

RESILIENCE HERO

A stylized illustration of a coastal village. A winding road leads up a green hillside dotted with several houses and a small tower. A yellow car is driving on the road. In the background, a large, steep cliff rises from the sea, topped with a single house. The sky is a mix of light blue and white, suggesting a bright, slightly hazy day.

Game Guide

for

Parents
Educators
& Support Workers.

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Who is this guide for?

The Resilience Hero Game Guide has been created for use by **Educators, support workers, parents and other adults who work with young people.**

It gives an explanation of how to play the game, an overview of the contents and an in-depth description of each question presented to the player; discussing how answers link to the themes of **Boingboing's Resilience Framework.**

It is hoped that the information provided will:

- 1) Deepen your understanding of the game and how it can be best utilised at home or in the classroom.**
- 2) Generate ideas for conversations that can be had with young people during a playthrough or after finishing the game, to further their understanding of what mental resilience means to them.**

How To Play

Resilience Hero is an Edutainment **Visual Novel**: The player takes part in an interactive story, told through a series of conversations with characters living in the fictional Cornish town, Frogsmouth.

Each scenario contains a multiple choice question that must be answered to progress the story.

Resilipoint Questions

Resilipoint Questions are important moments in the story where the player is asked a question and presented with 4 answers to select from.

The player must use their understanding of the Boingboing Resilience Framework to answer each question successfully, in accordance with the values of the framework. The most positive options award 4 points, and the least positive, or least resilient option, is awarded 1, or 0 points.

For some questions, two answers may both be awarded 4 points if they represent two Resilient Moves that achieve the similar outcome, but are different activities that one individual may favour over the other. For example:

In Stage Two, Question 5 “*Weathering the Weather*”, the player is faced with deciding how to stave off boredom and lethargy from being trapped indoors thanks to stormy weather in the middle of the Summer holidays.



One option allows the player to call up a friend to do something fun together...

Another option allows the player to wrap up in a rain jacket and take their dog out for a walk.

In this instance, the player is awarded 4 points for selecting either option. Both are proactive choices that break the cycle of sitting idle indoors and will boost a young person's mood, despite the former option being more social, and the latter a more independent activity.

In contrast, 3 points are awarded for staying in doors and thinking of a new activity to try, but 0 points are awarded for doing nothing and eating junk food...

Stay indoors and... eat more hot dogs!

The walkthrough section of this guide will outline every scenario in chronological order and provide context for each answer.

Conversations:

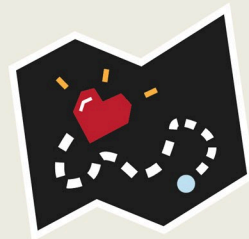
From time to time, the player will be given the option to select dialogue responses to conversations with the fictional characters when prompted.

Although these selections are presented in a similar style to the Resilipoint questions, they are not graded; Characters may respond with different lines of dialogue depending on what options the player selects, creating a more personalised playthrough for each individual.

Boingboing's Resilience Framework

During the game's prologue, the Resilience Framework will be introduced to the player. This digital manual can be viewed in-game by clicking on the **Resilience Framework Icon** when it appears on screen during Resilipoint Questions:

Resilient Question screenshot



Resilience Framework Icon

The in-game Resilience Framework contains short descriptions of each Resilient Move, which should help the player to decide on the best answer to select should they find themselves stuck on a particular question. Note that although the descriptions are inspired by Boingboing's original wording, they have been modified to be more in-keeping with the tone of the game.

Stages

The player progresses through the game by completing each scenario within a **Stage**. Stages are represented by the Pillars of the Resilience Framework, starting with “Basics”, and ending with “Core Self” respectively. The questions and events within each stage have been written to reflect the themes of each pillar from the Resilience Framework. See the Stage Title screens below:



“Basics” is an introduction to the bare essentials: food, shelter and feeling safe in your environment.



Stage two “Belonging” introduces social interactions with characters outside of the home.



The “Learning” stage introduces topics related to school and developing life skills.



“Coping” touches upon dealing with day-to-day stress and keeping morale up during tough times.



Finally, “Core Self” focuses on getting the player to think about nurturing their interests, skills and talents.

By the end of a playthrough, the score from each scenario will be calculated and displayed to the player.

At which point, they will be encouraged to replay the game to improve their understanding of the framework, or to share their knowledge with other young people.

Characters

When playing through the story of Resilience Hero, the player will have regular interactions with several of the inhabitants of Frogsmouth. The following section provides some details for each character:



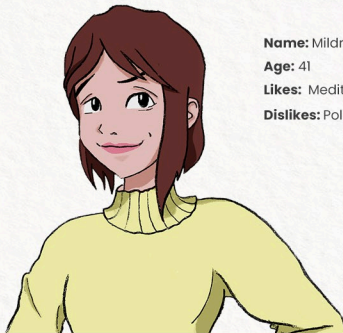
Name: Hotdog

Age: 1 (12-15 in human years)

Likes: Hotdogs, video-games, Mr flobby, you!

Dislikes: Broccoli, washing dishes, school days.

Hotdog is a beige, lurcher pup - with an impossibly long neck - whom the player's mum adopted from a rescue shelter before relocating to Cornwall. He serves as the player's faithful guide and best friend throughout the game, offering advice from the Boingboing Resilience Framework whenever the player is in need of a helping hand, or paw!



