

BOUNCING BACK

LEARNING TO BE RESILIENT

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*Learning to be
RESILIENT*



TEACHER
RESOURCE
KIT

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SAMPLE



Values for Life
school seminars

Aims and Objectives

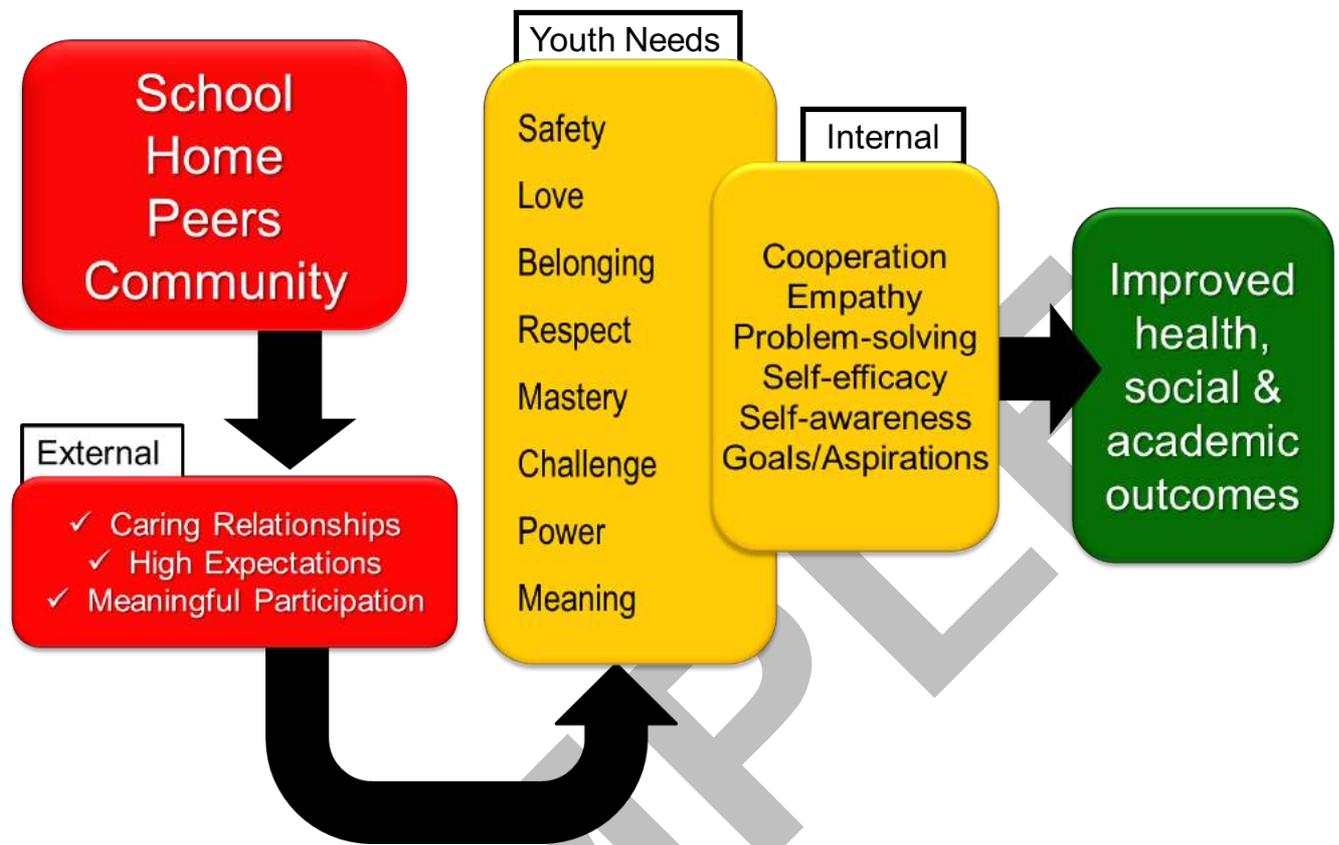
The following are messages we want to promote students to learn through the *Values for Life* seminars and activities:

