**Positive Psychology**

**Resource Pack:**

**Resilience**



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**Information for Teachers:**

Resilience is the ability to bounce back from adversity. It is a necessary skill for coping with life’s inevitable obstacles and one of the key ingredients to success. When we apply resilience through the positive psychology lens, the learning is not only to bounce back, but to bounce forward. A resilient young person can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Examples of challenges some young people may face where resiliency skills are essential:

* Physical illness
* Change of school
* Transitioning from primary school to high school
* Change in family make up (divorce, break up)
* Change of friendship group
* Conflict with peers
* Conflict with family
* Managing study workload

Why is resilience important for young people?

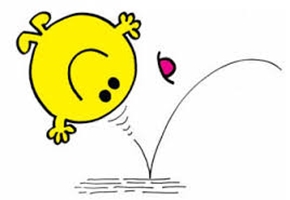
Having resiliency skills minimises the effect that negative, stressful situations can have on a young person. These skills allow a young person to face challenges, learn from them and apply these skills to move forward. towards living a healthy life. The skills and attitudes that develop resilience and wellbeing also promote academic success, better mental and physical health, and more socially responsible lifestyles.

Apart from families, schools are the most important agents that provide access to protective processes and resources that promote student wellbeing and resilience.

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| --- |
| I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 2-01a / HWB 3-01a** |
| I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. **HWB 2-02a / HWB 3-02a** |
| I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. **HWB 2-03a / HWB 3-03a** |
| I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 2-04a / HWB 3-04a** |
| I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB 2-06a / HWB 3-06a** |
| I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB 2-07a / HWB 3-07a** |
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**A close up of a logo

Description automatically generatedExperiences and Outcomes**

**Introduction to Lesson:**

This lesson will focus on the importance of resilience, and how being ‘resilient’ to setbacks can help us to achieve our goals.

**Learning intentions and Success Criteria:**

Learning Intentions:

By the end the lesson I will learn about resilience and why it is an important skill to help me achieve my goals.

Success Criteria:

I will have been successful if I can:

* Understand the concept and importance of resilience
* Learn to become more resilient

**Activity: What does ‘resilience’ mean?**

Pupils could write their thoughts on **Worksheet 1: Building Resilience – I think being resilient means…**

Pupils could then share their thoughts by writing it on a post-it-note and sticking it on the board at the front of the class to generate a class discussion.

The pictures below could be used to prompt pupil discussion:

A close up of ware

Description automatically generatedA picture containing colorful, colored, food, large

Description automatically generatedA close up of a logo

Description automatically generated

Explain to pupils that resilience is the ability to bounce back after a fall. Being a resilient person means to rebound, to come back to a positive position and recover your strength. Resilience means that you spring back and don’t let unhappy experiences keep you down.

A picture containing screenshot

Description automatically generated**Worksheet 1: Building Resilience**

**Activity: Practical demonstration of ‘bouncing back’**

A picture containing table, knife, remote, plate

Description automatically generatedAsk for some volunteers to come to the front of the class, give them each an elastic band and ask if they can permanently change the shape of the elastic band. Discuss what the pupils notice.

Explain: Some materials are able to bounce back after they have been bent or stretched. People who can bounce back when things have happened to them are known as resilient.

Ask pupils: Has anyone got an example of how someone could be resilient in school?



**Video Clip**

Watch the video from the movie Frozen:

Ask pupils to think about how the characters show resilience:

<https://www.youtube.com/watch?v=An2OaIbPSII&list=PLDeWrIftuhV1M32LZNtYPhqap7ayeW207>

*Suggestion:*

* Pupils could make list of bullet points or write a few sentences explaining how Olaf and Sven show resilience.
* Pupils could then write down what they think the key message of the clip is.



**Activity: Famous people who didn’t give up**

****Read aloud the following statements and ask pupils to guess who the successful people are:

* He was fired from a newspaper because he "lacked imagination and had no original ideas.”

Answer: Walt Disney

* She wrote a book series whilst she was unemployed and a single mum. When she tried to publish her book, she was rejected 12 times from publishers, and they changed her name as they were concerned her novel wouldn’t appeal to boys. The book series is so popular that it holds the Guinness World Record for All-Time Bestselling Series of Books.

Answer: J.K. Rowling, author of Harry Potter**.**



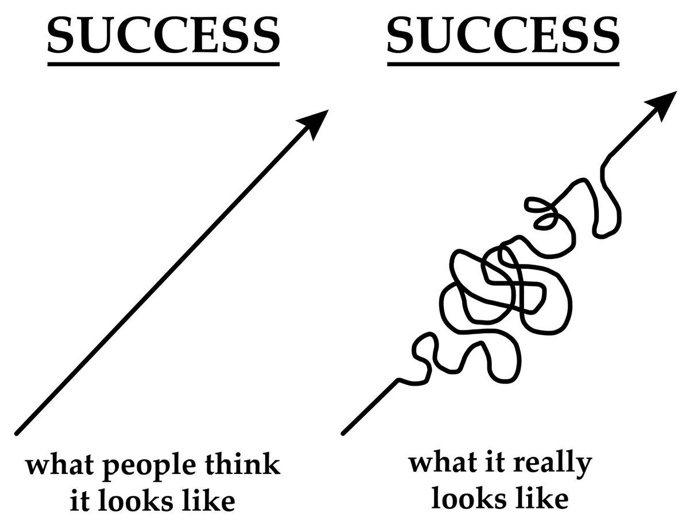
**Discussion: ‘what can we learn from these people?’**

Pupils may come up with some ideas, below are some examples:

* Keep going because you can do amazing things.
* It may be hard but that’s part of the learning process.
* Everyone had to be resilient and bounce back from setbacks in order to succeed.
* Resilience is needed to everyday life, such as learning to read and write.

*Suggestion:*

Pupils could be shown image below to generate some discussion. Pupils may wish to feedback their own experiences of success.



**Activity: Times when I have needed resilience**

Explain to pupils that sometimes we face times in our lives where we need resilience more than ever. This can be difficult when you’re unsure, scared or feel defeated.

Pupils could work individually or in pairs to think of 5 situations where they may have had a setback or a downfall where they feel unsure, scared or defeated and discuss how they have overcome those situations.



**Video Clip**

Watch the video which talks about ways to build resilience

<https://www.youtube.com/watch?time_continue=70&v=T2AAJa1zIHo&feature=emb_logo>



**Activity: Building Resilience**

Pupils could use the information from the video to complete the rest of **Worksheet 1: Building Resilience.**  Prompt pupils to think about what positive thoughts would help.



**Activity: Resilience scenario cards**

Pupils could look at the scenario cards in small groups or as a class discussion.

Pupils should try to think how a resilient person would react to these situations (Some of the scenarios may be closely related to a child or young person’s life experiences, and therefore should be approached with sensitively)

Scenario cards:

|  |  |
| --- | --- |
| Death of a pet | Argument with your best friend |
| Haven’t finished your homework on time | Got a really bad mark in a test |
| Your grandfather is really poorly | You are having to move to a new house |
| Your football team have lost the league | You dad has lost his job |
| You have lost the watch your mum gave you for your birthday | You got pushed over on the bus |



**Extra Activity: Create your own resilience quote**

Pupils could create their own motivational quotes to encourage themselves and others to be resilient, to keep going and never give up.

Below are some examples:

