



**READY
SET
RESILIENCE**



**SUPPORTING GUIDANCE:
'Ready, Set, Resilience' Pupil Booklet**

Contents

1. Introduction
2. What is Resilience?
3. The Resilience Framework
4. Why Co-Production?
5. Guide to using the Pupil Booklet – ‘Ready, Set, Resilience’ and the Session Plans
6. Additional Resources
7. References
8. Acknowledgements



1. Introduction

'Ready, Set, Resilience' – A Co-Produced Booklet for Year 9 Students

Ready, Set, Resilience is designed to support young people's resilience. Resilience can be thought of as the capacity to cope better with life's challenges. As well as helping people get through tough times, we all need to work together to challenge and change systems that impact unfairly on people's lives, so that fewer people have to keep trying to bounce forward in the first place. We call this 'Beating the Odds whilst Changing the Odds'.

This supporting booklet contains **practical activities** that help pupils to understand the type of things that can help them get through adversity. Full web addresses for all links can be found in the resources and references at the end of this guide.

These resources should ideally form part of your whole school approach to help all pupils to do better than expected despite disadvantage or other challenges. Boingboing's **Academic Resilience Approach** aims to support pupils to achieve better educational and wellbeing outcomes than their circumstances might have predicted. A resilience-promoting school can have a life-changing impact on every staff member, pupil, parent and carer who belongs to it.

The **Resilience Revolution** is behind the **Ready, Set, Resilience** pupil booklet. It's the first of its kind to be co-developed with young people. We think this is what makes it so helpful. Thanks go to pupils and staff from **St Mary's Catholic Academy** in Blackpool, Boingboing, The Centre of Resilience for Social Justice at the University of Brighton, and HeadStart, Blackpool. Young people from St Mary's developed the activities, which are based on the **Resilience Framework** - you can find this on the pupil booklet's centre pages, on page five of this guide, and it is also available to download from the **Boingboing website**.

Nine co-production sessions took place between February and June 2022, with 8 pupils, 6 school staff and 7 staff from Resilience Revolution, HeadStart Blackpool and Boingboing. The co-production group agreed that Year 9 pupils would most benefit from learning how to build

their own resilience, to support others, and to challenge systems that make life difficult for young people. Some of the sessions involved working with a graphic designer to agree style, fonts and images. During June, wider consultation took place with parents and carers from Blackpool and the Youth Engagement Panel at HeadStart, Newham.

2. What is Resilience?

There are many different definitions of resilience used in research and practice. Some people think of resilience as:

- **Bouncing back, bouncing up or bouncing forward**
- **Doing better than you'd think given the circumstances**
- **Beating the odds**

Of the many definitions, we like the one coined by developmental psychologist, Ann Masten, who describes resilience as '**Ordinary Magic**'. From her research, Masten says that a resilient outcome often comes about from everyday stuff, like getting a teacher to give a bit more attention to a particularly disadvantaged pupil. It's great to know that paying attention to ordinary human needs and nudging our systems to make sure there are maximum opportunities for belonging or coping etc., can make a difference to pupils' resilience.

Since the 1950s, researchers have been exploring how some children are able to overcome adversity. Many studies have shown that it is not just the qualities of an individual child that matter, but the relationships they have, the wider community and the opportunities they get. That's why **Ready, Set, Resilience** works best when we use it as part of a whole school system and ethos that prioritises opportunities for the most disadvantaged, and works with pupils, parents and staff to think about how to provide resilience-building opportunities for everyone. Of course, it's much harder to get through tough times if you don't have many resources in the first place. That's why schools can make such a difference to young people, by making sure they have access to the very ordinary things that evidence tells us will make a difference. Schools also have

responsibility for challenging systems that are so unequal for our families and children.

‘Overcoming adversity, whilst also potentially changing, or even dramatically transforming, (aspects of) that adversity.’
(Hart et al., 2016, p. 3)

In other words: Beating the Odds whilst also Changing the Odds. If you want to know more about a **socio-ecological approach** to resilience, check out what Boingboing does for more information.