- (1) I know that life is full of changes and learning to cope with change is important.
- (2) Resilience is being able to *bounce back* through the tough times in life.
- (3) We need two-way relationships in life – we need support and need to support others.
- (4) My feelings and peer pressure can be powerful – sometimes we need to stop and consider our values.
- (5) I know my ‘values’ or beliefs are important because they determine how I make choices, how I treat others and how I treat myself.
- (6) ‘*What we are*’ is not ‘*who we are.*’ Who we are is determined by our values and our actions.
- (7) Life is not easy – we can learn through our pain and mistakes.
- (8) We need a foundation in life –a core set of values.
- (9) Our attitude is crucial. We can choose how we respond to a situation. Thinking of ways to problem solve is key to being resilient.

Note to teacher:

The student worksheets in this booklet are given as a tool to enable you, the teacher, to further continue exploring the theme of *resilience*. The next few pages, ‘**Worksheet Guidelines**’ has some suggestions for teachers when working with the various sections. They are given only as a guide so feel free to use them in whatever way you wish.

SOME FACTS ABOUT 'RESILIENCE'



Definitions of Resilience

Resilience refers to a class of phenomena characterised by good outcomes in spite of serious threats to adaptation or development. Resilience has been characterised as the ability to:

- “bounce back and cope effectively in the face of difficulties”
- “bend, but not break under extreme stress”
- “rebound from adversities”
- “handle setbacks, persevere and adapt even when things go awry”
- “maintain equilibrium following highly aversive events”

Can Resilience be learned?

Research has shown that the answer is a resounding ‘YES!’ There are a number of programs designed to develop, nurture and teach resilience skills. Values for Life School Seminars is one of those resources.

CHARACTERISTICS OF RESILIENT KIDS

Intrinsic

- Temperament factors – easy going disposition, not easily upset; good self-regulation.
- Problem-solving skills – abstract thinking, reflectivity, flexibility, and the ability to try alternatives indicate adaptability to stress.
- Social competence – emotional responsiveness, flexibility, empathy and caring, communication skills and a sense of humor (including being able to laugh at themselves).
- Autonomy – self-awareness, sense of identity and an ability to act independently. They have increased sense of self-worth and mastery.
- A sense of purpose and a future orientation – healthy expectations, goal directedness, educational aspirations and persistence.
- Hold religious beliefs that are supported by significant others and that convey a sense of meaning in life (spirituality).
- A sense of optimism, maintain a hopeful outlook and employ active problem focused coping strategies (They avoid seeing crises as insurmountable problems).
- Academic and social successes - less risk of developing behavioral disorders. They have talents that are valued by self and society.

Extrinsic

Within the Family:

- A close sustained relationship with at least one caring pro-social and supportive adult who is a positive role model.
- Authoritative parents who place high value on warmth and support, but whom also provide structure (set firm limits and state clear rules), monitor their child's behavior and peer contacts, and convey high expectations.
- Positive family climate with low family discord between parents and between parents and children.
- Organized home environment (role of rituals, ceremonies, shared dinner times and mutual responsibilities, cohesive and supportive).
- A secure emotional base whereby the child feels a sense of belonging and security; access to consistent, warm care giving.
- Parents are involved in their child's education. Both parents and teachers should convey high, but realistic expectations to their children.
- Bond to pro-social adults outside family. (See www.teachsafeschools.org for information on how to establish an adult mentoring program.)
- Connections to pro-social and rule-abiding peers who have authoritative parents
- Support from "kith and kin", access to wider supports such as extended family members and friends.

