

Resilience Interventions

Class _____

Activity 1

How Resilient are we?

Establish the Jigsaw Charter to ensure a safe learning environment.

Ask - What does resilience mean?

Lead a discussion where you collectively define resilience and what it might mean in terms of how resilient pupils are.

Invite pupils to work through an exercise where they assess how resilient they are. Use the Resilience Scale for Pupils to allow them to self-assess their own resilience (pupils may be unaware you use these in school and this will be an interesting comparison with your own findings).

It is suggested that teachers read through each question with the pupils sharing examples and making sure all pupils fully understand what they mean and how to interpret them. The teachers should also allow them appropriate time to reflect on how they should score themselves against each descriptor.

Having completed this process, discuss any areas for development, either individually or as a whole class. (see suggestions for each target)

Pupils choose one of the 10 descriptors to work on this week

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Activity Two

What aspect of our Resilience will we try and improve this term?

Give out the Scales the pupils filled in last week. Look back at the findings and how the pupils scored themselves.

Ask - Have we noticed ourselves being any more resilient this week, especially in the descriptor we chose to focus on?

Through discussion find out whether the pupils have been reflecting on their resilience over the last week.

Invite pupils to think of a new way they could build one aspect of their own resilience.

Discuss how we can learn from watching others - good role models and those who are less so. Have some resilient role models in mind (see pictures in pack). Can the pupils think about what they could learn from them?

Plenary: Ask the pupils in which situations do they find it most difficult to be resilient?

Talk about why that might be. Do any of their fellow pupils have suggestions for how they cope with those situations? (It might be worthwhile having a situation you can use as an example of when you find it more difficult to be resilient)

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Activity Three

Controlling irrational thoughts and replacing them with the rational replacement

Review how week has gone - have children noticed a time that they have been more resilient? Praise them for this

Describe a situation where the pupil has to imagine receiving a test mark back and it's not as good as they had hoped.

Ask - What are your first thoughts?

Discuss the various responses, where they are irrational ('I can't do this', 'I'm rubbish at this subject') talk about the rational equivalent ('I can learn from these mistakes', 'I'm getting/going to get better at this subject'). Discuss other everyday examples - can pupils think of any? (friendship situations - not getting invited to a party for example)

Ask - How does having an irrational thought affect us?

Discuss how irrational thoughts can affect our outlook and how we respond to situations.

Describe the following situation - your friend at school gets praised by a teacher and you don't even though you thought you had worked hard and done well. Ask the pupils what an irrational thought could be in this situation? What about a more rational replacement? How could we move on positively?

Use the mind-set activity to sort rational and irrational thoughts. (see pack)

Now think, share a time that you find something difficult - what rational thoughts are you going to think to help you become more resilient this week - Make a label for your table to remind you of this (put on table in class)

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Activity 4

Using calming self-talk

Review how week has gone - have children noticed a time that they have been more resilient? Praise them for this

Ask - Why is it important to stay calm?

Discuss as a group. Follow up question.

Ask - What strategies can we use to keep ourselves calm?

Discuss various methods around the group.

Display the following self-talk phrases:

- I can be more effective if I remain calm about the situation
- I'll compare myself against myself rather than against others
- I feel calm because I've worked hard and prepared well for this
- It's OK to make mistakes - that's how I learn

Ask pupils to work with a partner to think about which of these phrases would help them most and why? Discuss as a group. Move on to consider the following questions:

Does anyone have any good examples of when remaining calm helped them? What about bouncing back from mistakes?

Do a 'Calm Me' activity - for eg. breathing and counting to 10, touching hand as breath in and out

Plenary: Ask the pupils - does anyone have an example of something they have said to themselves to help them cope in a tricky situation? How did it work? (Again it might be worth thinking of something in advance you can use from your own experience as an example)

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Activity 5

Not focussing on set-backs and owning success

Review how week has gone - have children noticed a time that they have been more resilient? Praise them for this

Discuss a situation where you didn't do as well as you had hoped (possibly when you took part in a competition of some kind (sporting or otherwise) or your driving test maybe (?!))

Ask - How do you think I felt afterwards?

Discuss the best way to let go and move on from the situation. Talk about having a determination to improve and a willingness to learn from mistakes, but not dwelling on something that has gone wrong.

What happens if you focus on the set-back? (It affects what you are going to do next)

What about a situation that has gone well (again give your own example if you like or use one of the pupils to give an example?)

Children to share their success and how they felt

Ask - How do you feel? How do you move forward from this situation?

Talk about how it's important to feel pleased with yourself and think about what went well. From there you then want to think about how you can improve further and how you can build on this feeling when something is difficult - eg I couldn't swim very well at first but I kept trying and now I swim 100m!

Children to draw / write their one success and the feelings they have when they achieve this in star and stick this on to table in class to remind them of their success journey - if they use determination like that in maths they WILL get better , they WILL learn to spell etc

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Activity 6

How has our Resilience improved?

Either in group or pairs ask the pupils to reflect on the resilience target they set themselves and the progress they have made towards meeting it. Take feedback from around the group as to how they feel they have got on.

Explain that pupils are going to score themselves again on the resilience scale. Once they have finished, their previous scores can be handed back to them so a comparison can be made.

Ask - Who feels they have become more resilient over the last 6 activities? In what way?

Take feedback from the group on how they have enjoyed the process and how they might use the information they now have moving forward. Discuss as a group how being aware of how resilient we are can in fact help us reflect on our behaviour and self-improve.

Praise children for efforts and remind them of the skills we have learned through the process.

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