Name: Mildred (mum)

Age: 41

Likes: Meditation, sunsets, sunflowers.

Dislikes: Politicians

Mildred is the player's mother, a hard-working single parent who relocated to Cornwall to take a job at the local hospital. Details about Mildred have been kept to a minimum in-game to allow the player to project their own view of what "mum" is onto her: She could represent a blood or step relative, or other legal guardian and work as a Nurse, Receptionist, Surgeon or Psychologist!

Name: Samir "Sam"

Age: 14

Likes: Noodles, skateboarding,

Dislikes: Losing internet connection.

Sam is a neighbour who loves nothing more than to play games, whether that be online or on his skateboard around town. Although a little lazy and lacking in discipline at times, he's a good kid at heart and knows that laughter is the best medicine.



Name: Katherine "Kat"

Age: 13

Likes: Sci-Fi Novels, drawing, cats.

Dislikes: Loud noises, heatwaves, late buses.

Wise beyond her years, Kat is a reliable and kind friend who loves to help others tackle difficult issues, no matter how big or small. Due to her studious nature, she is sometimes prone to overburdening herself, and may need help from the player to manage her own stress levels at times!



Name: Becca

Age: 27

Likes: Darren's pasties, music festivals.

Dislikes: Excessive paperwork.

Having moved from the city as a teenager, Becca knows what it's like to feel like an outsider. As a popular Youth Councillor, she works hard to make sure local young people feel confident and can express themselves freely; even if that also means single-handedly running multiple clubs around town.



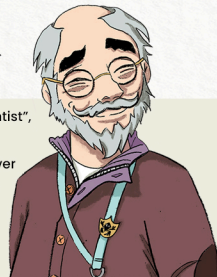
Name: Mr Pascoe

Age: 50-something

Likes: Building energy-efficient gadgets, crisps.

Dislikes: Traffic jams, litterbugs & lettuce.

Affectionately known as the local "Mad Scientist", Mr Pascoe has been Head of the Science Department at Frogsmouth Secondary for over two decades and also serves as the player's Form Tutor. A wise and trustworthy member of the community, he always tries his best to support his students.



Locations

The fictional town Frogsmouth is represented as a collection of background art inspired by real places in Cornwall. As the player progresses through the game, new locations will be revealed.

However, some may remain undiscovered depending on how the player responds to certain questions...

Player's Home:



A wind-blasted bungalow nestled at the top of a very steep hill, overlooking the Cornish coastline. A little run-down, but full of charm. Mildred inherits the property from her late Father.

Ledrek Lane:



The residents of this lane are the player's closest neighbours, one of them being Sam. There is a pub, grocery store & a conveniently-located bus stop to transport people to the town centre.

Kitchen:



Referred to by estate agents as "rustic".

Lounge:



Mildred's eclectic taste in furniture doesn't make this room any less cosy!

Bedroom:



The player's bedroom and personal safe place.

Bocka Cove:



A popular beach, this cove's name was inspired by Legends of goblins and piskies lurking among the rocks at night... though most locals believe they are just seagulls.

Frogsmouth Secondary School:



The player joins Frogsmouth Secondary School at the start of Stage 3: Learning, in the Autumn. Here you are first introduced to Kat and Mr pascoe.

Mr Pascoe's Classroom:



Mr Pascoe is still patiently waiting for an interactive touchscreen board in his Classroom, but makes do with good old-fashioned chalk and plenty of posters.

Frogsmouth Town Centre:



These cobbled streets are home to lots of popular, Independent stores, such as Chough Cinema, Darren's Bakery and too many galleries to count! The Town Hall features a notorious Frog Statue, in memory of Dr Frogworth: a famous Mayor from centuries past.

Frogsmouth Town Hall:



Despite being an old building, the locals love their Community hall and keep it well maintained with an assortment of Cornish-themed flags, flyers and art to brighten the space.

It is used regularly for all sorts of activities and even features a stage for live performances.

Locked Answers & Hidden Scenarios

There are a few instances throughout the game where the player's decisions affect more than the amount of Resilipoints earned...

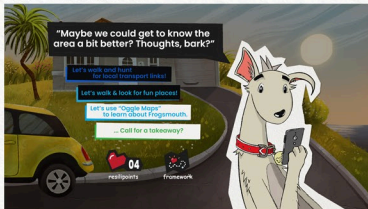
Postive & Negative Reinforcement:



If the player continually chooses the least Resilient answer - whether innocently or mischievously! - Hotdog will intervene to ask the player if they would like to try again and select a more positive option.

This is a measure to prevent player's from racing through the experience and not considering their choices. If the player selects the top-scoring answer, Hotdog will respond enthusiastically.

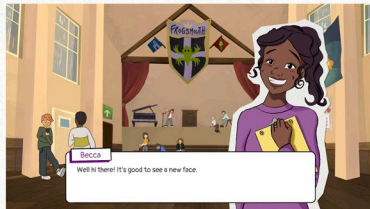
Locked Answers:



The Resilient answers chosen in one scenario may block some the of answers available in the following scenario. This is indicated visually by the option's colour appearing inverted.

If this happens, the player should be encouraged to read the locked answer so they can reflect on what they may have done in the previous scenario to have caused it to be unselectable.

