

# THE RESILIENCY QUIZ

by Nan Henderson, M.S.W.  
www.resiliency.com/htm/resiliencyquiz.htm

## PART ONE:

Do you have the conditions in your life that research shows help people to be resilient?

People bounce back from tragedy, trauma, risks, and stress by having the following conditions in their lives. The more times you answer yes (below), the greater the chances you can bounce back from your life's problems "with more power and more smarts."

And doing that is one of the surest ways to increase your self-esteem.

Answer yes or no to the following. Then celebrate your "yes" answers and decide how you can change your "no" answers to "yes."

### 1. Caring and Support

I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are "there for me."

Yes? No?

I am involved in a school, work, faith, or other group where I feel cared for and valued.

Yes? No?

I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

Yes? No?

### 2. High Expectations for Success

I have several people in my life who let me know they believe in my ability to succeed.

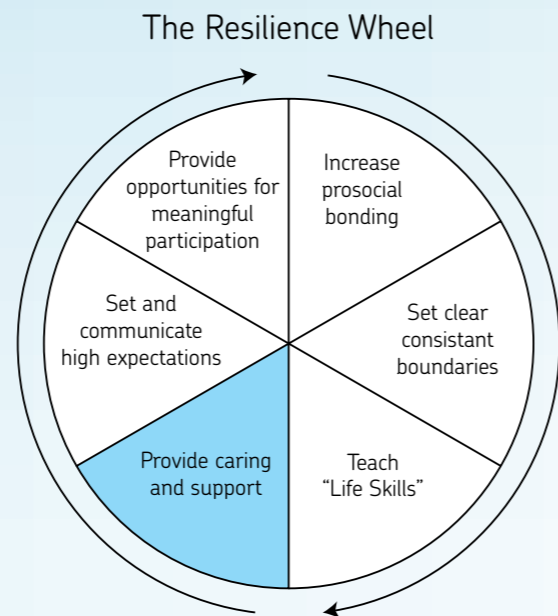
Yes? No?

I get the message "You can succeed," at my work or school.

Yes? No?

I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals – even when I encounter difficulties.

Yes? No?



### 3. Opportunities for Meaningful Participation

My voice (opinion) and choice (what I want) is heard and valued in my close personal relationships.

Yes? No?

My opinions and ideas are listened to and respected at my work or school.

Yes? No?

I provide service through volunteering to help others or a cause in my community, faith organization, or school.

Yes? No?

### 4. Positive Bonds

I am involved in one or more positive after-work or after-school hobbies or activities.

Yes? No?

I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.

Yes? No?

I feel "close to" most people at my work or school.

Yes? No?

### 5. Clear and Consistent Boundaries

Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).

Yes? No?

I experience clear, consistent expectations and rules at my work or in my school.

Yes? No?

I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.

Yes? No?

### 6. Life Skills

I have (and use) good listening, honest communication, and healthy conflict resolution skills.

Yes? No?

I have the training and skills I need to do my job well, or all the skills I need to do well in school.

Yes? No?

I know how to set a goal and take the steps to achieve it.

Yes? No?

## PART TWO:

People also successfully overcome life difficulties by drawing upon internal qualities that research has shown are particularly helpful when encountering a crisis, major stressor, or trauma.

The following list can be thought of as a "personal resiliency builder" menu. No one has everything on this list. When "the going gets tough" you probably have three or four of these qualities that you use most naturally and most often.

It is helpful to know which are your primary resiliency builders; how you have used them in the past; and how you can use them to overcome the present challenges in your life.

You can also decide to add one or two of these to your "resiliency-builder" menu, if you think they would be useful for you.

## PERSONAL RESILIENCY BUILDERS

### Individual Qualities that Facilitate Resiliency

Put a + by the top three or four resiliency builders you use most often. Ask yourself how you have used these in the past or currently use them. Think of how you

can best apply these resiliency builders to current life problems, crisis, or stressors.

(Optional) You can then put a check by one or two resiliency builders you think you should add to your personal repertoire.

