

Section 5: Help-seeking and being hopeful for the future

This section of the toolkit and [guidance document](#) uses strength based work as a way to help young people feel hopeful about the future and the ability to manage challenges.

The activities and resources will help young people to reflect on their strengths and encourage them to be hopeful for the future. All resources can be used in Google Classroom, Teams and Jamboards/Whiteboards.

Identifying strengths

Activity: Discussion

Give the class a few minutes to consider if they mostly agree or mostly disagree with: We should focus on what is strong not what is wrong.

Resource: A strength-based perspective

Ask the class to consider the statements on the card and if they mostly agree or mostly disagree with them. These statements form the basis of a strengths-based perspective in life. Use the class responses to encourage a class discussion on having a strengths-based perspective.

Resource: Knowing my strengths

Knowing who we are and what our strengths are is an important way of feeling able to cope with current and future challenges. When we acknowledge our own skills, qualities and values, we become more aware of what we have

within us that can help us overcome challenges and reach goals. This resource will support young people to reflect on their strengths. Provide the class with the knowing my strengths handout. Ask them to colour or tick which ones apply to them and add their own.

Resource: Using my strengths

Use the 'complete the sentence' activity to encourage young people to think about how the last few months have been tough. Ask them to think about how they used their strengths and supports to get through challenging times? Encourage the class to consider: What did they learn about themselves? How can this help them in the future? What continues to be tough? What might help them?

Video: Q&A with clinicians

[Two Jigsaw clinicians](#) caught up with a Youth Advisory Panel member about identifying strengths. Play the video in class and see if it helps the young people think about strengths in a different way.

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Identifying supports

Activity: Discussion

Give the class a few minutes to consider if they mostly agree or mostly disagree with this statement: There is always someone who can help.

Resource: Asset mapping

This activity will help young people to explore what supports exist within their environment. Drawing on previous discussions, ask the class to think about what inner strengths they have that can support them when times get tough? What skills have they learned that can help? Young people can discuss what supports exist within their school, their community and online. Working together, or individually, they can research what is available when times get tough or there to help them to grow and develop. Encourage the class to be creative in how they record and present their results. Combine all their findings into a wall display if possible.

Resource: Who can help?

To encourage young people to see the practical application of their asset map, use the 'who can help' scenarios. Ask the class to decide where the young people in the scenarios might go for help. Discuss their ideas.

Hopes for the future

Activity: Discussion

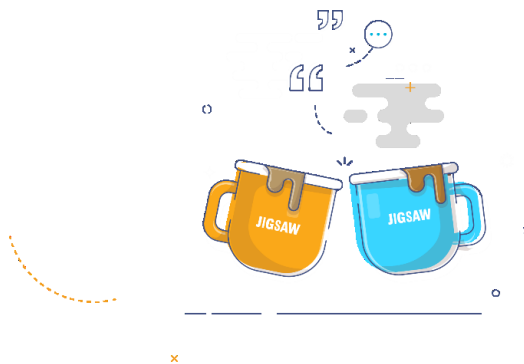
Ask the class to write words or doodle images that they associate with their ideal future. Get them to give feedback. Prompt

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question: Why is it important to have dreams and hopes for the future?

Resource: Hopes timeline

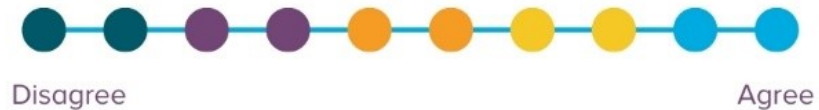
Use the hopes timeline to support the class to imagine their ideal outcomes for themselves over the next five years. Ask them to also think about ideal outcomes for their school and their community. Encourage them to dream big and to think of ways that they can contribute to these outcomes.



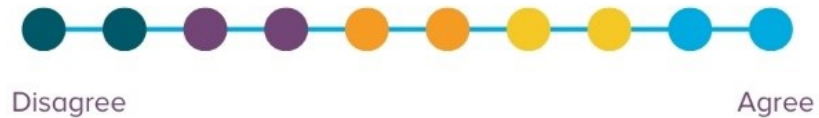
Knowing my strengths

Plot on the scale the extent to which you agree with each of these statements

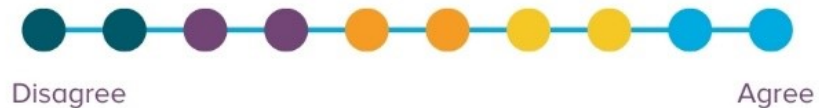
Q1. Everyone has strengths



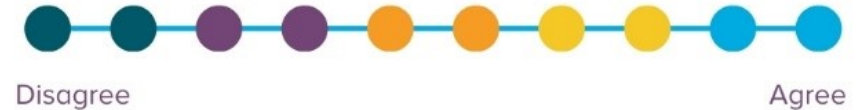
Q2. It's important to have goals in life



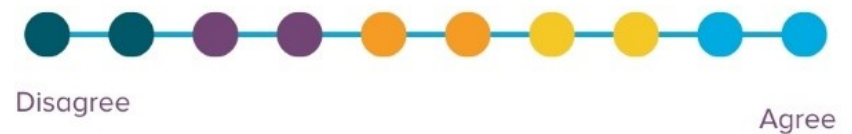
Q3. Life experiences can be painful but they help us to learn about ourselves



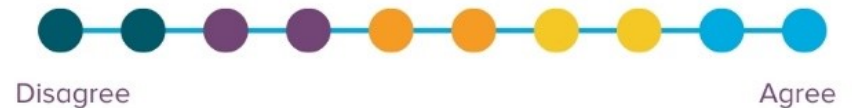
Q4. It's possible to overcome most challenges with the right support



Q5. Future possibilities are more important than past problems



Q6. I know my own strengths



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Knowing my strengths



Recognising your strengths is the first step in feeling able to cope with challenges.