Hidden Scenarios:



The Resilient answers chosen in one scenario may also change the order of events that take place in future scenarios, as well as lead to new dialogue exchanges with characters in different locations.

For Example, Becca will only be encountered if the player decides to join a club in Stage Two, or requests music lessons near the end the game; she could be missed from a player's playthrough entirely!

Accessing The Game

Resilience Hero can be played in two ways:
Streamed online or downloaded and installed onto a computer.

To play online:

The following url will take you to the Resilience Hero **itch.io page**, where the game can be played directly in the browser.

resiliencehero.itch.io/headstartkernow

Click “run game” and wait a minute or two for the engine to load, depending on your internet connection speed.

To download:

Downloading Resilience Hero allows you to play without needing to be online. Following the same link above, scroll down to the page until you find the Download section. Once downloaded, open the file and follow the on-screen instructions on your desktop/device.

Starting a New Game

After launching the game, you will be greeted with the title screen:



Clicking **New Game** will prompt the player to enter their name before the story begins.

Clicking **Load Game** will allow the player to load their saved progress.

Credits will display the people and organisations that helped to create the game.

Saving Progress

A full-playthrough of Resilience Hero is estimated to take under 30 minutes.

For those who cannot complete the game in one session, or who would prefer to play it in smaller chunks, there is a Save Feature.

The player can save their progress at any time by clicking the Save button in the upper left-hand corner of the screen:



To continue playing, select the load game option from the main menu on the Title Screen.

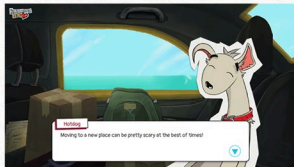
Walkthrough

The following section details each question and stage in chronological order.

Note: The order in which the multiple choice answers are displayed in-game is randomised to prevent the player from deliberately choosing the best choice without considering the text (e.g., always the answer at the top of the screen). But for the purposes of this guide, they have been labelled a) to d).

Prologue

Resilience Hero begins with you - the player - being woken from a nap in the back of mum's car by your newly adopted, talking Dog. You are about to arrive at your new home in Frogsmouth, Cornwall!



After introductions, you will be given the chance to pick a name for your chatty pup:

"Hotdog", or 3 other options from a randomly-generated list of 20 names.

* For the walkthrough he will be referred to as Hotdog - his correct canonical name.

Hotdog points out that you already have something important in common: You are both starting a new life in a new place, a prospect that can be a little daunting at first. He gives you a copy of the **Resilience Framework** for safe-keeping, as the car comes to a stop:



Your new house may look a little run-down compared to your mum's old family photo, but Hotdog is thrilled with the size of the garden; wonky post boxes and dodgy doors can be fixed! You help mum bring in some supplies from the car, before Stage One: *Belonging*, begins...

Stage One: BASICS

Question 01, "New home, new environment!"

Mum is busy unpacking supplies, so you and Hotdog decide to check out your new bedroom. Looking around the empty space, you are left feeling a little lost and disoriented. What activity could help you to feel more settled?

Answers

- a) **Let's decorate our room!**
- b) **Talking to mum usually helps me feel better.**
- c) **Let's get a good night's sleep.**
- d) **Eh.. Let's play games all night!**

Moving home to a new area can be a daunting prospect for people of all ages, but it's vulnerable young people that can often be left feeling as though their circumstances have been taken out of their control, which can lead to an increase in anxiety, depression and a lowered sense of self-esteem.

Description & Resilipoint Score

- a) is a proactive choice to make a new room feel like a safe and comfortable space that the young person can call their own and retreat to when feeling overwhelmed. (4 Points)
- b) is a great second choice: we should always encourage young people to feel comfortable approaching their guardian to talk about how they feel when faced with new circumstances that may cause worry. (3 Points)
- c) If the young person is not feeling ready to speak to their parent or they don't have the mental energy to organise their new space, then recognizing the importance of maintaining a healthy sleep schedule is something to be rewarded. (2 Points)
- d) is a slightly negative choice, but one that many young people can relate to on occasion! (1 Point awarded as it is the first question in the game)

Stage One: BASICS

Question 02, "Healthy body, healthy mind"

Depending on how you answered the previous question, you will either awake early with time to greet Mum before she leaves for work. Or if you chose to stay up late, she will already have left. Either way, it is time to fuel yourself for the day ahead! What do you select for breakfast?

Answers

a) **Let's have porridge with honey!**

b) **Greek yoghurt and a banana sounds good?**

c) **Gimme' the "Cocoa Nubs!"**

d) **HOTDOGS-ON-TOAST.**

This question is to test the player's understanding of basic nutrition and less about the specific food choice. With eating disorders being unfortunately common within the 10-16 age group – whether due to food aversions or mental health – we want to reward any attempts to eat *some* sort of breakfast.

Description & Resilipoint Score

a) is a healthy, slow-burning carbohydrate, perfect fuel for a day at school. It can also be customised in ways that don't detract from the base, nutritional quality, so a young person can get creative with their own recipes. (4 Points)

b) is fairly nutritious, but could be considered a little low calorie, particularly for young people who may have developed an aversion to carbohydrates due to weight concerns. (3 Points)

c) is not bad either, but relying on branded cereal with high sugar contents over a prolonged period of time could lead to midday sugar crashes and mood swings. (2 Points)

d) is a joke choice: Not bad as a treat, but you wouldn't want to make it a staple! (1 Point)

However, it's a good idea to encourage young people to take an interest in food, so that they can understand how to fuel themselves adequately to perform well at school, as well as support their mental health. This is especially important for young people who already live in stressful situations, i.e., caring for a parent or sibling, bereavements, or have a history of abuse.

