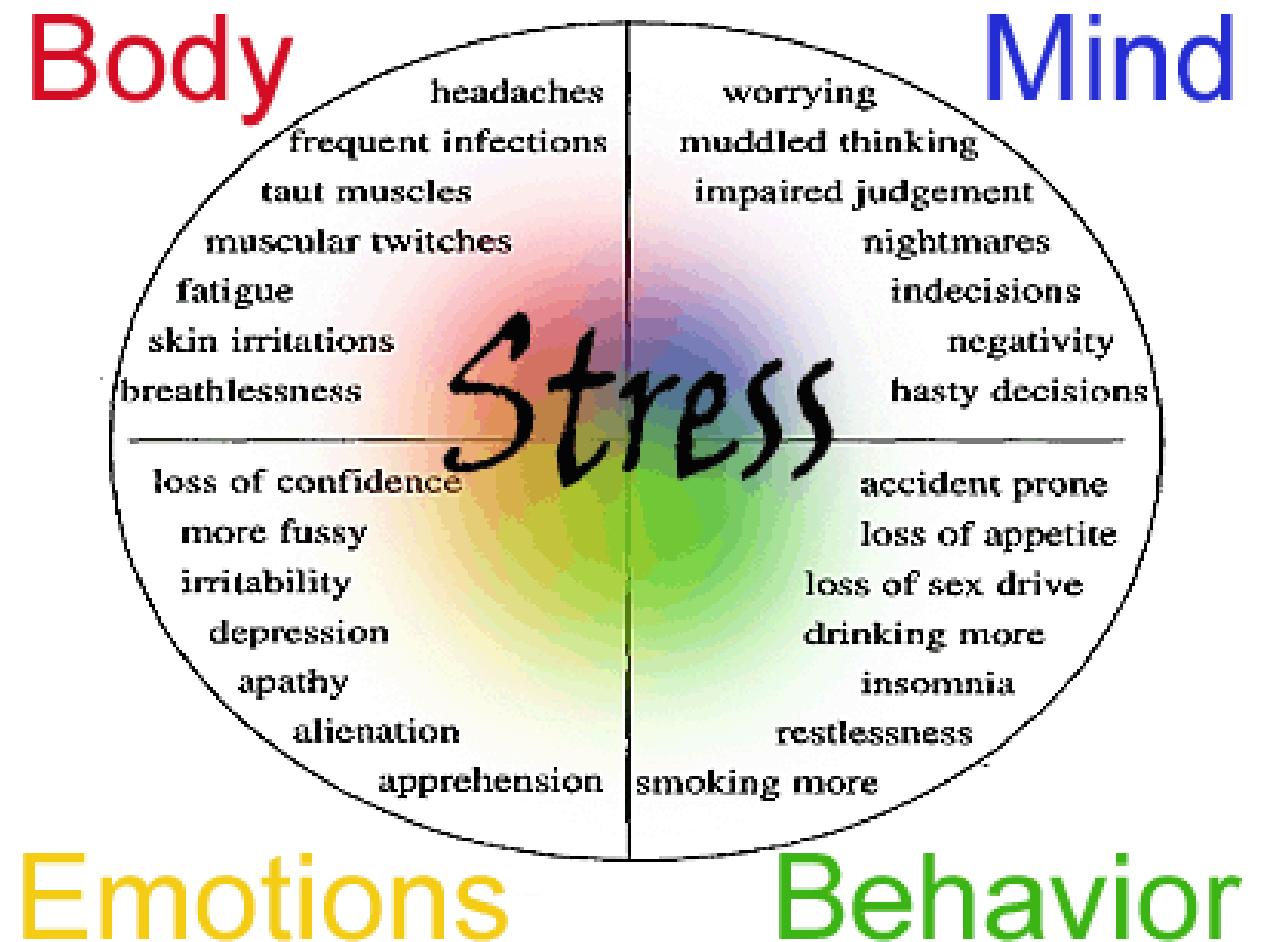
Stress is what you feel when you are worried or uncomfortable about something.

This worry in your mind can make your body feel bad.

You may feel [angry](#), frustrated, scared, or [afraid](#) — which can give you a stomachache or a headache.

How does stress make you feel?

