

DCIU COUNSELING DEPARTMENT

NEWSLETTER

May/June 2021

Volume 1 Issue 7

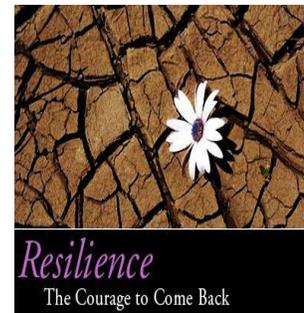
SEL (Social and Emotional Learning) Resources

Topic: Resilience

What is Resilience?

While resiliency may not be a core subject of instruction, it is a crucial lesson to be taught. Teaching resilience is beyond memorization, calculation, and other traditional learning methods. It requires interaction and engagement.

Resiliency is the process of believing in yourself and understanding that you have the skills to get through tough challenges. It is the ability to adapt when faced with adversity. Resilience is a learned trait, one that can be learned and built and developed by anyone. This information from Positive Psychology was retrieved through <https://positivepsychology.com/teaching-resilience/>



Quote on Resilience

“I can be changed by what happens to me, but I refuse to be reduced by it.” – Maya Angelou
“The oak fought the wind and was broken, the willow bent when it must and survived.”

— Robert Jordan, *The Fires of Heaven*

“If your heart is broken, make art with the pieces.” – Shane Koyczan

“It’s your reaction to adversity, not adversity itself that determines how your life’s story will develop.”

— Dieter F. Uchtdorf

Lessons on Resilience

Topic: Building resilience in students

<https://positivepsychology.com/teaching-resilience/>



Activity:

- On a piece of paper (or even colorful sticky notes), ask students to write any challenging situations that come to mind.
- Let students know in advance that these sticky notes will be collected and placed on the board.
- Collect these notes and stick them on the board.
- Read them out loud and ask the students what they would do if exposed to that situation or problem.
- Then, take the coping cards and distribute either one or two as well as a blank card to each student. Tell the students that on the blank card they can add their own ideas. Among the three, tell the students that they should choose one to hold up where everyone can see it.
- In the room, label three areas as helpful, harmful or useless.
- One by one, read the situations that the students wrote on the notes.
- Ask students to move to the labeled areas that best fit the chosen coping strategy they selected.
- Once students are spread out in different areas of the classroom, ask students one by one to discuss why they believed that their position was the best one to choose.
- Compare the different ideas and thoughts that students offer.
- You can also ask the following growth-oriented questions:
 - Who thinks that one coping strategy isn't enough?
 - What would render a coping method harmful or useless?
 - What should we take into account when considering how we are coping?
 - How can one find out if the chosen coping strategy is helping?
 - What things may 'get in the way' and prevent us from adopting the most helpful strategy?
 - Is what is helpful the same as what is the easiest option?
 - Is it always easy to find out which approach is helpful in a given situation?
 - Try to think of an example where this may prove to be difficult.
 - How could this difficulty be overcome?

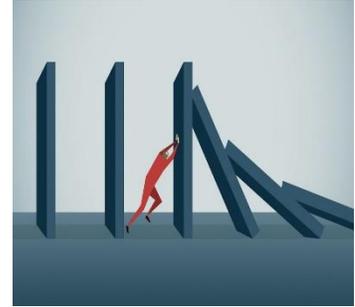
Discussion:

- To build resilience, individuals need a set of coping abilities that allow them to confront adversity when it arises and keep a sense of harmony in their lives.
- You can incorporate some examples and the ideas that emerged from the video clip you watched.
- Sometimes, a belief in one's ability to cope is not enough. Specific plans and strategies are necessary to deal with unexpected hardship and stress.
- These plans can serve as a toolkit that helps us find our best approach to handle challenges.

RESILIENCE
— in the Face of —
ADVERSITY

Books on Resilience

- [The Hugging Tree: A Story About Resilience](#)
- [Bounce Back Betty](#)
- [My Super Me: Finding The Courage For Tough Stuff](#)
- [Bounce Back! \(Being the Best Me Series\)](#)
- [Bounce Back: How to Be a Resilient Kid](#)
- [My Strong Mind: A Story About Developing Mental Strength](#)
- [When You are Brave](#)
- [Courageous People](#)
- [Courage](#)
- [Brave](#)
- [Tomorrow I'll Be Brave](#)
- [Spaghetti in a Hot Dog Bun: Having the Courage To Be Who You Are](#)
- [The Day You Begin](#)



Videos for K-8

- What is resilience and how do we achieve it?
[**https://www.youtube.com/watch?v=9w8p0eXGCFI**](https://www.youtube.com/watch?v=9w8p0eXGCFI)
- Wellbeing for Children: Resilience
[**https://www.youtube.com/watch?v=zeu9X88g8DE**](https://www.youtube.com/watch?v=zeu9X88g8DE)

Supplemental Activities

- **27 activities and worksheets to help build resiliency**
<https://positivepsychology.com/resilience-activities-worksheets/>
- **4 step process in building student resilience**
<https://www.edutopia.org/article/4-step-process-building-student-resilience>
- **Building Resilience in Children – 20 powerful strategies backed by science**
<https://www.heysigmund.com/building-resilience-children/>

Teacher resources

- **Resources on Developing Resilience, Grit, and Growth Mindset**
<https://www.edutopia.org/resilience-grit-resources>
- Article on
 - Fostering Resilient Learners
 - 7 Characteristics of Student Resilience
 - How to Teach Resilience in the Classroom?
 - Examples of Promoting Resilience at School
 - Lesson Plans for Teaching Resilience to Students
 - A Hundred Activities for Teaching Resilience
 - Specific Resilience Programs for Schools

<https://positivepsychology.com/teaching-resilience/>

Parent and Teacher Activities:

• **Activity Envelopes:** Have kids write different things they enjoy: such as going to the park, playing with the dog, a movie with the family (positive activities) and place each activity in separate envelopes. When your child has a hard day and needs a “pick me up,” they are allowed to pick an envelope and complete the surprise relaxing activity. (Note: make sure these are things that are relatively easy to do and things you usually have on hand. While an activity can be substituted for another activity, this can be discouraging if routinely exchanged and can cause further emotional defeat.)

Teaches: self care, take a break

High/Low: Have your child tell you one of the best things that happened that day (or week) and one of the lows. This will encourage him or her to talk with both positive and negative emotions.

Teaches: emotional expression, positive view of self, self discovery

Good News: When a local tragedy occurs it is often in multiple media arenas. Make sure you are turning the TV off when children are around if there is excessive coverage. However, having them read the paper and discuss an article of a good deed or a positive news article can be a great way to encourage resiliency.

Teaches: positive view of world, accepting change is part of life

Links of resiliency: Cut strips of colored paper. Have children write one thing that they are good at doing, enjoy, or are grateful for. Glue the strips together in link form. Have child decorate his or her room with the chain.

Teaches: positive view of self
It WAS Something: When you hear your child tell someone “it was nothing” or “it’s no big deal” after doing a good deed, make sure to talk about why it is a big deal and not let them discount a compliment. Every day extraordinary events need to be celebrated to instill good values as well as build self-esteem in children.

<https://www.ndhealth.gov/injury/publications/resiliency%20building%20activities.pdf>



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