



Resilience Tools

Pilot testing

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The Resilience Project

The Resilience Project presents a three-part toolkit including *Guidelines*, *exercises* and an *interview schema* developed by Resilience Project Partners to fit into adult education and counselling. It is based on knowledge and experiences of resilience and health promotion gained from academic research and developmental projects in various European settings. We hope you will enjoy our tools and find them handy for your practical work.

Resilience Project Team



Collaboration across Austria, UK, Iceland, Italy, Finland, Greece, Spain and Switzerland

The overall goal of the project is to integrate resilience as a horizontal approach in all kinds of training methods for adolescents and adults.

Designed for use by:

- Trainers
- Teachers
- Counsellors

In settings such as:

- Education institutions
- vocational courses
- adult education
- etc..

The Resilience Tools

- **Guidance notes for use**

Guidelines provide background on our approach to resilience training (areas of interest are likely to be the key aspects of resilience covered in the exercises (page 13); the three different ways/levels of using the training (page 15-20) and points to keep in mind (page 21). We would be grateful for feedback on the guidelines on the form provided.

- **Selection Box of exercises**

10 exercises from different countries for testing and feedback covering different areas of resilience development. People can select the exercises of most interest to them. An overview chart to help selection is provided (see next slide).

- **Personal profile interview scheme**

The Personal Profile which should only be used by professionals with a counselling background. The profile has been developed by experts in Iceland and used successfully in another project. It provides a useful structure to help individuals at risk to develop a positive way forward

| Exercises | From | Summary | Individual or group | Focus area | Time |
|---------------------------|---------|---|----------------------------------|--|---------------|
| ABC Model | Austria | Explains the connection between our beliefs and our emotional reactions. Working on our beliefs is a strong way to become more resilient and helps us to have more supportive emotional reactions | Individual, small or large group | Getting a grip on one's life. Existing gifts and strengths: identify, mobilise, adapt and adopt | 30-45 minutes |
| Resilient thoughts | Iceland | Informs participants about their thoughts and introducing ways that can change their reactions can lead to increasing emotional resilience. | Small or large group | Getting a grip on one's life. Awareness - What is resilience and why is it relevant? | 45-60 minutes |

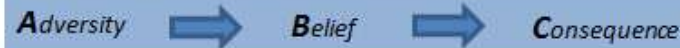
Example exercise – ABC Model

description – clear steps

Step 1: The trainer distributes the handout to the trainees/students or visualises the ABC model on flipchart and explains the connection between thoughts and emotional and behavioural reaction:

“Most of us react in certain ways when something negative happens to us. From research we know that our thoughts about adversity prompt our emotional reactions. When we are in trouble we immediately tend to find explanations about why this adversity has happened to us. It is our beliefs about the reason for the hardship that cause our reaction – how we feel and what we do.

Dr. Albert Ellis, working for decades in the field of cognitive psychology, developed the ABC model that can support us in understanding the sense of our response to adversities:



- *A is the adversity—the situation or event.*
- *B is our belief—our explanation about why the situation happened.*
- *C is the consequence—the feelings and behaviours that our belief causes.*

Step 2: The trainer gives an example and demonstrates two kinds of different reaction to the same situation based on the underlying beliefs and thoughts:

example:

“Julia is a sporty young woman who likes to eat healthy food. One day she discovers that she wasn’t invited to a party at school, but her friend Jenny got an invitation. Julia thinks to herself, Jenny always gets invited to things; I never do. I am such a loser—nobody likes me. She gets very sad, doesn’t go out jogging, and eats a whole box of chocolates instead.”

So what are the ABCs in this scenario?

- *Adversity = didn’t get invited to the party to which her friend was invited*
- *Beliefs = “I am such a loser—nobody likes me.”*
- *Consequences = feels sad, even depressed. Has no motivation to go jogging and eats a whole box of chocolates despite her focus on healthier living.*

Even if you weren't able to participate in the recent Resilience Forum at the University of Brighton, we would very much like to hear your feedback on any of the project materials you have read and/or tried out. Please e-mail me on rosaleen.courtney@nortcoll.ac.uk

Your contributions will really help us to review and improve the Resilience selection box of materials for teachers, trainers and counsellors. Later in the year the full selection box will be available on our website

<http://www.resilience-project.eu/index.php?id=2&L=10>

If you have any queries or would like more information, please feel free to contact me.