

EXERCISE 1 – What is Resilience and Why is it Important? (15 Minutes)

Ask your students to discuss in pairs or small groups, “What is resilience?” Then ask them to share as a class.

Answers might include; being able to overcome setbacks, being able to bounce back, getting back up if you fall down, being persistent, doing something again that didn't go very well the first time, facing those things you are scared of, standing up for things that may be unpopular, not taking things personally or emotionally, believing in yourself and your ability.

They can record the answers throughout this lesson on their worksheets or in an exercise book.

Then ask “Why do you think resilience might be important for you? Again they can discuss in pairs or groups and then share as a class.

Answers might include it gives you the ability to adapt, allows you to effectively manage and overcome adversity and tragedy, gives you the ability to continue to learn and develop, builds confidence and self-belief.

If this hasn't been covered explain to them that without it they are very unlikely to achieve all they are capable of and to be successful.

EXERCISE 2 – What's Possible? (15 minutes)

Now show the video ‘No arms, no legs, no worries’.

Then ask “What messages did they take from the video?”

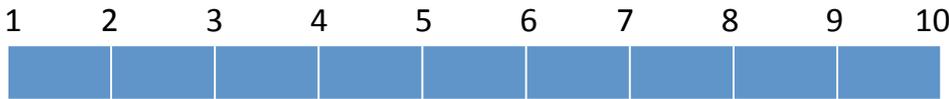
Through follow up discussion and questions make sure that the following points come out.

- ★ Anything is possible
- ★ Most, if not all challenges can be overcome
- ★ You can't let what others think affect what you want to achieve
- ★ You are able to choose your own path (it is not chosen for you)
- ★ While others can help and support you (and it is important to have a support team), your success is down to you - there is a saying you can share **“If it's going to be then it's down to me.”**

MY NOTES

EXERCISE 4 – Your Resilience Score (10 Minutes)

Now on a scale of 1 – 10 ask your students to give themselves a resilience score where 10 is highly resilient (they overcome setbacks, bounce back easily, are persistent, etc, and 1 is where they believe they have little resilience.” Explain that it doesn’t matter what their score is and they don’t have to share it with anyone and it is important that they are honest with themselves. You can give examples and their is a scale below, on their worksheets and on the PowerPoint.



Low Resilience
I give up at the slightest challenge.

I can overcome some setbacks but find it difficult to keep getting back up.

High Resilience
Nothing stops me. I bounce back from anything.

Once they have done this ask them to share with a partner some of the things they considered when giving themselves the score.

You can ask if any students are prepared to share this with the class.

You can make a list of these and refer to them as you move through the resilience lessons.

MY NOTES

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