



EXPLORATION

RESILIENCE

PLANS FOR SUCCESS AND HANDLES FAILURE



OREGONEMPLOYABILITYSKILLS.ORG

OVERVIEW AND PURPOSE

To help students understand what it means to be resilient - to speak up for themselves, to predict problems they may face in reaching their goals, to learn from setbacks, and to accept advice to grow as a person.

STANDARDS: Counseling/Transformative SEL

- B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary.
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment.
- B-LS 3. Use time-management, organizational, and study skills.
- B-SMS 2. Demonstrate self-discipline and self-control.
- B-SMS 4. Demonstrate the ability to delay immediate gratification for long-term rewards.
- B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.
- Practice 2A: Manage and express thoughts, emotions, impulses, and stressors in ways that affirm one's identity.
- Practice 2C: Plan, evaluate, and achieve personal and collective goals and aspirations.
- Practice 2D: Develop personal and collective agency by using various forms of communication (i.e. verbal, body language, written, etc.) to make choices and take initiative.
- Practice 4C: Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

Links to Crosswalks and Standards:

[OES Standards Map](#)

TRANSFORMATIVE SEL
FRAMEWORK AND
STANDARDS

OREGON EMPLOYABILITY SKILLS
CROSSWALK

SEL

OES TRAIT OBJECTIVES: Students will

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OREGON EMPLOYABILITY SKILLS: RESILIENCE

1. set priorities and goals, see possible outcomes to actions and create backup plans.
2. bounce back when things go wrong by figuring out what happened and how to learn from it.
3. take feedback and deal directly with conflict positively, be able to listen to others, and speak up for themselves.
4. know that personal growth and skill development is an essential part of life.

STUDENT OBJECTIVES

1. I can set a goal, decide on all steps to reach the goal, and plan for setbacks.
2. I can learn from mistakes and obstacles.
3. When I get feedback, I can listen to what's being said and stand up for myself.
4. I can work on myself and my skills for a better life.

ESSENTIAL QUESTIONS (Lessons 1-4)

1. How do I make the best plan to reach my goal?
2. If something goes wrong, how do I change course and learn from the problem?
3. How can I take advice from others and learn from their experience?
4. Why do I need to grow from the experiences I have?

KEY TERMS

1. **resilience**: being able to bounce back even after something does not go as planned
2. **backup plan**: another option to take when the original plan does not work
3. **flexibility**: being willing to change your plan
4. **unforeseen**: something happens that is not expected to happen
5. **adapt**: to make a change to something for another use
6. **adjustment**: a small change to something, usually to make it better
7. **constructive criticism**: using positive language to point out someone's mistakes in order to help them do better
8. **feedback**: a type of information that someone gives you about the work you've done
9. **advocate**: (v.) to tell someone how you feel, what you think, and what you need
(n.) a person who speaks up for themselves or someone else
10. **self-discipline**: being able to control your feelings and act thoughtfully when something bad happens to you

MATERIALS NEEDED

1. Google Slideshow and SMARTBoard/Screen
2. Handouts (Lessons 1-5) [Google Handout Notebook w/ T1 & T2](#)

- a. [My Weekend Schedule](#)
- b. [What's Our Backup Plan?](#)
- c. [Choose My Own Path](#)
- d. [Learning from My Work](#)
- e. [A Talk with the Boss](#)
- f. [Pros and Cons](#)
- g. [Finding the Silver Lining](#)
- h. [Dear Me.](#)
- i. [Assessment](#)

ACTIVITIES (Lessons 1-4)

1. *What's Our Backup Plan?* Have students complete a group project in which each group's set of supplies is missing one necessary supply.
2. *Learning from My Work.* Students complete a self-assessment evaluating their own performance.
3. *Pros and Cons:* Students work in pairs to come up with advantages and disadvantages to a set of solutions.
4. *Dear Me.:* Students write letters to themselves praising the ways in which they have grown over the past year.

VERIFICATION

Exit Tickets (Lessons 1-4) Use a post-it note or index card to collect these as students leave class. Otherwise, students can write their responses on the back of their Warm Up work handout from the start of class.

1. Who do you go to for advice on setting goals and making a plan? What makes this a good person to talk with?
2. What are some signs your plan is not working?
3. Describe a time your idea didn't work, and you had to use someone else's idea.
4. What is the best piece of advice you could give to students in the grade below you on how to do well in school?

AT HOME FOLLOW UP (optional) (Lessons 1-4)

1. Think of one task you have put off, and make a plan to tackle it.
2. Think about how you cool off when you are frustrated or angry with a task that isn't going well.

3. Interview a family member about whether they have ever gotten a bad review at work and how that made them feel.
4. Thinking back on the past year, what event did you learn and grow the most from?

TELL YOUR STORY

Write an **Acrostic** using your name about how resilient you are and how you have grown this year.

WORKPLACE CONNECTION

[Watch Eddie's Story](#) as a context for being resilient in pursuing your career goals.

ASSESSMENT

Students will understand what it means to be resilient - to speak up for themselves, to predict problems they may face in reaching their goals, to learn from setbacks, and to accept advice to grow as a person. Students will demonstrate mastery by analyzing scenarios and formulating responses that show the ability to bounce back, and resilience in finding a workable solution.