3. The Resilience Framework

The Resilience Framework is based on [Resilient Therapy](#) (RT), the name given to the set of ideas and practices originally developed by Angie Hart and Derek Blicow, with help from Helen Thomas, as part of their book, [Resilient Therapy: Working with children and families](#). RT takes the resilience research evidence base and puts it together with other sets of ideas gleaned from practice with very disadvantaged children and families in a National Health Service (NHS) Child and Adolescent Mental Health Clinic. Alongside this, Angie’s adoptive parenting knowledge went into the mix and, more recently, information and experiences from those whom Boingboing are working with in resilience [Communities of Practice](#) and the wider Centre of Resilience for Social Justice [CRSJ](#) and [Resilience Revolution](#) community.

The **Resilience Framework** visually shows how we have split our ideas under five headings or compartments: **Basics, Belonging, Learning, Coping** and **Core Self** - to help us think strategically and practically about doing things resiliently. Within each of these compartments, is a selection of evidence-based ideas, to draw on when trying to make a resilient move with a child or young person. In a nutshell, they include:

BASICS - The basic things we need in life to get by

Having the basics in life is really important for our mental health – such as having enough money to live on, a healthy diet, enough sleep, exercise and fresh air, and feeling safe. Of course, we know that a lot of pupils don’t have some of these basics, and at other times we can forget to give the basics enough attention.

Revision classes and mindfulness sessions might have no impact on a pupil who has no curtains at home, spends all weekend indoors, or hasn’t had any breakfast. When schools find ways to support families with the basics it is much easier for a pupil to behave resiliently.

BELONGING - Putting good relationships at the heart of things

Belonging is all about having people we can rely on and feeling that we are accepted for who we are. It might include having good relationships with parents or carers, friends, teachers, people in the community, a pet or even a favourite place. Belonging to a group of friends, family or club helps us feel valued.

When schools help pupils to find places to belong, or to manage their friendships and relationships, this can be a powerful way to help them to bounce forward. It also means putting good relationships at the heart of things, giving pupils time to form relationships with staff or each other. Helping to find people our pupils can count on, and helping them to remain hopeful about building new contacts, is an important part of **Ready, Set, Resilience**.

LEARNING – The importance of finding out about and discovering new things, noticing our achievements, and developing new skills

Learning might involve school and college but there’s also a lot more to it than that, as school and college haven’t always worked out well for some people. Learning is also about keeping our brains ticking, learning life skills, and having aspirations and plans for our future. The importance of finding out about and discovering new things is also key to resilience. Schools that provide opportunities for less formal ways of learning, like making sure we develop interests, talents and life skills, can promote resilience. **Ready, Set, Resilience** can be a starting point for this.

COPING - Things that can help us when times are tough

We all have times when we might feel distressed, worried and unhappy, and knowing what we can do to cope with these feelings is really useful. Like all other skills we learn, coping skills take a bit of practice. Schools that provide multiple opportunities for pupils to learn how to solve problems, be brave, calm down and think

positively are equipping their pupils with a range of skills for now and in the future

CORE SELF - Focus on our inner worlds – those thoughts and beliefs we have about ourselves, and the ability to know who we are

This is about understanding ourselves and others around us. It puts the focus on our inner worlds and the thoughts and beliefs we have about ourselves that build our characters. It can involve understanding our past, taking responsibility for ourselves, understanding other people's feelings, having hope, making time for our talents, and seeking help when it makes sense to do so. It can be hard to provide time for reflection in the school day, which is why **Ready, Set, Resilience** has structured activities that enable pupils to think things through.

What are the Noble Truths?

You might have noticed that there are 4 Noble Truths on the Resilience Framework –

Accepting, Conserving, Commitment and Enlisting. The Noble Truths are the principles behind all resilient moves and can be a starting point when schools are thinking about working with particular issues or pupils. They are also good principles to teach pupils when they are problem solving.

Accepting – We have to start by accepting where we are in our journey right now, without blame, guilt or shame. Accept that we are doing the best we can, under what might be challenging circumstances, and accept the help and support that other people might offer. This can also mean accepting where the pupil or family is at, even if things have happened before which we find shocking or upsetting.

Conserving – Sometimes we can focus on the not-so-good things and forget the good things in our life. There will always be some things that are going ok, and it is important to keep hold of these, no matter how small they seem. Let's focus on our strengths rather than just our difficulties. In schools it is important to consider the assets a pupil has, what has gone well and what the school has available to support them.