- Relationships - Sociability/ability to be a friend/ability to form positive relationships
- Humor - Has a good sense of humor
- Inner Direction - Bases choices/decisions on internal evaluation (internal locus of control)
- Perceptiveness - Insightful understanding of people and situations
- Independence - "Adaptive" distancing from unhealthy people and situations/autonomy
- Positive View of Personal Future - Optimism, expects a positive future
- Flexibility - Can adjust to change; can bend as necessary to positively cope with situations
- Love of Learning - Capacity for and connection to learning
- Self-motivation - Internal initiative and positive motivation from within
- Competence - Is "good at something"/personal competence
- Self-Worth - Feelings of self-worth and self-confidence
- Spirituality - Personal faith in something greater
- Perseverance - Keeps on despite difficulty; doesn't give up
- Creativity - Expresses self through artistic endeavor

### You Can Best Help Yourself or Someone Else Be More Resilient by...

1. Communicating the Resiliency Attitude: "What is right with you is more powerful than anything that is wrong with you."
2. Focusing on the person's strengths more than problems and weaknesses, and asking "How can these strengths be used to overcome problems?" One way to do this is to help yourself or another identify and best utilize top personal resiliency builders listed in The Resiliency Quiz Part Two.
3. Providing for yourself or another the conditions listed in The Resiliency Quiz Part One.
4. Having patience... successfully bouncing back from a significant trauma or crisis takes time.

## SELF ESTEEM DIARY

	<b>Situation</b> What were you doing when you began to feel bad about yourself?	<b>Emotions and body sensations</b> (e.g. sad, angry, guilty) Rate each 0-100% for intensity.	<b>Self-critical thoughts</b> What exactly was going through your mind when you began to feel bad about yourself (e.g. thoughts in words, images, meanings)? Rate each 0-100% for degree of belief.	<b>Self-defeating behaviour</b> What did you do as a consequence of your self-critical thoughts?	<b>Positive Actions you took</b> What did you do to overcome these feelings? What were the positive actions you took?
<b>Date/Time</b>					
<b>Date/Time</b>					
<b>Date/Time</b>					
<b>Date/Time</b>					
<b>Date/Time</b>					
<b>Date/Time</b>					

Source: Fennell (1999) *Overcoming Low Self Esteem*

## SELF ESTEEM QUIZ

Are these statements TRUE or FALSE for you? Give yourself one point for each TRUE answer and then add up your score.	
Other people are not better off or more fortunate than me.	
I accept myself as I am and am happy with myself.	
I enjoy socialising.	
I deserve love and respect.	
I feel valued and needed.	
I don't need others to tell me I have done a good job.	
Being myself is important.	
I make friends easily.	
I can accept criticism without feeling put down.	
I admit my mistakes openly.	
I never hide my true feelings.	
I always speak up for myself and put my views across.	
I am a happy, carefree person.	
I don't worry what others think of my views.	
I don't need others' approval to feel good.	
I don't feel guilty about doing or saying what I want.	
Total:	

### TEST SCORE

Total number of TRUE answers you gave. EACH ONE POINT:

15-16 Points – Well done – you have a high level of self esteem!

12-14 Points – Your esteem levels are good but maybe could do with a bit of a boost (see ideas next page).

8-11 Points – Low self esteem could be holding you back – check out the section below for ideas on how to raise your self-esteem.

Below 8 Points – Your esteem seems drastically low! Have a look at the tips below and see if you can use any of the ideas to feel better about yourself.

There are many things you can do to improve your self esteem. Here are a few ideas to get you started:

- **Focus on your achievements** – if you take time to think, you will realise that you have achieved many things in your life. It doesn't matter what these achievements are, only that they are important to you. List them and remember what they meant to you. It doesn't matter what you think about your life at present. If you are honest with yourself you will make a long list and that will make you feel good. Every small thing you are proud of should be added to your list. The fact that you are focusing on positives will also help you to increase your level of self esteem.
- **Make plans for the future** – what would you like to do but feel you can't? Sometimes the first step to making a change is thinking about how you would like your life and future to be. As the song goes, if you can see it, you can achieve it! Make a list of things you want to do or change, and start thinking about how to make a start. Then take a breath and begin. You won't look back!
- **Think about what you like about yourself** – we all tend to focus on the things we can't do or don't like as much about ourselves. If you reverse this thinking, it can be much more helpful. What do your friends like about you? Have you ever asked yourself that, or even better, have you ever asked them? After you have listed all the things you like about yourself, then the negative things seem smaller and less harmful.
- **What can you change that will make you feel better about yourself?** There are two kinds of changes you may wish to focus on. The first is changes in your life and how you live it. Ask yourself – are you happy in your social life? Is it satisfying? Is there something else you'd rather do? What about your relationships, school or college? It would also be helpful if we try to learn that there are many things in life we have no control over. Accepting this and learning to 'go with the flow' can help our emotional health and well-being.