Stage One: BASICS

Question 03, "One Small Step..."

Answers

- a) **Let's walk & find the nearest bus stop!**
- b) **Let's walk & look for somewhere fun to hang-out!**
- c) **Browse Oggle Maps to research Frogsmouth!**
- d) **... I wonder which takeaway delivers here?**

This question is to encourage the player to take an interest in learning to navigate their local area unaided, using public transport or by foot. Being able to travel independently and confidently will boost self-esteem, thereby making them feel not only safer, but more likely to become involved in new activities within their community.

With mum at work and your stomach full, You're starting to feel more settled in your new house. Maybe it's time to venture outside and get to know your local area. What might be a sensible way to do this?

LOCKED ANSWERS: If options c) or d) were selected on the previous question, Hotdog will complain you are both too sluggish to walk long distances, causing a) and b) to be locked.

Description & Resilipoint Score

a) is a great way for a young person to get some fresh air and exercise, whilst familiarising themselves with local transport options. Having some time to visit stations in their own time is also a positive strategy to alleviate anxious thoughts, rather than waiting for the first school rush, or any other social situation where they may feel under pressure. (4 Points)

b) is a good second choice: Seeking out fun places to play and connect with others their age goes a long way towards helping young people feel connected to their local area. (3 Points)

c) could be useful for young people that may lack the ability - be it mental or physical - to leave the house unaided. Utilising the internet to learn about new places before visiting is a sensible step that should be encouraged, with supervision if needed. (2 Points)

d) Everyone loves to know how close they are to the nearest takeaway delivery service... But it's not quite as beneficial when compared to the range of other ways a young person could learn about their local area! (1 Point)

Stage Two: BELONGING

Question 04, "Somewhere I belong"

Answers

- a) **Let's join a local club!**
- b) **I could introduce myself to someone new!**
- c) **Maybe there's a online group for locals?**
- d) **Time for Hotdog-fuelled game marathon!**

For the 10-to-16 age group, forming friendships with like-minded people is a sought after goal that can be ridden with anxiety:

"Who will like me for who I am? What if they make fun of me?"

"Do I even know who I am? And what I like?"

"What if my friends change over time?!"

It's been a couple of weeks and you are starting to feel more comfortable in Frogsmouth. But as fun as it is to hang out with Hotdog everyday, school won't be starting until September; it might be fun to start connecting with locals who are your age. But how could you do that?

Description & Resilipoint Score

a) is a good way to try new experiences. The structure of a weekly or even monthly meet-up is the perfect bedrock for building new connections with local people within their age group outside of the school setting. This option may be more appealing to extraverted players.

(4 Points)

b) might seem more comfortable for introverted players: Young people who are more likely to shy away from group activities should be encouraged to reach out to individuals who they may share interests with. This not only promotes kindness, but could lead to long-lasting friendships between young people who may otherwise find it a little more difficult to make friends. (4 Points)

c) If a young person isn't feeling ready to connect with people their own age in-person or lacks that option, online local groups are the next best thing - with some adult supervision. (2 Points)

d) is acceptable and expected behaviour from time to time, but if a young person appears to be favouring this activity over all other attempts to socialise, it's worth asking why is that so, and looking for gentle ways to encourage them to try to make friends closer to home. (0 Points)

Stage Two: BELONGING

Question 04, "Somewhere I belong"

Unique Scenarios

If you choose Option **a)**, to join a club, you will be given the choice to pick between Making Waves: A surf club, or The Hall: An evening club for hobbyists to hang out and share their interests.



You will attend the club of your choosing and be introduced to Becca - who runs both clubs! - and meet Sam.

If you choose option **b)**, to introduce yourself to someone new, you will encounter Sam waiting for a bus in Ledrek Lane. With some help from Hotdog, you strike up a conversation and make a new friend!



If you choose any other option, you will not meet Sam or Becca until later in the game.

Stage Two: BELONGING

Question 05, "Weathering the Weather"

Answers

- a) Let's see what Sam's up to!
- b) A walk in the rain could be fun?
- c) Let's stay in and think of something new to do...
- d) Let's stay in annnnd... make Hotdogs!

Whether it's due to unseasonal weather changes cancelling plans, or other reasons, there are always going to be times where a young person's daily life will be disrupted. When this does happen, they will have to learn to keep their own minds occupied to combat negative thoughts and to restore a sense of stability to their day.

It may be the middle of Summer, but in typical Cornish fashion, there's a storm! It's windy, it's rainy, and it's been a while since you left the house. You're beginning to feel a bit isolated and boredom is setting in... What could you do to feel better?

LOCKED ANSWER: option a) will only be selectable if the player chose one of the answers on the previous question that led to them meeting Sam – either at the club or in Ledrek Lane.

