LESSON 9

RESILIENCE

CHARACTER EDUCATION

SESSION 1

DRAWING YOU IN

**Courage, Justice, Honesty, Compassion,
Self-discipline, Gratitude, Humility**

ADVERSITY: CHALLENGING SITUATIONS

What adversities do you face in an ordinary day?

What is the biggest adversity you (or someone you know) has overcome?

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OVERCOMING ADVERSITY

What does it mean to 'overcome'?

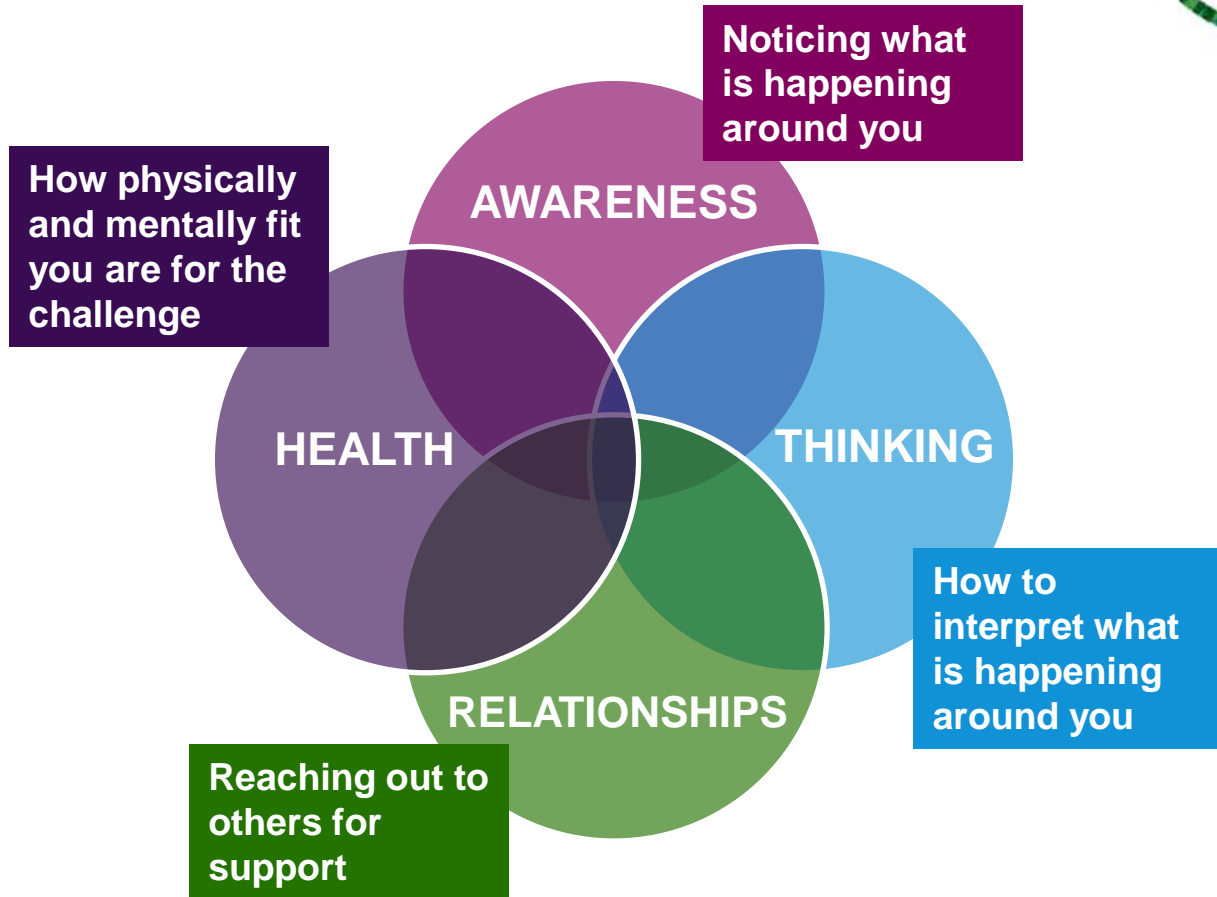**As a group, find the best story of overcoming adversity that you can.**

Try to identify what strategies the person used to overcome the adversity they faced.

Which of these strategies do you use yourself (or would you use if you needed to)?

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RESILIENCE

Noticing what is happening around you

How physically and mentally fit you are for the challenge

AWARENESS

HEALTH

THINKING

RELATIONSHIPS

How to interpret what is happening around you

Reaching out to others for support

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RESILIENCE

How do the resilience strategies you have already identified fit in to the 4 categories: Health, Awareness, Thinking, Relationships?

Watch the video of an expert in resilience: what strategies did this person use?

Which of the categories do those strategies fit in to?

