

RESILIENCE

A collection of short activities that can be delivered individually or as a whole session to explore the resilience focus area of Emotions and Behaviours

Learning Outcomes

- Understand what 'resilience' is and ways to develop it
- Have some 'top tips' of how young people can improve their resilience



Time	Activity	Method	Resources
5 mins	SIGN IN, WELCOME, INTRODUCTIONS & CHECK IN	<p>Ask young people to complete Sign In sheet. When the group are settled ask them to introduce themselves and tell us something about themselves.</p> <p>Go through the learning expectations of the session.</p> <p>Explain how we always use a check in at the start of each workshop and how it works. Ask the group to say how they are feeling from 1-10 and if they want to share why.</p>	PowerPoint Sign In Sheet Pen
2.5 mins	RECAP GROUND RULES <i>If relevant or set ones for this session if necessary</i>	<p>Explain to the group, people need to feel safe in order to share their views and experiences. Remind them of the rules we agreed previously:</p> <ul style="list-style-type: none"> • Respect other people • Listen to what other people are saying • What people say, stays in the group (unless they or anyone else is at risk) • The more you put in, the more you take out! 	PowerPoint Ground rules prepared and written up on a flipchart Pen

10 mins	<p>ICEBREAKER ALL THE THINGS I AM GOOD AT— THE RACE IS ON!</p> <p>ELASTIC BAND ‘RESILIENCE’</p>	<p>Handout a number of squares from the toilet paper, still joined together and a pen. Tell the group that at your mark, they will need to write down something they are good at on a square of the toilet paper. Explain it is a race to complete as many as possible in the set time. Perhaps give the group some examples and a short time to think ahead before starting the game. Play the game. After the game, go through with the group what each person wrote and ask if there are other things they could have added, perhaps for next time. Also look for connections.</p> <p>Give everyone in the group a coloured elastic band. Ask them to tug it, not too much and then to let go. What happens? They should see that it stretches but goes back to original shape. Remember to collect the elastic bands back in!</p>	<p>PowerPoint Toilet Rolls Pens</p> <p>Coloured elastic bands</p>
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<p>5 mins</p>	<p>WHAT IS RESILIENCE?</p>	<p>Ask the group what they think RESILIENCE is? In x2 groups, ask them to write their ideas on the handout. Ask them to feedback to the group and write what they say up on a flipchart. Discuss what young people have suggested. Read out to the group: RESILIENCE is the ability to bounce back from difficult situations and to see problems as opportunities for learning and growth. Examples of how we use RESILIENCE are by:</p> <ul style="list-style-type: none"> • Seeing difficulties as part of life • Staying strong in yourself • Being able to tolerate discomfort • Being able to handle strong emotions • Reflecting positively • Thinking differently • Being willing to change and adapt <p>Discuss with the group their thoughts on this.</p>	<p>PowerPoint Flipchart Pens What is resilience? printed off on A3</p>
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5 mins	WHERE IS MY RESILIENCE?	<p>Ask the group to identify where they think they are in terms of their 'resilience', 1 being low and 10 being high. Ask them to share why they feel that.</p> <p>Read out the two statements and ask the group to decide if they agree with statement A or B:</p> <ul style="list-style-type: none"> •Resilience is something you're born? GO TO CORNER A •Resilience is something you learn? GO TO CORNER B <p>Ask them why?</p> <p>Read out to the group, Sue Nicholls statement: <i>Research shows us some people seem to be born with more resilience than others, but resilience is DEFINITELY something which can be learned and STRENGTHENED through awareness and practice. It is our ADAPTABILITY and POSITIVE THINKING which can provide us with stability and strength.</i></p>	PowerPoint Markers for A & B Handout statements for young people to read and comment on
5 mins	RESILIENCE VIDEO	<p>Watch the video clip: https://vimeo.com/237565555</p> <p>Discuss the group's thoughts on what they have just watched.</p>	Power point Internet enabled device

