

RESOURCES FOR SCHOOLS, TEACHERS AND ADVISERS

			
RESOURCE TITLE	BUILDING RESILIENCE		
RESOURCE SUMMARY	This session introduces students to the concepts of adversity and resilience and explains why resilience is important. It also delivers practical strategies that students can use to build their own resilience.		
THEME	WELL	LAST UPDATED	April 2024
TARGET YEAR GROUP	Years 9, 10, 11, 12		
MIN. NUMBER OF LEARNERS	5	MAX. NUMBER OF LEARNERS	30
LENGTH OF SESSION	20 minutes	VENUE LAYOUT	Cabaret
WORKSHOP/RESOURCE OBJECTIVES	Enable learners to: • understand what resilience is and understand its importance • sees the connection between change and stress • gain practical tools for building resilience		

RESOURCES INCLUDED	• PP_Building resilience - Presentation
AV / OTHER RESOURCES REQUIRED?	• Access to a computer with presenting capabilities • White board and pens • Pens / pencils for student activity

Timing	Notes
4 minutes	Introduction – slides 1, 2, 3 Today we are going to talk about building resilience. Firstly - what is resilience? [Can get answers from class] Doing better than might be expected in the face of adversity These are students from Young Minds talking about what resilience means to them.

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	Play either up to 1.29m or all 3 min of https://www.youtube.com/watch?v=4RzHx5rw0f4
1 minute	Introduction – slide 4 Let's look at the word adversity in the definition of resilience. We will undoubtedly go through changes in life such as going to new colleges or schools, moving away for university, or getting a new job. These life changes are often difficult just by their very nature, so having increased resilience will help you get through the experience easier.
5 minutes	Intro activity – slide 5 Change is a normal part of life and can provide opportunities to develop your resilience. Get students to brainstorm some of the changes they've gone through in the past, then changes they might go through in the future.
1 minute	Note on stress – slide 6 "Stress occurs when the perceived pressure exceeds your perceived ability to cope" (Palmer, 2003) The important part of the quote is the word 'perceived' – it's why the same event impacts people differently, as how great we think the pressure is and how much we think we can cope with it (true or not) makes all the difference. There are links shown in research between lack of control and stress – we feel more stressed when we feel out of control. And this often happens during some of those big life events we talked about earlier.
7 minutes	Main activity – Slide 7 Let's do a little practice at how we might be able to reframe things that are stressful... https://discoveryinaction.com.au/circle-of-concern-v-circle-of-control/ Three circles of influence These were developed by a gent named Stephen Covey. <i>(Draw circle on board)</i> In the first circle is things that we have full control over. <i>(Draw circle around circle on board)</i> The next circle is things that we can influence, but don't have direct control over. <i>(Draw circle around circles on board)</i> Finally, we have the circle of things we have no control or influence over. <i>(Show the pre-prepared examples and work through some together.)</i> Now think of some other things that cause you stress, where do they fit on the board? Now, how much of your energy should you devote to each of these circles? Why worry about things you can't control?

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TIPS FOR SUCCESS	• For activity 1, students may need help thinking of ideas for each section, there are some suggestions on the PowerPoint slide which you could go back to if needed.
WAYS TO ADAPT THIS SESSION	• Depending on time taken for activity 1, there may not be time for the extension activity, or it could be given to take away. It's included here as it's a useful tool for motivation,
FURTHER RESOURCES	See other resources on wellbeing and motivation, e.g. • Confidence • Strengths • Mindset • Female motivation • Stress management