Source: <http://kidshealth.org/kid/feeling/emotion/stress.html>



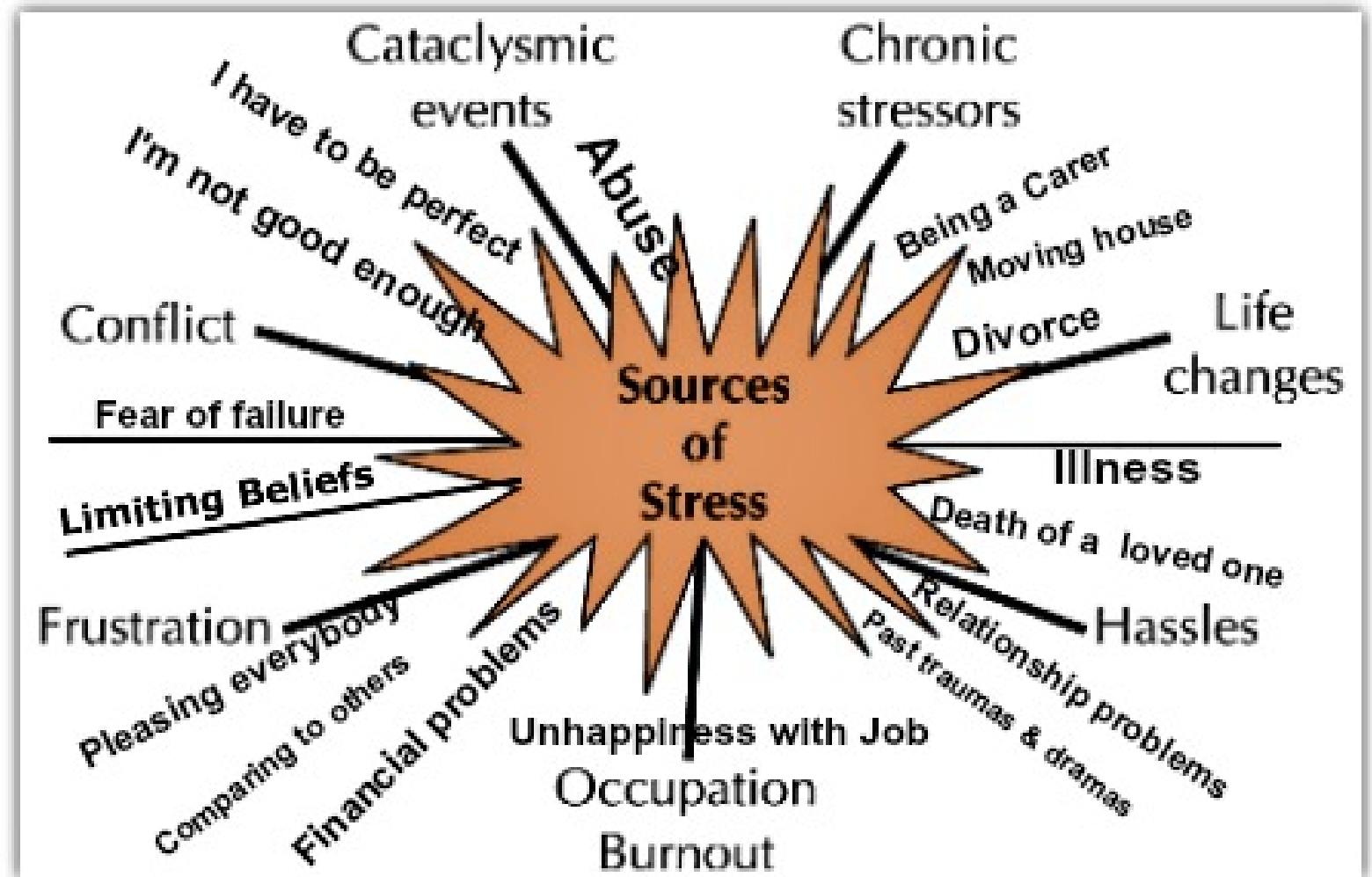
# Stress and illness

There are strong links between prolonged stress and many disorders, mentally and physically.

The immune system is easily affected by stress.



# Sources of stress



# Even elite Rugby players can suffer from mental illness



**Name:** Clyde Rathbone

**Born:** South Africa

**Rugby:** 28 caps for Wallabies

**Super Rugby:** ACT Brumbies

**Retired:** 2009 after serious knee injuries  
**Retirement:** Continued to suffer depression (which he had gained 16kg, and contemplated suicide)

