

# Resilience and Wellbeing

## Session Plan

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:

Young people will;

- Understand what resilience and wellbeing is and what it means to them.
- Use the Resilience Conversation Tool to look at the different areas of resilience.
- Look at the Wheel of Wellbeing, and way to improve their wellbeing.
- Come up with their own Top Tips for resilience.

Within the plan there are suggestion on how you can deliver a range of activities, such as timings, methods and resources needed. These can be delivered / tailored in a way that suits your organisation and/or group of 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 manager their own wellbeing at [MoodSpark](#).



Time	Activity	Method	Resources
10 minutes	Welcome, introductions, housekeeping, ground rules and learning objectives	<ul style="list-style-type: none"> <li>• Ask young people to sign the sign-in sheet as they arrive.</li> <li>• Introduce yourself and your role, and any co-facilitators / guest speakers.</li> <li>• Invite each young person to introduce themselves.</li> <li>• Go over key housekeeping points i.e. break times, location of toilets, emergency exits etc.</li> <li>• Share key ground rules to ensure a safe and inclusive space: <ul style="list-style-type: none"> <li>○ Respect others' views and experiences</li> <li>○ Listen when others are speaking</li> <li>○ What's shared in the session stays in the session (unless there are safeguarding concerns).</li> </ul> </li> <li>• Ask the group if they'd like to add any other ground rules and note them visibly e.g. on a flipchart.</li> <li>• Ask the group to rate how they're feeling on a scale 1-10.</li> <li>• Invite anyone who feels comfortable to share why.</li> <li>• Clearly explain the expected outcomes / learning objectives for the session. Let the group know what they'll be doing and what they can expect to take away.</li> </ul>	<p>Sign-in sheet</p> <p>Prepared ground rules</p> <p>Pens/pencils</p> <p>Flipchart paper and pens</p>
3 minutes	Activity: Elastic bands	<ul style="list-style-type: none"> <li>• Handout an elastic band to each person.</li> <li>• Ask them to gently tug on it – just enough to stretch it slightly. Then, let go and observe what happens.</li> <li>• Ask young people what they noticed i.e. the band stretched but returned to its original shape, and it didn't break or stay stretched – it bounced back.</li> <li>• Explain how resilience is like that elastic band. Life can stretch us – through stress, challenges or change – but with the right support and mindset, we can bounce back. Just like the band, we have a natural capacity to recover, adapt, and regain our shape.</li> </ul>	Coloured elastic bands

15 minutes	Activity: What is resilience?	<ul style="list-style-type: none"> <li>• Ask the group ‘what does resilience mean to you?’. Encourage them to think about personal experiences, challenges, or how other show resilience.</li> <li>• Split the group into two group.</li> <li>• Provide each group with the ‘what is resilience’ worksheet.</li> <li>• Ask them to write down their thoughts, keywords, or short phrases that describe resilience.</li> <li>• After 5-10 minutes, bring everyone back together and ask each group to share their ideas with the whole room. As they speak, write their contributions on a flipchart.</li> <li>• Highlight common themes.</li> </ul> <p>Read out: <i>Resilience is the ability to bounce back from difficult situations and to see problems as opportunities for learning and growth. Resilience means: seeing difficulties as part of life; staying strong in yourself; being able to tolerate discomfort; being able to handle strong emotions; reflecting positively; and thinking differently.</i></p>	<p>What is resilience worksheet</p> <p>Flipchart papers/pens</p> <p>Pens/pencils</p>
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10 minutes	Activity: Where is my resilience?	<ul style="list-style-type: none"> <li>Ask the group: <i>On a scale of 1 to 10, where would you place yourself in terms of resilience right now? 1 being low resilience, 10 being very resilient.</i></li> <li>Give them a moment to think. You could ask for a quick show of hands for each number or let them write it down privately.</li> <li>Set up two corners of the room and make statements visible. <ul style="list-style-type: none"> <li>Corner A: Resilience is something you learn</li> <li>Corner B: Resilience is something you're born with</li> </ul> </li> <li>Read both statements aloud. Ask participants to walk to the corner that best represents their belief.</li> <li>Once in place, ask: <ul style="list-style-type: none"> <li>Why did you choose this corner?</li> <li>Can you give an example or explain your thinking?</li> </ul> </li> <li>Encourage respectful listening and open-mindedness Highlight that both nature and nurture can play a role. Emphasize that resilience can be developed and strengthened over time.</li> </ul> <p>Read out, 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>	Resilience statements  Blue tack  Sue Nicholls Statement
3 minutes	Video Clip: What is resilience?	<ul style="list-style-type: none"> <li>Share / show the group the 'what is resilience?' video - <a href="#">WHAT IS RESILIENCE? on Vimeo</a></li> </ul>	Internet enabled device  Wifi access  Projector and screen  Speakers