Within the Schools and the Community:

- "School connectedness" is the belief by students that adults in the school care about them as students and their learning. A protective factor is the attendance in effective schools and being "bonded" to school; for instance, ask students the following question to assess school-bondedness: "If you were absent from school, besides your friends, who else would notice that you were missing and would miss you?"
- Ties to pro-social organizations, including schools, scouting/sports clubs; participation in extracurricular activities – particularly communities of faith, e.g. church youth group.
- Opportunities to learn and develop talents.
- High levels of public safety.
- Good public health and health care availability
- Support derived from cultural and religious traditions

* taken from UNDERSTANDING RESILIENCE IN CHILDREN (Luthar et al., 2000; Masten & Reed, 2002; Rutter, 1999, Dubois & Karcher, 2005; Meichenbaum & Biemiller, 2002; Brendto et al., 1998)

STUDENT

WORKSHEETS

Resilience (page 6)

Resilience: Changes (page 7)

My Network (page 9)

Peer Pressure (page 10)

Different Approaches to Conflict (page 11)

Fair Fighting (page 12)

Write a Solution (page 13)

Values (page 14)

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CHANGES

Sometimes in life everything can be going along just fine. Then, suddenly, things change – new school, friends, teachers, different subjects, your body is changing and growing, choices and decisions to make ... it can all be a bit overwhelming.



Life is like this. You have probably gone through some big changes in your life already. Changes are normal, sometimes enjoyable, other times difficult. Learning how to deal with change is an important lesson to learn in life.



List 3 of the biggest times of your life which were really exciting or enjoyable.
How did you cope? How did they change your life?

1. _____

2. _____

3. _____



List 3 of the hardest times of your life which were really tough or painful.
How did you cope? How did they change your life?

1. _____

2. _____

3. _____

CHANGES (continued)



What major changes or differences do you think you will face in the next 5 years?



How will you cope – what are some supports that can help you with these changes?

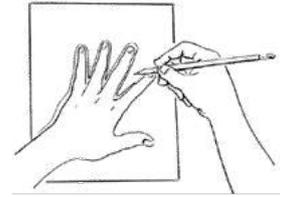


“We cannot change all situations in life, but we can change our attitude towards them.”

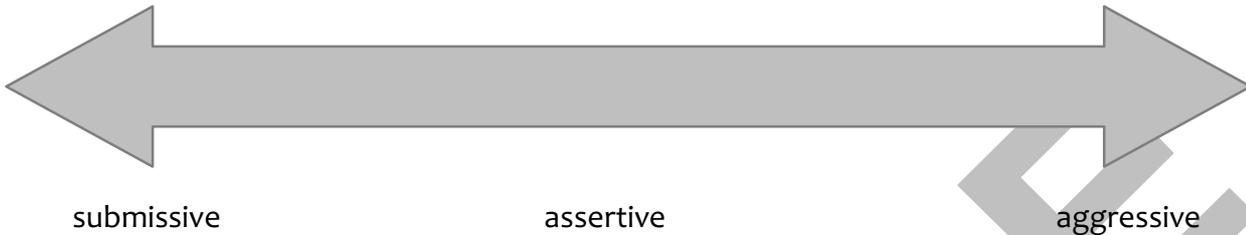
CHANGE can be a wonderful opportunity for growth!

MY NETWORK

DIFFERENT APPROACHES TO CONFLICT



There are many different approaches to conflict. Many times the approach we choose is determined by experience, our attitude, our mood and having empathy for others. The two extreme approaches are being aggressive, and at the opposite end, being submissive. In the middle we have assertive behaviour.



With your class or a partner complete the following definitions:

Aggressive behaviour is when _____

Assertive behaviour is when _____



From the list below place the describing words in the box that best describes the different approaches to conflict.

submissive

friendly

confident

shouting

threatening

crying

sad



assertive

friendly

confident

shouting

threatening

crying

sad



aggressive

friendly

confident

shouting

threatening

crying

sad



Sulking, Angry, Sad, Looking down, Friendly, Standing up, In Control, Shouting, Nervous, Threatening, Teasing, Blaming, Shy, Confident, Polite, Hitting others, Win-Win attitude, Crying