**Treatment:** Sought professional help; now enjoys important things in life

**Rugby rebirth:** Played again for Brumbies in 2013

**Aim:** Wants to make a difference in people's lives.

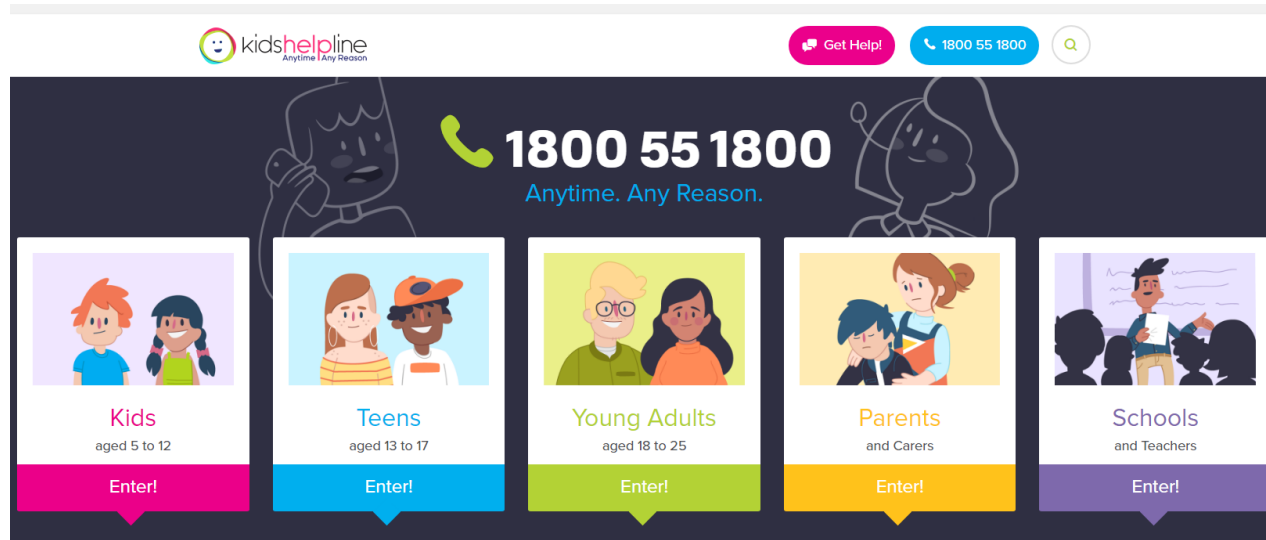
“Rathbone off the scrap heap and ready to rumble” (February 16, 2013)

Source: <http://www.smh.com.au/rugby-union/brumbies/rathbone-off-the-scrap-heap-and-ready-to-rumble-20130215-2ej2f.html#ixzz33GgJUe7z>

# Where can you get help?

The [Head to health website](#) aggregates mental health resources and content from the leading health focused organisations in Australia.

You can access a range of mental health resources including online programs, fact sheets, audio and video, and online communities provided by our trusted content partners.



The Kids help Line <https://kidshelpline.com.au/>  
Life Line <https://www.lifeline.org.au/>





# I get knocked down but I get up again!

- **Resilience:** The capacity to cope with change, challenge or stress and bounce back during difficult times.
- What are some other words for resilience?
- Do you know of any other Rugby or life examples?





# Characteristics of resilient people

- Learn to see opportunity in all things
- Accept change as part of living
- Keep things in perspective
- Be realistic
- Maintain a healthy lifestyle through physical activity, eating well and doing stuff they enjoy
- Nurture a positive self view
- Maintain supportive relationships and spend time with others
- Learn communication skills
- Create strategies to self soothe
- Take action and work towards goals when needed
- Talk to someone and get help if/when needed
- Develop an attitude of tolerance, acceptance and flexibility

• Source: <http://www.kidshelp.com.au/teens/get-info/hot-topics/being-resilient.php>



# How can Rugby or other physical activity help people to deal with stress?

Physical activity can help in so many ways including:

- communicating and socialising with others
- maintaining mental fitness
- reducing stress
- reducing fatigue
- improving alertness and concentration
- enhancing overall cognitive function.



# Coping strategies

In the following stressful situations, which coping strategies would be:

- Useful?
- Not much use?
- Harmful?

1. Moments before a grand final Rugby match
2. Taking a school exam
3. Preparing to give a speech to the whole school
4. Confronted by a stranger while you walk home from school

Drink alcohol	Leave town	Play beach rugby with friends	Tidy your room	Confront the problem
Quit	Watch TV	Meditate	Cry	Do some arts and craft
Eat more	Go for a walk	Whinge	Go for a swim	Visit a friend or family member
Withdraw	Talk to a friend	Breathe deeply	Go on a short holiday	Do some volunteer work
Take drugs	Daydream	Go to church	Write a plan of attack	Reassess priorities
Make some goals	Eat less	Run away	Blame others	Start a fight
Steal something	Work long hours	Laugh	Start a diary	Talk to a professional



# Do boys and girls cope with stress the same?

- Boys usually express their feelings as anger, or express things physically, with peers.
- Many girls are comfortable sharing feelings. They find stress relief by talking with peers or a parent.



# Developing self-awareness



# Developing positive self-talk

## POSITIVE THOUGHTS

I can run fast around this defender! I have practiced hard so I can do this! I know I can score on this run!



## NEGATIVE THOUGHTS


I am going to drop the ball!  
That defender is going to tackle me!  
I'm not fast enough or good enough to score!  
I am going to let the team down.

*What might happen if this player chooses positive self-talk? Negative self-talk?*



# Worksheet fun


**All about me!**



WHO ARE YOU?


Look at the "Self awareness" diagram below.