10 minutes	Activity: Resilience conversations	<ul style="list-style-type: none"> <li>• Show the group a large version of the Resilience Wheel. Explain that it includes six areas that contribute to overall resilience: <ul style="list-style-type: none"> <li>○ Feeling secure</li> <li>○ Health</li> <li>○ Emotions and behaviours</li> <li>○ Education</li> <li>○ Friendships</li> <li>○ Talents and interests</li> </ul> </li> <li>• Place a resilience wheel handout on each table.</li> <li>• Ask each group to: <ul style="list-style-type: none"> <li>○ Think about activities they enjoy or regularly do</li> <li>○ Write them down in the relevant sections of the wheel</li> <li>○ Reflect on how these activities help build their resilience</li> </ul> </li> <li>• Invite each group to share one or two examples from their wheel.</li> <li>• Highlight the diversity of strategies and how resilience can look different for everyone.</li> <li>• Emphasise that building resilience is about balance across all six areas.</li> </ul>	<p>Large version of the Resilience Wheel</p> <p>Resilience Wheel handouts (<a href="#">Resilience Conversations - Kent Resilience Hub</a>)</p> <p>Pens/pencils</p>
10 minutes	Activity: 6 ways to wellbeing	<ul style="list-style-type: none"> <li>• Watch video - <a href="https://www.youtube.com/watch?v=rsyw2b6rf5Q">https://www.youtube.com/watch?v=rsyw2b6rf5Q</a></li> </ul>	<p>Internet enabled device</p> <p>Wifi access</p> <p>Projector and screen</p> <p>Speakers</p>

5 minutes	Activity: Wheel of wellbeing (WOW) pledge	<ul style="list-style-type: none"> <li>• Explain and show the Wheel of Wellbeing.</li> <li>• Handout the Wheel of Wellbeing Pledge worksheet.</li> <li>• Ask them to reflect on their week and choose one thing they'd like to do more of in each area. What small action could they take that would make them feel good. These are to be documented on the worksheet.</li> </ul> <p>6 WOW areas:</p> <ul style="list-style-type: none"> <li>• Care – Planet</li> <li>• Take notice – Place</li> <li>• Connect – people</li> <li>• Give – spirit</li> <li>• Keep learning – Mind</li> <li>• Be active – Body</li> </ul>	<p>Wheel of wellbeing pledge worksheet</p> <p>Pens/pencils</p> <p>Large version of the Wheel of Wellbeing</p>
10 minutes	Activity: Resilience top tips	<ul style="list-style-type: none"> <li>• Handout the What are our 10 tips to help build our resilience worksheet.</li> <li>• Explain each letter of the word resilience goes down the side of the page, and ask the group to come up with a top tip or idea for each letter.</li> <li>• Handout the Top Tips for Resilience worksheet.</li> <li>• Ask the group to read through the tips and highlight or tick ones they want to focus on. These can also be added to the other worksheet.</li> </ul>	<p>10 tips to help build resilience worksheet</p> <p>Top Tips for Resilience worksheet</p> <p>Pens/pencils</p>
10 minutes	Close	<ul style="list-style-type: none"> <li>• Invite participants to ask any final questions.</li> <li>• Ask participants to rate how they're feeling now compared to the start of the session.</li> <li>• Handout evaluation forms and ask participants to complete.</li> <li>• Collect evaluation forms.</li> </ul>	<p>Evaluation forms</p> <p>Pens/pencils</p>

# WHAT ARE OUR 10 TIPS TO HELP BUILD OUR RESILIENCE?

**R**.....

**E**.....

**S**.....

**I**.....

**L**.....

**I**.....

**E**.....

**N**.....

**C**.....

**E**.....



# TOP TIPS FOR RESILIENCE

## Relationships

Make time for those you love, they will be there for you!

## Expectations

Give yourself goals to achieve. This helps to keep you focused.

## Strategies

Plan ways to cope – you can always ask for help!

## Identity

Identify your own strengths, and build your own confidence.

## Learning

Learn from mistakes and experience, but don't be hard on yourself.

## Involved

Get involved in things and try something new!

## Enjoy

Make sure you spend time doing things you enjoy.

## Never give up

Stay positive, focus on your future, tough times don't last forever.

## Care

Take care of your needs – physical, emotional, environmental.

## Embrace change

Accept that things change, don't dwell on it, look to the future.

Adapted from NHS Greater  
Glasgow and Clyde  
'Resilience Toolkit'



## 6 ways of wellbeing



# Wheel of Well-being

## Be Active

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy; one that suits your level of mobility and fitness.

## Keep Learning

Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident, as well as being fun to do.

## Give

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and will create connections with the people around you.

## Connect

With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections with support and enrich you every day.

## Take Notice

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are on a train, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

## Care for the Planet

Look after your community and the world. Make small changes to your life that will reduce your energy use, recycle more, leave the car at home, use low energy light bulbs, small steps to a greener life can make a difference.



RESILIENCE IS  
SOMETHING YOU  
LEARN...

RESILIENCE IS  
SOMETHING YOU ARE  
BORN WITH.....

## ***Facilitator notes for next two activities – What is Resilience? and Where is my Resilience?***

### ***What is Resilience:***

*Following completion of activity 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. Resilience means:*

- 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*

### ***Where is my Resilience:***

*Following completion of  
the activity read out to the  
group- Sue Nicholls  
statement:*

*“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 IS RESILIENCE?

RESILIENCE is the ability to bounce back from difficult situations and to see problems as opportunities for learning and growth. *What do you think RESILIENCE is or means?*



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\_\_\_\_\_, pledge to work on my WOW by....

My WOW pledge	What I will do
I will CARE about the planet by	
I will TAKE NOTICE about the place by	
I will CONNECT with people by	
I will GIVE by	
I will KEEP LEARNING by	
I will BE ACTIVE by	