Description & Resilipoint Score

- a) Maintaining daily exercise whilst also making the effort to keep connected to friends and family, is important for both physical health, mental well-being and helps to fight feelings of social isolation. (4 Points)
- b) Same as above, this option highlights the importance of making an independent decision to do something beneficial – getting out for some fresh air – even if it's a less social choice. (4 Points)
- c) is an effective way to fight negative thought patterns if leaving the house is not an option: Encourage hobbies, or trying a new activity to pass the time! (2 Points)
- d) is a joke choice. it's okay to lounge around at times, but if a young person becomes trapped in this cycle, it will only lead to them having a more difficult time being flexible to cope with life changes in the future. (0 Points)

Stage Two: BELONGING

Question 06, "Transition Mission!"

Next week will be the start of the new Autumn term at your new school!

But the anticipation is making you feel a bit apprehensive...

What could you do to make yourself feel better?

Answers

- a) **Let's talk to Mum.**
- b) **Predict a positive experience...
not a bad one!**
- c) **Ask how my friends are feeling?**
- d) **Let's stay up, have a Hotdog...**

Starting a new school is always a little daunting, no matter what a young person's circumstances are: Perhaps they have moved to a new school, were previously bullied, or are simply transitioning from primary up to "grown-up" Secondary school.

Description & Resilipoint Score

- a) Young people should always be encouraged to share their concerns with a parent, carer or other trusted adult rather than bottling it up. (4 Points)
- b) May be difficult to put into practice at first, but is a mode of thinking that will be useful in a vast array of challenging or difficult situations that they will have to face as adults. (3 Points)
- c) Many young people find the switch from the freedom of the Summer to returning to the classroom a bit of a downer, regardless of their mental resilience. Confiding in their friends and talking about how they feel creates a sense of comradery, that they're not alone with their feelings - which could help them to feel much less anxious. (3 Points)
- d) is again, the joke choice: the last thing a young person wants to be on their first day at school is tired and disorientated. (0 Points)

Unique Scenario: if by this point in your playthrough you have not met Sam, your mum will suggest calling her friend who lives in Ledrek Lane to ask if you can speak to her son about what life is like at Frogsmouth Secondary School - Lo and behold, the son is Sam!

Stage Three: LEARNING

Question 07, "The Artful Juggler"

Turns out Frogsmouth Secondary isn't so scary after all. In fact it's rather fun!
But there's a lot to keep on top of: homework, PE, swimming, clubs, your hobbies...
How can you keep on top of all this?

Answers

- a) **Let's make a schedule!**
- b) **Let's Team up with a friend.**
- c) **Let's start with one, small routine & stick to it.**
- d) **Hotdogs make everything better!**

This question is all about encouraging young people to be proactive about taking responsibility for their routines and social obligations. Which, although on the surface appears to be school-centric, has a wider importance relating to other areas of life, like maintaining self-care and being prepared for employment in adulthood.

Description & Resilipoint Score

- a) Making schedules and attempting to keep to them, is a great way to keep on top of responsibilities, as well as making sure young people don't over-burden themselves by taking on too much. It can also help to keep them present mentally and engaged with day-to-life, which helps to prevent negative, intrusive thoughts from creeping in. (4 Points)
- b) Even if it's just a "homework study group" after school, or reminders to bring the correct study materials to the correct lessons via text, having two young people being accountable for one another still allows them to practise being responsible, without relying on an adult. (3 Points)
- c) Is also a very proactive way to start taking responsibility for their time. By starting with one activity - finish homework before dinner, back your school bag the night before, etc - young people can practise being consistent with self-discipline and as they begin to feel better from maintaining these little habits, it's likely they will start to incorporate more. (2 Points)
- d) Ignoring responsibilities is human nature, we're all guilty of it so the occasional slip-up is okay! But if this behaviour becomes frequent, the young people may find that over time, the lack of structure and routine will lead to lowered self-esteem. (1 Point)

Stage Three: LEARNING

Question 08, "Life Skills"

Sam and Kat have come over to study after school – You discuss the fact that your mum has taken on extra shifts at work and sometimes arriving home late. Is there anything you could do to look after yourself, which in turn, would help your Mum to feel less stressed?

Answers

- a) **Let's cook!**
- b) **Let's clean!**
- c) **Ask mum is she needs any help?**
- d) **Let's order a takeaway!**

Developing life skills are not only important for building a young person's confidence, but also enables them to help care for their family too. With many vulnerable youths living in situations where they may have to help look after a sibling, or even a parent, we hoped that the scenario of a single-mother working erratic shifts would be a relatable situation, without being too triggering:

Description & Resilipoint Score

a) is a vital step towards independence. So long as they are encouraged to do it sensibly, learning to cook themselves a simple meal is a rewarding activity that can also serve to help others in the household, whether that's by literally cooking for others, or giving reassurance to the busy parents that their child is able to feed themselves without burning the house down. (4 Points)

b) is a great way for young people to take responsibility for their environment on a regular basis, while also encouraging them to do something kind. By offering to help maintain the household, the young person will be taking some of the burden from their care-givers, which in turn will make them feel more responsible. (3 Points)

c) Taking the time to ask a parent how they are doing and if they require any help around the house is a good answer, as it demonstrates consideration of others. The knock-on effect of this is likely an improved relationship between the child and parent. (2 Points)

d) is another joke option. You could make the argument that procuring food by any means is an important skill to learn, the option is a little self-serving. I'm not sure how many parents would be happy to have a fridge full of half-eaten takeout on a regular basis! (1 Point)

Stage Three: LEARNING

Question 09, "Planning your Path"

During school, you discuss GCSE options and life goals with your classmates.