Write words or draw pictures around the diagram to illustrate your needs, skills, personal interests, values and hopes and dreams



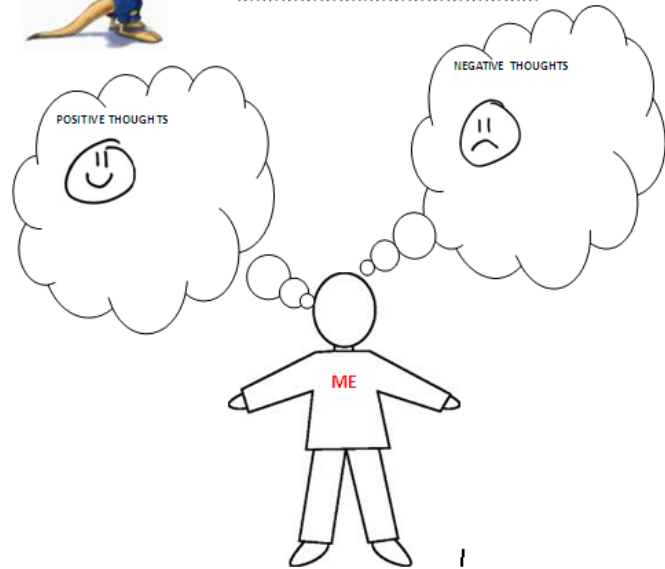
Lower Primary

**Positive and negative self talk**



Think of a stressful situation. Show Wally what sort of positive and negative thoughts might enter your head in the situation.

Situation: I am thinking about .....




**Questions:**

1. What was easier? Listing positive or negative self-talk?

Middle Primary

**Let Wally show you how to become more self aware!**



This is called the JOHARI WINDOW exercise. Choose 5 or 6 words from the list of 66 adjectives below which you feel best describe your personality.

• shy	• adventurous	• mature	• self-assured
• accepting	• friendly	• modest	• self-conscious
• adaptable	• giving	• nervous	• sensitive
• bold	• happy	• observant	• sentimental
• brave	• helpful	• organized	• shy
• calm	• serious	• patient	• silly
• caring	• independent	• powerful	• smart
• cheerful	• ingenious	• proud	• spontaneous
• clever	• intelligent	• quiet	• sympathetic
• complex	• introverted	• reflective	• serious
• confident	• kind	• relaxed	• trustworthy
• dependent	• knowledgeable	• rugged	• warm
• dignified	• logical	• responsive	• wise
• energetic	• loving	• searching	• witty

Now...ask your friends/peers to choose 5 or 6 adjectives from the list which they feel best describes your personality.

Finally...draw a "JoHari Window" (right) in your notebook and place the adjectives chosen about you (by you and your friends) into the most relevant quadrants.

1 <b>Known Self</b> Things we know about ourselves and others know about us	2 <b>Hidden Self</b> Things we know about ourselves that others do not know
3 <b>Blind Self</b> Things others know about us that we do not know	4 <b>Unknown Self</b> Things neither we nor others know about us

**What did you learn about yourself?**

**Known self:** Adjectives that are selected by both the participant and his or her peers are placed into the "Known self" quadrant. This quadrant represents traits of the subjects that both they and their peers are aware of.

**Hidden self:** Adjectives selected only by subjects, but not by any of their peers, are placed into the "Hidden" quadrant, representing information about them their peers are unaware of. It is then up to the subject to disclose this information or not.

**Blind Spot:** Adjectives that are not selected by subjects but only by their peers are placed into the "Blind Spot" quadrant. These represent information that the subject is not aware of, but others are, and they can decide whether and how to inform the individual about these "blind spots".

**Unknown Self:** Adjectives that were not selected by either subjects or their peers remain in the "Unknown self" quadrant, representing the participant's behaviors or motives that were not recognized by anyone participating. This may be because they do not apply or because there is collective ignorance of the existence of these traits. One facet of interest in this area is our "hidden self". Our potential is unknown to us and others.

Upper Primary

# Assessment Ideas: Lower Primary

Challenge students to create a poster about resilience which includes:

- A drawing of a stressful situation; and
- Words or drawing showing how they could deal with the situation.

Posters could be displayed at school and/or at the Rugby carnival to help students share ideas about dealing with stressful situations.



2011 G.E.A.R. Parent Network winning poster, "Hand In Hand" by an 11-year-old Maine artist.

# Assessment ideas: Middle Primary

Challenge students to write a series of positive self-talk statements for a selected group e.g. young people, a Rugby team - to use prior to an upcoming potentially stressful event e.g. exam, rugby match etc.





# Assessment ideas: Upper Primary

Challenge students to create a **resilience brochure** to give out to fellow students which includes a definition of resilience, characteristics of resilient people, strategies to develop resilience, useful contact information about service organisations who could help stressed teenagers and any relevant illustrations.