Commitment – Looking after our mental health requires commitment. It doesn't happen overnight or without a bit of hard work. In schools it can sometimes feel like we are making

a lot of effort and there are setbacks when we are supporting pupils living with adversity. If we commit to involving pupils and parents, listening and being positive, small changes can lead to bigger things through a positive chain reaction.

Enlist – We have to get support from others when needed. We also might have to summon all our own strength and resources to work through difficult times. **Ready, Set, Resilience** sessions can also help pupils to find out where the support is available in school.

What is a Resilient Move?

A resilient move is an everyday action that can help build resilience. Pupils can start anywhere on the framework, and do not have to do it in any particular order, nor have to do all the resilient moves. They might find that there is a **chain reaction**, where they work on one resilient move and find that they have achieved lots of others in the process.

We encourage schools, youth clubs and other organisations to create as many opportunities as possible for people to make resilient moves, so sometimes you will need to plan them into your lesson/session/day.

Remember, resilience and mental health isn't only about what a pupil can do for themselves but is also down to the opportunities that they have in life. We can help improve pupils' mental health by improving opportunities, particularly for those who currently have fewer than others. This means taking social action - social action is about people coming together to help solve the problems that affect our communities. This can include volunteering, raising money, community action or simple neighbourly acts.

4. Why Co-Production?

Co-production refers to **working jointly with others** towards an agreed collective goal. What makes co-production unique is the effort for the whole group to be involved in the **decision-making process**, there is a **sharing of power** and everyone's **skills, including lived experience, are valued equally**. Working co-productively can also mean making an effort to bring together a **diverse group of people** with different views. For example, in the process of creating this resource for pupils, we gathered all sorts of opinions from: pupils ranging in age,

school staff, young adult engagement workers from Boingboing, and HeadStart staff and parents.

We strongly believe that everything **for** young people should be co-produced **with** young people. This means young people being involved in planning, designing, developing and delivering services or school and community projects alongside professionals.

Being involved in co-production leads to many benefits for all involved and can work really well in schools. Over time, the **Ready, Set, Resilience** pupils were noticeably more confident in sharing their ideas and one of the teacher's noted that, "The pupils seem to be really enjoying creating this resilience booklet. A parent has mentioned about how her son has really come on and is speaking about things."

Benefits of Co-Production! (List created by the group that co-produced the pupil booklet)

Helps with mental health and wellbeing

- Can help to refocus in school
- Can lead to other opportunities and help career

Enjoyable!

Gives you something to feel proud of and have ownership of

- Brings people together of all different ages and abilities
- Opportunity for teamwork
- Can align with school values
- Can give awareness of different topics/issues (mental health, resilience, climate change etc.)
- Helps you to understand yourself better
- Feels good to make decisions e.g., fonts, colours, designs etc.
- Involves vulnerable people/diverse communities that might not normally have their voices heard

- Good support network of staff and other students

Creates a sense of belonging

Your voice is being listened to

- Can improve confidence and self-esteem

You can make friends and meet new people

- Opportunity to have some calm time and relax
- Sharing different strategies that have worked or not worked for others

By implementing co-production in schools, it encourages pupils to work with parents and staff to improve resilience and mental health. They can work together and share their opinions, and in return understand one another's perspectives to find shared solutions.

A few examples of where you could try co-production in school are:

- Notice boards - working together to come up with the design, layout, content, budget and resources they will need
- Anti-bullying policies
- Parents evenings
- After school clubs
- Sports days
- Transition to school

Co-production can also be guided by implementing the key principles of co-production as stated by the [Social Care Institute for Excellence \(SCIE 2022\)](#).

Or register for one of [Boingboing's training courses on co-production](#).

5. Guide to using 'Ready, Set, Resilience' and Session Plans

This section of the guidance book provides suggestions for 15–20 minute sessions to accompany the pupil booklet pages. Some sessions may take longer, so be prepared to continue in another session, especially if having rich and helpful discussions with the pupils.