Kat offers sensible advice. Sam would rather bury his head in the sand...

What steps could you take to be proactive about planning your future?

Answers

- a) **Let's talk to Mr Pascoe!**
- b) **Bring mum to "Choices Evening"**
- c) **Let's wait and see what my friends choose!**
- d) **Eh, let's just worry about it later!**

From year 8 onwards, there is often a lot of pressure on young people to make decisions about their future prospects which can lead to some feeling overwhelmed by what's to come. The aim of question 09 is to remind players that being pro-active about life choices doesn't have to be scary – It is a positive step that they have control over.

Description & Resilipoint Score

- a) Encouraging a young person to ask a trusted adult within school for 1-to-1 advice builds resilience in two ways: It's a proactive move that will help them to feel more confident asking for advice in the future, and the advice received will be very beneficial as it's coming from those who are most familiar with their academic strengths and weaknesses. (4 Points)
- b) GCSE evenings, college Open Days, teacher-parent review sessions: whatever the format, players should be rewarded for recognizing the importance of opportunities to discuss their future options with both care-giver and teacher present. (4 Points)
- c) Speaking to friends about what they would like to do can be a positive step, But it's not necessarily a good idea to encourage young people to select the same GCSE's or colleges as their current friends if they are taking subjects that don't interest them. (2 Points)
- d) Unfortunately if a young person leaves some of these decisions to the last minute, they will be left with choices that they may not enjoy, which will only lead to frustration, a sense of helplessness, or disinterest in their studies going forward. (0 points).

Stage Four: COPING

Question 10, "Right from Wrong"

The nights are getting darker and it's time for mock-exams... What a fittingly spooky combination! The usually level-headed Kat is suffering from so much stress, she is considering cheating. What do you think you should do?

Answers

- a) **Listen and convince Kat not to cheat?**
- b) **Listen and convince Kat to speak to an adult?**
- c) **Tell Mr Pascoe what you know.**
- d) **It's JUST a mock... I'll cheat too!**

This question uses the scenario of a stressed friend considering cheating to represent a young person having to deal with difficult situations where they will have to know right from wrong. This could be anything from bullying, to online harassment via social media or more serious circumstances taking place at home.

Description & Resilipoint Score

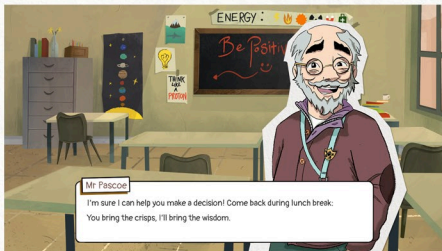
- a) Sometimes young people engage in negative activities because they are not sure how to cope with something stressful that may be happening to them. So we should encourage them to be mindful of how those around them behave and if something seems out of character, practice empathy and listen. Having someone to confide in may lead to the victim feeling brave enough to do the right thing. (4 Points)
- b) Convincing a troubled friend to seek help from an adult is an equally sensible course of action. Perhaps the young person could offer to accompany the victim if they need extra moral support? (4 Points)
- c) Sometimes there is no choice but to alert an adult of someone else's behavior or situation, but ideally it's best to have the victim's consent first. Otherwise this approach can lead to further embarrassment or shame for the victim themselves. (2 Points)
- d) Although we all know what it's like to cave in to peer pressure, this is obviously not the desired option! (0 Points)

Stage Three: LEARNING

Question 09, "Planning your Path"

Unique Scenarios

If the player chooses Option **a)** in Question 09, a short scene will play out involving Mr Pascoe:

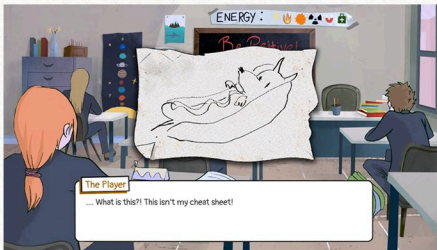


He responds with enthusiasm to the request for his advice and is happy to help over break time, with a good packet of crisps.

Stage Four: COPING

Question 10, "Right from Wrong"

During Question 10, if option **d)** is chosen and the player attempts to cheat with Kat on the mock-exam:



Exam day arrives and doesn't go according to plan... It seems as if Hotdog discovered the player's plan to cheat and replaces their cheat sheet with a poorly-drawn doodle of a Hotdog – much to Mr Pascoe's bemusement. Cheaters never prosper!

Stage Four: COPING

Question 11, "Winter Blues"

Your first Christmas in Frogsmouth is coming up, but it's also your first Christmas away from your extended family and friends from your previous home. You discuss feeling a little sad about that with your mum in the living room – How could we cope with these feelings?

Answers

- a) **Let's arrange a video chat or call!**
- b) **Let's create something to send!**
- c) **Let's look on the bright side!**
- d) **"TREAT YOURSELF!"**

Compared to the rest of the game, this scenario is more sombre in tone as it is intended to represent a range of different circumstances that could be upsetting. As such, there is no "joke" or negative selection choice, and the points awarded have been distributed more evenly between the answers.