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## WHAT ARE OUR GROUND RULES?

As a group, set or revisit the ground rules for the group. Begin by creating a 'Diamond 9' of what is important to you.

A diamond 9 is a way of ranking the most important to least important elements. There should be one card (most important) on top, two on the second line, three on the third line, two on the fourth line and one (least important) on the bottom line.

You may decide some of the cards aren't important at all and get rid of them straight away.

There are some blank cards which you can use to write other things that are important to your group. It is the discussion that comes out of deciding the top nine that is important, not what your final nine is, so really think through and talk about why a certain element is important.

Be considerate of others' feelings.

No swearing!

Turn mobile phones to silent.

Try to arrive and leave on time.

When you are taking part in an activity, try your best!

Value people's differences.

Treat others as you want to be treated.

Have fun!

## WHAT DO I KNOW ABOUT ALCOHOL?

- 1) Children and young people can drink as much alcohol as adults.  
**True            False            Don't know**
- 2) Having something to eat before you start drinking will slow down the effects of alcohol.  
**True            False            Don't know**
- 3) Bubbly alcoholic drinks will affect you more quickly.  
**True            False            Don't know**
- 4) You have to be 16 to buy alcohol in a supermarket.  
**True            False            Don't know**
- 5) Alcopops contain less alcohol than spirits.  
**True            False            Don't know**
- 6) There is one unit of alcohol in a pint of beer.  
**True            False            Don't know**
- 7) It takes your body 30 minutes to process and neutralize the effects of one unit of alcohol.  
**True            False            Don't know**
- 8) Alcohol affects the brain within five minutes of being consumed.  
**True            False            Don't know**
- 9) Getting some fresh air sobers you up.  
**True            False            Don't know**
- 10) If a young person under age 18 is drunk and unable to look after him or herself, they can be taken in to custody.  
**True            False            Don't know**

## Youth Worker/Teacher notes and answers to 'What do I know about alcohol?'

- 1) **False:** Young people have less body mass than adults and have not developed a tolerance to alcohol, so it affects them more.
- 2) **True:** Eating something (e.g. a sandwich, pasta) before a drink will stop it from being absorbed so quickly by the body.
- 3) **True:** Fizzy alcoholic drinks (bubbly wines, spirits mixed with tonic or coke) are absorbed into the body more quickly through the bloodstream.
- 4) **False:** The legal age for buying alcohol is 18 – otherwise both the young person and the shop are breaking the law and can be prosecuted. Shops can also make their own rules about age for sales, and some have an 'over 21' rule!
- 5) **False:** one bottle of alcopops contains the same amount of alcohol as a single shot of spirit.
- 6) **False:** As a rough rule, there is one unit of alcohol in 1/2 a pint of beer, but beers do vary in strength, so read the labels carefully. Most glasses of wine contain 2 units or more of alcohol, and one measure of spirit (vodka, etc.) is one unit of alcohol.
- 7) **False:** It takes the body one hour to process one unit of alcohol.
- 8) **True.**
- 9) **False:** Only time sobers you up – the fresh air may wake you up but not sober you up.
- 10) **False:** The police will take the young person home. If their address cannot be confirmed, they will be taken to the nearest police station until a parent or guardian can be contacted.