Each session follows this format:

- Learning Outcome
- Pupil Booklet pages the session supports
- You Will Need: These are the resources required for the session
- Ground Rules: Includes signposting pupils to sources of support
- Starter: Warm-up game or energiser
- Main Activity: Potential discussion points including completion of the **Ready, Set, Resilience** pupil booklet pages (some activities may need to be completed in advance)
- Plenary: To review that the outcome has been met and to identify resilient moves using the Resilience Framework in the centre of the pupil booklet
- Extension: Activity for longer than a 15 minute session, or could be a homework task

Before you start, consider the following:

- ✓ Be familiar with the safeguarding policy and any other relevant policies for your organisation. If you do have any serious concerns about a pupil, please follow your safeguarding policy and procedures and refer for any additional support.
- ✓ Be prepared because some of the activities can be emotive and/or triggering, so be organised to signpost to further sources of appropriate support locally and nationally. Ensure that other adults in the session with you can support pupils, especially if some of the discussions are triggering (a pupil may have experienced bullying, bereavement, mental health distress etc.).
- ✓ You may wish to create a separate handout and/or have a page on your school website for referral to national and local support services.
- ✓ You know your pupils best so please differentiate as needed for each activity page (SEND).
- ✓ Create a safe learning environment – refer to your school RSHE/PSHE guidelines. All pupils need to feel emotionally and physically safe to learn and have a secure sense of belonging.
- ✓ Confidentiality it is important that pupils clearly understand the limits of confidentiality from the outset, as this provides them with an informed choice regarding what they want to share within those limits. It is also important to ensure that pupils understand their personal information will be treated respectfully and confidentially.
- ✓ Encourage conversation in a safe space, which raises awareness and focuses on what they can change.
- ✓ Are you clear on how to create ground rules for the session? Here are some we have created that you may wish to adapt:
 - *We make sure everyone feels listened to*
 - *We never name names*
 - *We make sure everyone feels okay and do not put them down*
 - *We may need to agree to disagree*
 - *We have the right to pass*
 - *We keep information confidential unless someone is at risk of harm*
 - *We know who to ask for help and advice*

Further information to consider when supporting vulnerable pupils can be found on page 66 in this free to download resource from Boingboing: [Supporting children and young people's mental health - A guide for schools.](#)

Title: About Me

Outcome: To introduce the **Ready, Set, Resilience** pupil booklet and consider What is Resilience?

Pupil booklet pages: 1

You will need: Pens, paper, workbook, Handout: Resilience pictures (either show on whiteboard or print a few copies onto A3).

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Explain to the pupils about the background of the booklet, how it was developed through the art of co-production and the plans for each session over the term or year.

Activity: Look at the pictures of resilience and ask the pupils which picture means something to them about resilience. Ask them to describe what they think resilience means. As a group, look at some of the resilience definitions listed in section 2 of this guide. Explain that it is different to 'grit' (pull your socks up) which puts responsibility on the individual.

The concept of resilience is now seen as much more than personal qualities or 'character'. More emphasis is placed on the dynamic interaction between the individual and the support available in their environment. This has led to the development of socio-ecological approaches and models, which are designed to understand how resilience emerges from a given context. Resilience is not a personality trait. Innate characteristics play a part, but resilience is something that can be promoted and developed, through the provision of support and opportunities for growth.

My name is _____

I am from _____

Fun facts about me _____

I am _____ years old

I go to _____ school

What resilience means to me _____

1

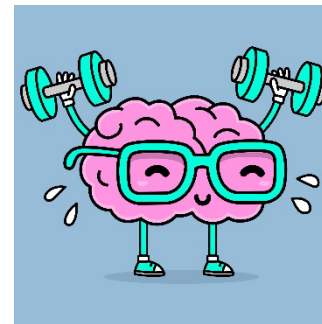
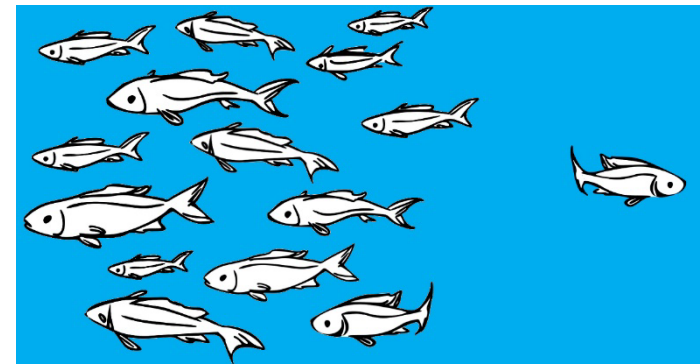
Discussion:

- What does resilience mean to you?
- Do you have anything in common with others?
- How can you be more resilient?
- How do you think this booklet could help you?
- Do you know what co-production is?



