

How to build resilience

Teacher Guide.

Topic: Resilience and wellbeing

Age group: 11-19

Type: Full lesson

Time: 1hr



Learning outcomes



1. Learn about the challenges faced by young people
2. Apply your learning and practice empathy to help others build resilience
3. Share ways in which people can be helped through the power of kindness

they may be faced with. The activities in this resource have been designed together with young people to highlight ways in which they cope with challenges they are faced with.

Curriculum links



This teaching resource has links to PSHE. Our activities have been designed to give young people an opportunity to share their feelings, whilst helping them to build a network of support.

What you need



The PowerPoint

Pens

Paper

Optional: sticky notes or counters, dice, board game printed, challenge and positivity cards printed, achievements box template printed.

Activity 1: Starter



Have the learners chat in pairs about the following questions.

- What does the word challenge mean to you?
- What is resilience?

Ask learners to think about the challenges they came up with and ask them to discuss whether they are personal, local, national or global challenges.

Definitions



Resilience: the ability to withstand or recover quickly from difficulties

Aspiration: a hope of achieving something

Activity 2: Learn



Key question: How can I show resilience?

Give learners the printouts of the snakes and ladders board, positivity and challenge cards or use the interactive version on the slides. Play the game following the game rules.

Background

When faced with adverse situations, we are more vulnerable to negative outcomes if resilience is not shown. It is therefore important that as educators, we give children and young people the skills to be resilient. When resilience is taught, children and young people are able to explore ways that can help them cope with challenges

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Once learners have completed the game, open the discussion to allow them to share their thoughts on the challenge and positivity cards with the rest of the group.



Activity 3: Apply

Key question: How can I show resilience?

Give learners a printout of the box net or ask them to draw it themselves. Ask them to cut around the net, ensuring they do not cut off the flaps. On one side of the net, learners should write or draw their goals. Once they thought about their goals, ask them to think about what may stop them from achieving their goal. On the other side of their box, ask learners to write or draw things that would help them overcome these barriers to help them achieve their goal.

Activity 4: Apply



Key question: How can I show resilience?

Read through a comic strip with the learners and take time to discuss what is happening. Ask learners to think about the unfilled scene in the comic. Learners should complete this themselves to 'finish' the story by thinking about what could help their character cope with their

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challenge. Once learners have completed their comic strip, choose one of three messages from 'A message to a friend' (slides 22-24). Ask learners to discuss how this character would be feeling and how they may react to this challenge.

Activity 4: Share



Key question: How can I show resilience?

Ask learners to think about the impact that showing kindness can have. Ask learners to write down or draw one thing that people can do to show kindness to others. Learners can then place their idea in a jar. This can be revisited by learners who can pick out a weekly kind act that the group can do.

Modifications



Learn:

Learners could act out their answers for the positivity cards and have the other players guess what they are trying to portray.

Learners could also role play their response to the challenge cards, showing how they would help the characters in them.

Apply:

The achievement box templates can be used for different purposes. Here are some examples of things to "fill" it with:

- Quotes of affirmation
- Happy memories
- Favourite songs
- A time capsule message to their future self.

Alternatively, learners could create a physical box that they could put objects in that they can use to help them cope with a challenge such as a toy, picture or game.

Share:

Learners can design their own jar and write or draw their ideas in here.

Assessment opportunities

Learners could create a wellbeing group where they plan different activities to support their peers. They could run a variety of activities that include a range of things, from sport to music, to reading and their work could be measured via surveys completed by their peers on the impact their group has had on their wellbeing.

Extra Resources

- [Kindness and wellbeing | Teaching resources \(redcross.org.uk\)](#)
- [Psychosocial support | British Red Cross](#)