Description & Resilipoint Score

- a) Young people should be encouraged to lean on others when feeling sad whenever possible, even loved ones they may not be able to see physically on a regular basis. (4 Points)
- b) Doing something creative, such as preparing a package to send via the post, or writing a letter, is also a lovely idea. This choice highlights the importance of thinking of others, whilst also turning the act into something fun that will keep them engaged and distracted from negative thoughts. (4 Points)
- c) If the player is unable to contact the person they are missing, whether due to family breakdowns or a bereavement, it's important for them know it's okay to feel sad and to miss their loved ones. But it is also good to then "look on the bright side" and take note of who they do have in their lives; their family, friends or people that they feel they can rely on during hard times. (3 Points)
- d) If none of the above options are achievable, then treating themselves to something nice is an excellent example of self-care! (3 Points)

Stage Four: COPING

Question 12, "Helping Hand"

It is the January blues, morale is at an all-time low.

No one is particularly happy to be back at their desks after the holidays.

There must be something that you can do to help everyone to feel a little less gloomy?

Answers

- a) **Let's plan something to look forward to!**
- b) **So, I know a great joke....**
- c) **Remind everyone this won't last forever!**
- d) **I give up - Nap time.**

Sometimes, young people will find themselves in situations where they can't control the behaviour of those around them. But it's a good idea to remind them that part of being resilient is that they can control how they react to those around them. And if there is an opportunity to lift other people's spirits too, there is no harm in trying!

Description & Resilipoint Score

a) It's easy to forget that for young people, time feels as if it moves at a slower pace. And when going through a particularly rough patch, learning to plan activities or events to look forward to can help to boost morale, rather than dwelling on their current circumstances. (4 Points)

b) Laughter is often the best medicine. Encouraging young people to see the funny side of life in the face of adversity is a positive coping strategy, and may benefit their friends too; depending on their sense of humour! (4 Points)

c) In situations where young people are enduring setbacks or challenges, a gentle reminder that "tomorrow is a new day" can sometimes be enough to help them reset during a difficult day. (3 Points)

d) is the joke option. Catching up on lost sleep is actually quite a resilient move... But during class may not be the best time of day! (0 Points)

Stage Five: CORE SELF

Question 13, "Eyes on the Prize"

That new video game console that you've been waiting years for is finally coming out next month! But these modern systems are getting a little pricey... How could you work towards being able to afford these things yourself, without having to ask your mum for money?

Answers

- a) **Let's Look for a local job that suits me!**
- b) **Let's get creative and make something to sell!**
- c) **How about a garage sale?**
- d) **Mum could give me money for chores..?**

Although Question 13 revolves around how to best save or earn money to buy a specific item, it was written to encourage players to understand they are not tied to their families current or past financial circumstances. And that through self-action, they can work towards being responsible for their own wants and needs; an important step towards building resilience.

Description & Resilipoint Score

- a) Be it a newspaper route, or helping out in a local store or gallery, encouraging young people to look for a local job appropriate for their age can help to instill a sense of financial independence from their parents, boost confidence, as well as introduce the importance of managing money and what to do with what they earn. (4 Points)
- b) is perfect for those who can't find a local job they are comfortable with, especially if they are into Arts and Crafts. There are opportunities everywhere for young people to share and sell any items they enjoy making: pet portraits, bracelets, knitted garments, paintings, the possibilities are endless. As a bonus, doing this locally could lead to new relationships within their community. (4 Points)
- c) is a feasible way to make money from unwanted items. The social interaction would also help the them gain confidence through engaging with their local community, similar to the choices above. (2 Points)
- d) Although this isn't a terrible idea, every other option encourages self-action, for the young person to think of ways in which they can start to earn money and engage with the world without relying on their parents. (1 Point)

Stage Five: CORE SELF

Question 14, "Know Yourself"

Hotdog knows that you sing in the shower; he thinks you've gotten pretty good!

Perhaps you've discovered a hidden talent?

Are there any ways you could build upon this part of yourself?

Answers

- a) **Start a band with my friends!**
- b) **I'd like to hire a tutor!**
- c) **The Summer Music Festival might be inspiring?**
- d) **I'll keep singing, but in the shower for now.**

Teenagers sometimes realise they have developed an interest in a particular activity or hobby, but they may feel too self-conscious to pursue that passion in public due to the fear of being judged by their peers or parents. Special efforts should be made at this age to ensure young people feel comfortable exploring their talents openly, with support offered if they want to develop it further.

Description & Resilipoint Score

- a) Encourages young people to be brave and share their passion with their friends. By working together, they can help each other to build confidence and learn more about themselves during the process! (4 Points)
- b) Is a perfect selection for more introverted individuals: If they are serious about their interest, seeking out a local tutor to give them lessons is a smart step to take. It will allow them to nurture their skills in a safe environment, which will allow them to gain confidence whilst doing so. (4 Points)
- c) Not ready to dive in? A great way to test the waters is to encourage the young person to attend local festivals/events that involve the talent or skill that they are interested in building upon. Watching and interacting with others who share their passion is a proven method of raising resilience, whilst also helping them to form new connections. (3 Points)
- d) At the end of the day, if a young person doesn't feel ready to share their talents, but it makes them feel happy in private, then it's perfectly acceptable to keep it to themselves. So long as they keep doing it and are given the space they need to do so. (2 Points)