Select the ones that you think apply to you and add them to the column.

Qualities	Skills	Interests	Values	My strengths
<ul style="list-style-type: none"> Open minded Kind Sense of humour Hopeful Practical Creative Determined Fair Hard working Forgiving Logical Curious 	<ul style="list-style-type: none"> Art Sports Good listener Writing Dance Active Planning Team player Leadership Acting Public speaking Gaming 	<ul style="list-style-type: none"> Sports Volunteering Exercise Science History Maths Books Board games Animal welfare Mindfulness Cooking Swimming 	<ul style="list-style-type: none"> Religion Having a voice Social justice Learning Gratitude Being independent Second chances Giving back Caring for nature Happiness Freedom Being successful 	

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Knowing my strengths

One thing that I found difficult about lockdown	One way that I overcame a challenge during lockdown	One thing that I learned about myself recently
Something or someone that has helped me recently	One skill that I can use in the future to overcome difficulty	One thing that I am looking forward to



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Asset map of the community



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Use the asset map of your environment to identify places where these young people might be able to get help.

Sarah's story

Sarah is 14 and is finding it hard to get back into the routine of school after lockdown. She has some subjects that she enjoys but spends most of the day wishing that she was playing football or at home. She has started to skip some classes and is getting into trouble. This is causing some arguments with her parents. She has started to stay out late at the weekend and has started drinking alcohol with her friends during these times.

John's story

Since school reopened, John has found it hard to relax. He worries about his health and what will happen if someone close to him gets ill. He often lies awake at night scrolling on his phone for information. He doesn't go out to see his friends much and he is starting to feel lonely. He has tried to speak to his mum but he doesn't really know what to say.

Leslie's story

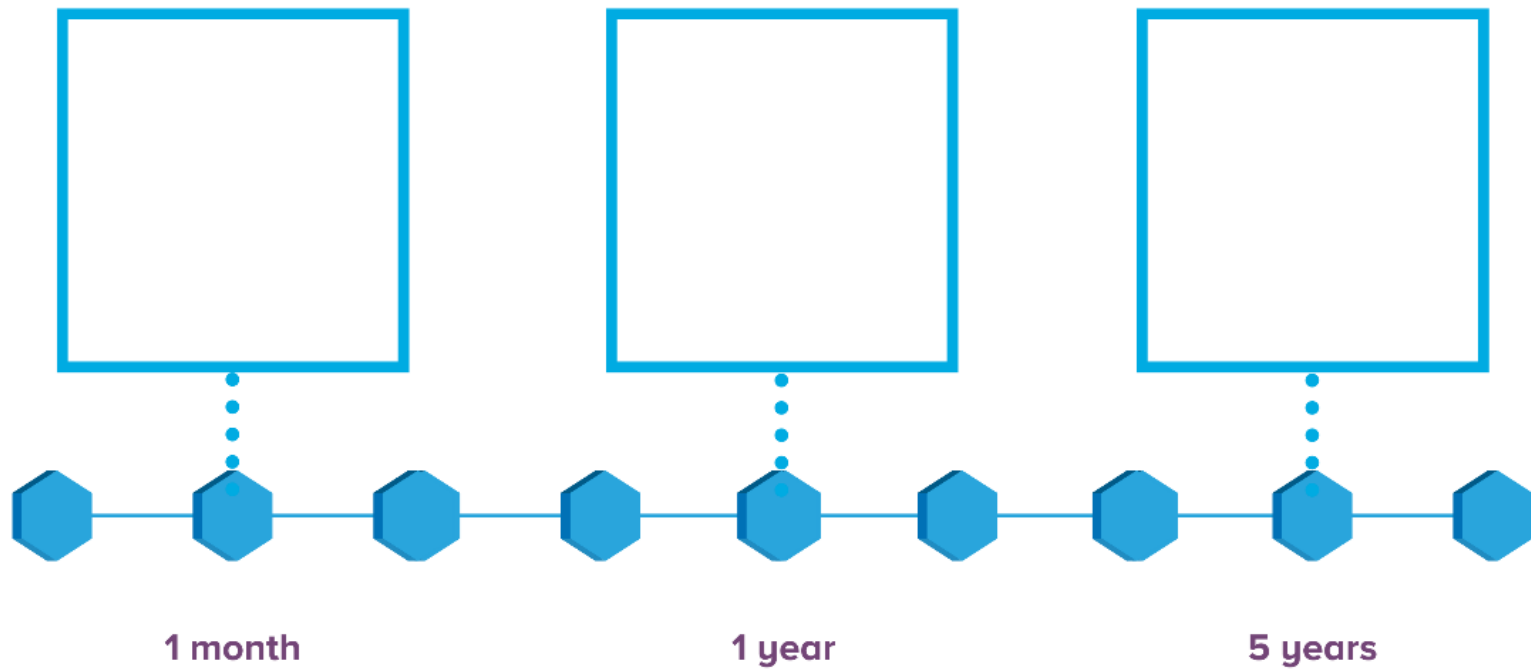
Leslie is feeling the pressure of the Leaving Certificate year. They are still catching up on work missed during lockdown and they are struggling to make decisions about what they want to do next year. This is causing some tension with their parents and they are struggling to get to sleep some nights.

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Hopes timeline

Plot your hopes for yourself, your school, and your community.
How might you contribute to achieving these?



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