

# Wellbeing: Traits of Resilient People

## Facilitator Guide

### Overview and Purpose

This lesson explores 10 traits of resilient people and how pupils can use that knowledge to improve their own resilience.

### Objectives

Students will be able to:

- Understand what we mean by the term “Resilience”
- Understand the traits of resilient people

### Vocabulary

- Resilience - the capacity to recover from challenge or difficulty
- Prefrontal Cortex - the grey area of matter in the anterior of the frontal lobe which plays an important role in our cognitive, emotional and behavioral functions
- Limbic system - the area of the brain which controls our behavioural and emotional responses

### Preparation / Materials Needed

- Chart Paper / Post It Notes
- Marker pens
- Download the session PowerPoint
- Handouts - Resilience Cards (1 set per class of 30 - 1 per small group)

For virtual delivery, students can make their own notes (on paper or on a device) and can download their own copy of the activities pack.

### Agenda

#### Understanding Resilience (10 min)

- What is resilience?
- Can students think of any examples?

#### Understanding the traits of resilient people (10 mins)

- Activity - discussing words/phrases related to resilience

#### Wrap-up & Reflection (5 mins)

- Reflection on the session and its learning objectives

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### Getting Started / Warm Up (5 mins)

Ask the question “What is resilience?” Students write their own definition. Share some of these definitions and then show the “dictionary definition”: *The capacity to recover from challenge or difficulty.*

### Main Activity (10 mins)

Show **heading only** on slide 3: “What are the traits of resilient people?” (you will need to click to reveal the rest of the slide when needed)

Ask students to form small groups (2-4 max). Hand out 1 resilience card to each group. (see Lesson 2 handouts - 1 set of 10 cards will be enough for a class of 30).

Ask students to discuss what the words/simple phrases on the card means to them and how they might be able to improve and support being resilient. Some are more obvious than others, so you can differentiate which card to assign which group based on your understanding of the pupils.

Show the “answers” on the rest of the slide. Ask pupils to share their ideas with the class.

**Discussion points - pupils will discuss their ideas. Some of the points they might make, or you might support them with include:**

- **Boundaries** might mean the boundary between what we may feel and who we are, e.g. feeling sad does not make you a sad person
- **Good Company** might mean we have some friends who are very supportive of us in times of stress, some good friends may not be so supportive but can still be a friend
- **Silence** is about being comfortable in your own company, mindfulness, taking time to “switch off”
- **Team** (links to Good Company): Don’t be afraid to use your friends and colleagues, don’t feel you have to do it alone
- **Out of your head** might mean they get their thoughts out of their head writing it down on paper, via a chat and so on.

Discussion Point - you might stretch the class to consider ‘Does technology affect our resilience? With our “connectedness” do we get time to switch off and sit in silence?’

### Summary / Wrap Up (5 mins)

Ask the class to list the 3 areas of resilience they are using effectively and the 3 they feel they need to improve on. You can do this as a discussion, or could create a written list/poster.