Stage Five: CORE SELF

Question 14, "Know Yourself"

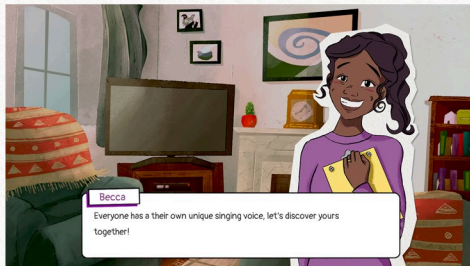
Unique Scenarios

If the player chooses Option **a)** to start a band:



The player will be treated to a short scene involving Sam, Kat and Hotdog arriving at Frogsmouth Hall for their first band rehearsal. Everyone is hyped, although no one appears to know what they are doing just yet. But at least they are having fun! Practice makes perfect.

If the player chooses Option **b)** to find a singing tutor:



Becca will be introduced if she was not previously encountered during the playthrough. Turns out that not only is Becca in charge of most of the clubs in Frogsmouth, she's also a qualified singing instructor, happy to help the player find their voice.

Stage Five: CORE SELF

Question 15, "Deja Vu"

You notice a Moving Van is parked in Ledrek Lane. There is a girl - about your age - helping her grandparents carry luggage to the house. The girl is probably feeling a bit alien in this new place, just as you did: Is there anything you could do to make her feel more welcome?

Answers

- a) **Introduce myself!**
- b) **Post a greeting card through the door!**
- c) **Post The Framework through the door.**
- d) **Maybe some other time...**

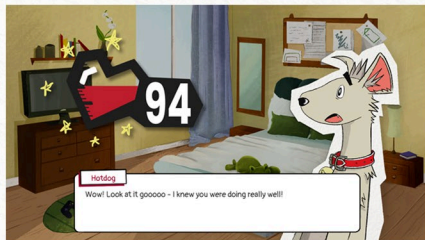
This is the final question in the game. We'd hope that by the time the player reaches this question, they will be able to reflect on what they have learnt from the Resilience Framework and the gameplay experience, leading to them selecting an option that demonstrates empathy and understanding towards others.

Description & Resilipoint Score

- a) Is a brave and direct way to show kindness to a new face in the neighbourhood. (4 Points)
- b) A greeting card through the door is an alternative way for offering the same sort of support to new neighbours, but likely an equally appreciated one. (4 Points)
- c) Is similar to option b) but a less direct form of offering support - but fantastic support nonetheless! The Resilience Framework has lots of advice and support for young people and families that may need support when moving to a new area. (3 Points)
- d) By this point in the game, we'd hope that the player would feel resilient enough to choose one of the other options! There's always going to be a million reasons not to do something, but encouraging kindness in a world that is becoming increasingly difficult to navigate socially, is something that we should all do. (0 Points)

Results Screen

After completing all 15 questions, the game will come to a close. Hotdog will review the player's performance, calculating the final score and displaying it on a heart shaped thermometer:



0-50 = low score

Hotdog will commend the effort and suggest a possible replay.

51-120 = medium score.

Hotdog will praise the progress.

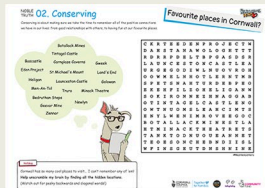
121-160 = high score

Hotdog will proclaim the player to be a true *Resilience hero!*

No matter what score they achieve, encourage the player to take a screen capture of their score to share with friends and family!

The Noble Truths: Printable Activities

To compliment the digital experience, four printable activities have been produced that introduce the concept of **the Resilience Framework's Noble Truths**.



These can be downloaded from the following websites:
resiliencehero.itch.io/headstartkernow or www.startnowcornwall.org.uk

Acknowledgements



The Resilience Framework was originally created by Professor Angie Hart and her colleagues, and continues to be developed by a thriving community of researchers, practitioners, parents, young people and many others in the UK and around the world.

For more background on the theory and development of the framework, visit www.boingboing.org.uk.

When referencing or using the Resilience Framework in your own work/practice, please credit Boingboing with the following statement:

The Resilience Framework (Children and Young People) Oct 2012 – Boingboing, adapted from Hart and Blincow with Thomas 2007’.



Building resilience
and mental wellbeing for
children and young people

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Credits & Useful Links

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When referencing Resilience Hero, or any information pertaining to the project on social media, you must add the hashtag **#ResilienceHero** to your posts. You are not permitted to edit, modify, or repurpose the material contained in this document, or any content from the game itself.

For enquiries relating to the game or the previously mentioned assets, you can get in touch using the following email address: hello@resiliencehero.co.uk

Boingboing Resilience Research and Practice: www.boingboing.org.uk

Resilience Hero | game page: resiliencehero.itch.io/headstartkernow

Kate Pordage | Project Facilitator: Kate.Pordage@cornwall.gov.uk

Headstart Kernow | Educator & Parent resources: www.headstartkernow.org.uk

Start Now Cornwall | Young People's resources: www.startnowcornwall.org.uk

Connect Card: www.headstartkernow.org.uk/sec-sch-support/connectcard/

Your Way | Mental Health support in Cornwall: www.your-way.org.uk

Cornwall Council: www.cornwall.gov.uk/health-and-social-care/mental-health/