Extension task: In their own time, pupils complete the first page of the pupil booklet.

'About Me' Handout - Resilience



Title: How do you view yourself?

Session 1

Outcome: To recognise and reflect on inner qualities and strengths that pupils have and accept other people's perspective of them.

Pupil booklet pages: 2 & 3

You will need: Pen, scissors, 3 pieces of paper or PSHE/RSHE/form tutor book.

Teacher notes: Disclaimer - This could be triggering for some pupils. These pages could be completed over 2 sessions. **Review Ground Rules/Working Agreement including signposting to sources of support.**



Starter: On page 2, pupils can draw a picture of themselves or write an acrostic of their name. Teacher to write their own name on the board as an example e.g., Mary: **M**arvellous **A**ctive **R**evolutionary **Y**o-yo superstar.

Activity: Pupils complete page 3 of **Ready, Set, Resilience** on inner strengths. On a separate piece of paper, pupils write down 10 things that they think about themselves. Once they have done this, they can cut them out and place them on another piece of paper under the categories 'positive', 'negative' and 'neutral' where they think they should go. Draw a grid as an example on the whiteboard:

Positive	Neutral	Negative

Discuss with a partner - Why have you put the word in the column you have chosen? Where would your friend put the word? Are there any words that you would move?



Discussion:

Either in pairs or by yourself, write your answers down.

- What is the first thing you notice about a person?
- Is there a part of your appearance that you are proud of?
- List two things that you do to maintain your appearance, e.g., brush your teeth/hair.
- How would you describe your personal style?
- Write down something positive about your appearance, e.g. I think my eyes are pretty.

Extension task: In their own time, pupils complete the first page of this booklet.

Plenary: Ask pupils to look at the Resilience Framework in the centre pages and to list one thing from the Core-Self section of the framework that they do already.

Title: How do you view yourself?

Session 2

Outcome: To recognise and reflect on inner qualities and strengths that pupils have and accept other people's perspective of them.

Pupil booklet pages: 4

You will need: Card, coloured pens.

Teacher notes: Disclaimer - This could be triggering for some pupils. These pages could be completed over 2 sessions. **Review Ground Rules/Working Agreement including signposting to sources of support.**



Starter: Teacher to choose one place from the list below. Say to the pupils: You and your friends are stuck on/in a...

- Desert island
- Lift
- Shopping centre
- Boat
- Hotel room

Choose three items you would hope to have with you and discuss why.

Activity: (Individually) How would your friends describe you? List five things, and then rank them 1-5, with 1 being most important to you and 5 being least important to you.

What qualities would your friends say you have? 

.....

.....

.....

.....

.....

Ask your friends to write something positive about you 

.....

.....

.....

.....

.....

Discussion:

- What are some positive indicators that show your friend views you in a positive light?
- Is it important that you have similar interests in a friendship?
- How do you set boundaries in a friendship? What are positive boundaries to have?
- How do you overcome challenges in friendships?

Plenary: Share with the group something they do that makes them a good friend.

Extension task: Pick three resilient moves you think would be most important to help you survive. Write a plan on how you would survive the: desert island, lift, shopping centre, boat or hotel room with your friends. Who might you enlist for help? What are you going to conserve? What are you committing to doing? What might you need to accept?

Title: Write a List of your emotions

Session 1

Outcome: To acknowledge that there are a variety of emotions and degrees of intensity of those emotions. To consider some coping strategies for dealing with more difficult emotions.

Pupil booklet pages: 6 & 7

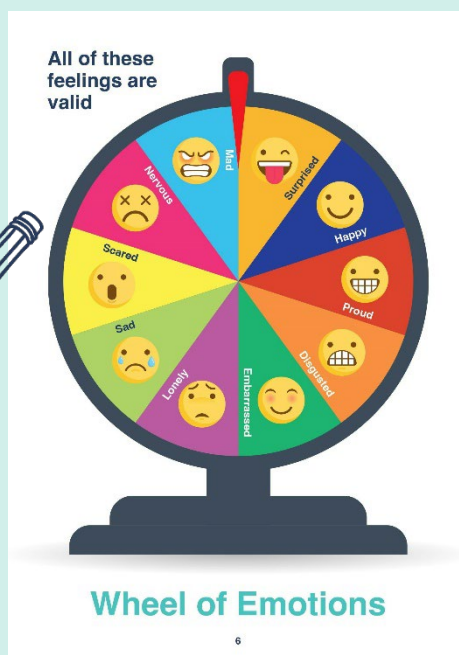
You will need: A copy of the emotion wheel displayed on the whiteboard screen and copies for individuals or pairs (or use a copy of the wheel on page 6 of **Ready, Set, Resilience**). A copy of the case study of a Year 9 pupil, 'A Day in the Life of Frankie' for each pair.