## DRUG QUIZ

Question	Frequently	Occasionally	Rarely	Never
Do you ever use any substance/alcohol? <i>If no, go to the fourth last question.</i>	4	3	1	0
Do you ever use heroin, cocaine, crack or solvents?	10	10	10	0
Do you inject any substance?	10	10	10	0
Do you use more than one substance at a time? If you do, which do you use most often?	5	3	2	0
Do you use substances/alcohol when you are alone?	4	2	1	0
Do you use substances/alcohol because you are unhappy?	4	2	1	0
Does your substance/alcohol give you problems getting on with other people?	4	2	1	0
Do you get so off your head (intoxicated, stoned, mashed) that you do not know what you are doing?	6	3	2	0
Do you spend more on substances/alcohol than you can afford?	5	2	1	0
Does your substance/alcohol use affect your ability to cope with school or work?	3	2	1	0
Do you feel irritable or anxious if you do not use the substance/alcohol?	3	2	1	0
Are you concerned by your substance use?	3	2	1	0
Do you spend time with friends who use substances?	4	2	1	0
Do other people such as family and friends worry about your substance/alcohol use?	3	2	1	0
Do any close family members use substances/alcohol? If yes, which do they use most often?	3	2	1	0
Has your drug use led you to require medical attention, e.g. GP or A&E?	10	5	3	0
<b>Score (each column)</b>				
<b>TOTAL SCORE</b>				

### Your score

0 – 10 Have you answered the questions honestly? Think about keeping safe.

11 – 20 You need to get advice and information about what you are using and whether you're keeping yourself safe.

21 – 30+ You have, or are at risk of having, problems with substances. Please get help.

**If you have scored over 11, talk to the person who helped you complete this form for advice or see the substance misuse section on pages 28 and 29.**

## Reducing dangers and risks

- Using any substance or alcohol can cause problems if you do not know how the drug will affect you. Heroin, cocaine, crack, and solvents do cause problems, and you should always seek advice before using them.
- Injecting any substance can mean you are becoming dependent and increase the risk of overdose and blood borne viruses such as hepatitis and HIV. If injecting, seek advice about how to use safely.
- Mixing substances is dangerous and can make you ill or cause overdoses. Even mixing alcohol with cannabis can cause problems.
- Using substances when alone can mean that you are becoming dependant on the substance.
- Using substances when you are unhappy or anxious may feel helpful but will only make matters worse. Substances can make mental health problems worse, and you cannot sort out problems when you are off your face. Talk to someone.
- If substance misuse is affecting school or home and causing you to lose friends, you need to think carefully about whether this is the life you want.
- Would you be better off stopping or cutting down your use?

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## Q&A ABOUT RELATIONSHIPS

### Q) Am I too young to fall in love?

**A)** There are many different types of love – from an early age we can love our parents and siblings very much. As we form friendships, we can develop another, slightly different type of love for them. Some of us would say we love going to the cinema or we love chocolate! As we grow and develop, we find new ways of making sense of the world and experience new and different feelings. Everyone is different, and it is possible to feel love at any age.

Falling in love generally happens when the right person meets another right person who they connect with and find interesting and attractive. Sexual attraction is also likely to be part of falling in love. This can be confusing and lead to further questions, but this is perfectly natural.

Sexual attraction can display itself in a variety of ways – from getting a tingling in your tummy to wanting to rip the clothes off someone and anywhere in between. Falling in love doesn't automatically mean having to have sex, nor does having sex mean you will fall in love. Legally, both partners must be willing, consenting and over age 16 to have sex.

### Q) I'm not dating anyone right now and like it that way. Is that OK?

**A)** Of course it is! Being happy with your situation is the most important thing. Some people are obsessed with being with anyone rather than being on their own – maybe because they are insecure and need to have the reassurance of being with someone else. Others may be frightened of committing because they don't want to get hurt. Many single people live happy, healthy lives on their own or with friends.

### Q) I've been going out with someone for a really long time but I'm just not into them anymore. How do I know if I should end the relationship?

**A)** It can be very hard to make the decision to end a relationship with someone who you have become close to. It is perfectly natural for relationships to come to an end. Some people find they have different interests or different views on what they want from life. This is all part of the great journey that is love! You won't be surprised to hear that everyone who is a grandparent now is not still with the first person they went out with!

It may be a good idea to talk things through with your partner and see if there are things you can resolve. Or maybe you could agree to take a break for a little while. Or the issues may be deeper than talking or taking a break can resolve. In this case,

it is probably time to end things for your own health and well-being.