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AND FINALLY...

In pairs, discuss which of the resilience strategies you could use between lessons.

Can you already think of situations where you might use them?

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Self-discipline, Gratitude, Humility

SESSION 2

ABC AND
THINKING TRAPS

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Self-discipline, Gratitude, Humility**

A B C

ADVERSITY

What happened:
the facts:
Who?
What?
Where?
When?

BELIEFS

How you interpret the Adversity: what you think about it: what you say in your head when you become aware of the facts.

CONSEQUENCES

How you feel: your emotions and what you do: your actions.

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Self-discipline, Gratitude, Humility**

THE LINK BETWEEN BELIEFS AND EMOTIONS

How might you feel if you had these beliefs?

1 "That's the end of that friendship."

2 "My Mum is going to kill me."

3 "I cannot believe she did that to me."

4 "I just wish I hadn't said that to him."

5 "She did a much better job on that piece of work than I did."

…and if you had these beliefs, what might you do?

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THINKING TRAPS

A Thinking Trap is a mistake in our interpretation of a situation.
Thinking Traps get in the way of our responding well to events in our lives.

All thinking traps are a type of assumption: making our mind up about something before looking at the facts.

The big three Thinking Traps are:
Always/Never; Me; Them.

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THE BIG 3

Always/Never: "This always happens to me", "I'm never going to be any good at…"

Me: "This is all MY fault, I'm such a loser."

Them: "It's all their fault, what a…" …or a mixture:

"She's always doing that. I'm never going to like her."

"I'm never going to be popular because I'm such a loser."

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SOME OTHER THINKING TRAPS

TUNNEL VISION: seeing things in a very narrow way

CHARACTER ASSASSINATION: making large personal judgements on limited information

MAGNIFICATION: making a mountain out of a molehill

MINIMIZATION: making a molehill out of a mountain

MIND READING: thinking we know what another person is thinking

PERFECTIONISM: accepting nothing less than perfection

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SESSION 3

STRATEGIES

Gathering More Information

Avoiding Catastrophisation

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Self-discipline, Gratitude, Humility**

YOUR TEACHER SHOUTS AT THE WHOLE CLASS

INITIAL THOUGHTS	BIGGER PICTURE
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What's the most 'helpful' way of thinking about this situation?

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YOUR OWN 'BIGGER PICTURE'

1. **Think of a something that has happened that still makes you feel a little irritated/angry/guilty.**

2. **Write down what your beliefs are about this situation. What do you think about who did what, or who is to blame?**

3. **Have you missed anything? Is there another way of seeing this? What do other people think about it? What's the bigger picture?**

4. **Does thinking about the situation differently affect the way you feel about it?**

5. **What can you do about this situation now?**

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CATASTROPHISATION

Your Form Tutor / Head of House /Assistant Head / Head Teacher says "come and see me at the end of school today please."

What do you think, feel and do?

Any thinking traps?

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WCST – BCST – MOST LIKELY

What's the worst that could happen (worst case scenario thinking).

What's the best that could happen (best case scenario thinking).

What's the most likely outcome?

What can you do to respond to it?

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SESSION 4

BEING A RESILIENT LEARNER

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ADVERSITIES
AS A LEARNER

Answering questions in front of others

The possibility of failure

Not learning from helpful critical comments

Giving up

Giving in to distraction (in class and at home)

Too many deadlines

Asking for help

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Self-discipline, Gratitude, Humility

THE TORTOISE AND THE HARE

Tortoise: character analysis. What were his virtues and vices?

Hare: character analysis. What were his virtues and vices?

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FIXED AND GROWTH MINDSETS

Our mindset is what we **believe** about intelligence and talent.

The fixed mindset is the belief that intelligence and talent is basically fixed and that we either have it or we don't.

The growth mindset is the belief that intelligence improves as long as we practise in the right way.

The fixed mindset is a thinking trap.

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FIXED AND GROWTH MINDSETS

FIXED:
intelligence is fixed

Avoids challenges

Gives up

Effort is pointless

Ignores useful critical feedback

Threatened by success of others

Plateaus early

Sees the world as deterministic

GROWTH:
intelligence can be developed

Embraces challenges

Persists

Effort is the route to mastery

Learns from criticism

Inspired by success of others

Achieves higher levels of potential

Has a great sense of free will

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SESSION 5

LEARNING FROM RESILIENCE EXPERTS

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Self-discipline, Gratitude, Humility**

LEARNING FROM RESILIENCE EXPERTS

Think of people you know who have displayed elements of resilience that we have looked at.

Think of people you know who have showed any of the main ingredients of resilience: Awareness; Thinking; Relationships; Health.

Research the stories of people whose resilience is well-documented.

Tell each other these stories.

Identify what we can learn from these exemplars of resilience.

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