10 mins	WHAT CAN WE DO TO BECOME MORE RESILIENT?	<p>Split the group and ask them to come up with different ways they could become more resilient. For example, 'see difficulties as temporary'. Ask the group to feedback. Some examples might include:</p> <ul style="list-style-type: none"> • Keep things in perspective • Keep your sense of humour, don't take yourself too seriously • See difficulties as temporary • Allow yourself to make mistakes and learn from them • Reflect on your experiences • Remember times when you have shown resilience • Remind yourself of what you can do • Be aware of your strengths and take up opportunities to build on them • Problem solve and check out your worries with others • Maintain your friendships and ask for help when you need it • Be helpful and participate <p>Add all the suggestions from the group.</p>	<p>What can we do to help us become more resilient? printed off on A3 Pre-prepared list written up on a flipchart Pens PowerPoint</p>
5 mins	WHAT DO I DO TO BUILD MY RESILIENCE?	<p>Discuss with the group some of the activities they do to build their resilience. Handout the Building Resilience Activity Sheet and follow the instructions.</p>	<p>Building Resilience Handout</p>

10 mins	RESILIENCE TOP TIPS	Handout the Resilience Toolkit Top 10 Tips for Resilience and review with the group. Ask the group to think of their own Resilient Top Tips and complete the handout. Once completed, copy and ask the group to take away with them as their pledge to keep working on their resilience. Ask the group to feedback on what they will take away from the session on how they will work to become more resilient.	Power-point Flip chart Pens Top Tips Sheet
5 mins	CLOSE	Ask the group to feedback on what they will take away from the session on how they will work to improve their wellbeing. Ask the group if they have any feedback or questions. Ask the group to complete the session evaluation forms. And finally, check out with everyone.	Power point Evaluation forms Pens

*** Please note that these activities can be completed in their entirety as a session or you can pick and choose shorter activities to complete with a group of young people – use of the PowerPoint during the session is optional and is not required to deliver the activities.

WHAT IS RESILIENCE?

WHICH STATEMENT IS TRUE?

A) RESILIENCE IS SOMETHING YOU ARE BORN WITH

B) RESILIENCE IS SOMETHING YOU LEARN

Sue Nicholls says:

*“Research shows us some people seem to be born with more resilience than others, but resilience is **DEFINITELY** something which can be learned and **STRENGTHENED** through awareness and practice. It is our **ADAPTABILITY** and **POSITIVE THINKING** which can provide us with stability and strength.”*

WHAT CAN WE DO TO HELP US BECOME MORE RESILIENT?

BUILDING RESILIENCE

My five



HAND OUT

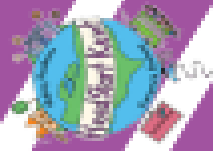
Some challenges last for a long time. When facing a difficult situation, it is best to have a range of coping strategies. Strategies which are useful in one situation may not be useful in another.

- Visit a favourite person
- Party/socialise
- Play computer games
- Prioritise (put the most important things first)
- Have a shower
- Go for a run
- Talk it over
- Ask for help
- Work harder
- Meditate
- Think positively about how things will turn out
- Watch television
- Go out
- Listen to music
- Exercise
- Joke or laugh
- Problem-solve
- Set goals
- See a counsellor
- Write about it
- Go shopping
- Call friends
- Walk the dog
- Go for a ride



WHAT ARE OUR 10 TIPS TO HELP BUILD OUR RESILIENCE?

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This session plan provides an outline to deliver activities focussed around areas of young peoples lives that have been proven to support in improving resilience and emotional wellbeing.

Within this there are suggestions of a range of activities and formats that you can use to deliver these, such as power points and online resources as well as timings for activities.

These can be delivered in whichever way suits your organisation and group of young people best.

Whilst a range of videos, icebreaker activities and games have been suggested throughout please feel free to adapt and change these to suit your setting and your young people.

For further resources, activities, ideas and a wide range of other session plans please visit [Kent Resilience Hub](#), you can also find a range of resources and activities that young people may find useful to manage their own wellbeing at [MoodSpark](#). Click on the different segments below to find resources, activities and sessions that meet that resilience area.