You do owe it to your partner though to talk things through with them. Make sure you do this at a time and place that gives them your full attention, and think about how you would like to be treated in that situation. Be prepared for them to be hurt, angry, upset or even seem like they aren't bothered. Good luck!

## Q&A ABOUT SEX

### Q) My partner is a bit older than me and is putting pressure on me to have sex. I don't feel ready yet; how can I say no?

**A)** You have to do what is right for you and resist the pressure to do something you don't want to do or might regret later. People have sex for many different reasons – some because they are ready and feel they have met a special person with whom they want to connect more deeply, others because they feel that if they don't have sex, their partner will leave them. Some people don't really think about it before they do it, which can lead to feelings of regret and even anger later on, so it's great to know you are thinking this through seriously.

Often it is harder to say no than yes to most things in life, but it is so important to not do anything you aren't comfortable with. Have you discussed this with your partner before things start getting heated? It might be a good idea to discuss this rationally in a 'friendly space' – somewhere you can talk together in private but where your partner wouldn't think could lead to sex.

Emotional blackmail is a trick often used to try to make people do things they don't want to do. 'If you loved me you would' or 'everyone else is doing it' might be common statements you hear. It is unfair to use emotional blackmail to trick, cajole or persuade someone to do something they don't want to do. Often, 'stop trying to emotionally blackmail me' is enough to head this off.

There are of course many other fun things you can do that don't mean having full sex. Again, you should think these through beforehand and only do the things you're comfortable with.

### Q) I've had sex with my partner before but didn't really enjoy it and don't want to do it again. Is this okay?

**A)** Of course it is! It is always your choice to have sex, and just because you've done it before doesn't mean you have to do it again. Your body is special and belongs to you, and you have the right to choose who you share it with.

### Q) I'm having lots of sexual thoughts and feelings, is this normal?

**A)** It's quite normal to have sexual thoughts and feelings, especially during puberty when your body is developing, your hormones are rushing around and your emotions are changing. This can take quite a bit of getting used to and can be a confusing time, but it will calm down once your body gets used to all these changes. It can also be a special and exciting time, so try to enjoy the ride and remember you don't always have to act on your feelings!

## FOR FURTHER INFORMATION

### [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is the UK's free, 24-hour helpline for children in distress or danger, offering confidential advice and support.

### [www.connexions.gov.uk](http://www.connexions.gov.uk)

Connexions offers advice on education, careers, housing, money, health and relationships for 13-19 year olds in the UK.

### [www.bullying.co.uk](http://www.bullying.co.uk)

This website offers information about bullying in the UK, as well as its effects and tips for children and young people for dealing with bullying.

### [www.cafcass.gov.uk](http://www.cafcass.gov.uk)

The Children and Family Court Advisory Support Service website includes free resources and publications for children and young people on dealing with divorce or separation within their family.

### [www.gyro.org.uk](http://www.gyro.org.uk)

Gay Youth 'R' Out – with information and advice including tips on coming out to family and friends and a guide to support and counselling services.

### [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

A free online resource, connecting young people to information about crime, drugs and health within the UK.

### [www.need2know.co.uk/health](http://www.need2know.co.uk/health)

Need2Know Health offers advice and information on a range of physical and emotional health-related issues.

### [www.samaritans.org](http://www.samaritans.org)

Samaritans provides confidential non-judgmental emotional support, 24 hours a day for people who are experiencing feelings of distress or despair.

### [www.talktofrank.com](http://www.talktofrank.com)

A drug awareness website with information, advice, case studies, frequently asked questions and a 24 hour confidential helpline.

### [www.teenagehealthfreak.org](http://www.teenagehealthfreak.org)

Teenage Health Freak website for young people, with a daily diary, quiz, A-Z of health topics, questions answered and more.

### [www.thesite.org](http://www.thesite.org)

Offering information on general health and wellbeing for young people in the UK, including guides about drugs and alcohol, work and study, sex and relationships, and depression.

### [www.teenissues.co.uk](http://www.teenissues.co.uk)

An online guide to health for young people in the UK including information on bereavement, depression and self harm.

### [www.youthinformation.com](http://www.youthinformation.com)

The National Youth Agency supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential within a just society.