Teacher notes: It is important to be able to name emotions and recognise that they are all valid. There are a range of emotions that we feel during the course of a day. It's only a problem if the emotions interfere with daily life. Ensure you share a list of support available should the pupils feel triggered during the session.

This plan is for 2 sessions of 15 minutes.

Note that the second session mentions social media platform TikTok. This requires its users to be at least 13 years old to have access to the full app. Anyone under 18 must also get consent from a parent or guardian before being able to set up an account.

Review Ground Rules/Working Agreement including signposting to sources of support.




Starter: Go round with each pupil saying one word from the emotion wheel as to how they are feeling right now.

Activity: Introduce the emotion wheel and explain the intensity of the emotion. Emphasise that it is normal to experience a range of emotions. Read out the case study, 'A Day in the Life of Frankie', a Year 9 pupil. As you read the case study, the pupils should tick the different emotions that they believe Frankie is feeling at different stages of the day.

Discuss the morning, lunchtime, afternoon, and evening emotions, and what may have helped.

Set a homework task to monitor their own emotions during the coming week ready for the next session.

Write a List **OF**
YOUR
Emotions 

Add your emoji here 

AM PM

Mon:

Tue:

Wed:

Thu:

Fri:

Sat:

Sun:

7

Title: Write a List of your emotions

Session 2

Outcome: To acknowledge that there are a variety of emotions and degrees of intensity of those emotions. To consider some coping strategies for dealing with more difficult emotions.

Pupil booklet pages: 6 & 7

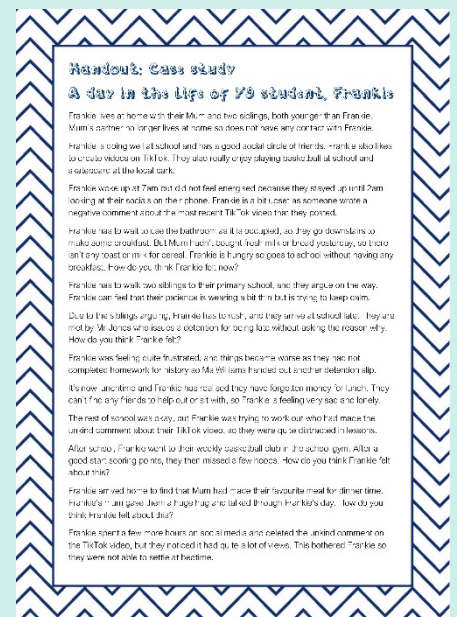
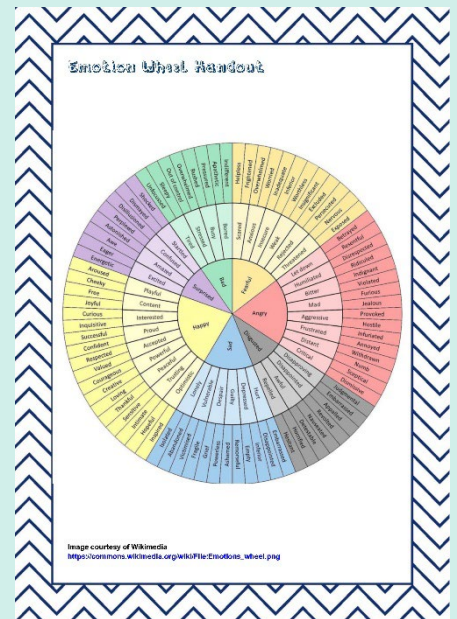
You will need: A copy of the emotion wheel displayed on the whiteboard screen and copies for individuals or pairs (or use a copy of the wheel on page 6 of **Ready, Set, Resilience**). A copy of the case study of a Year 9 pupil, 'A Day in the Life of Frankie' for each pair.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.

Starter: Check in emotion - Go round with each pupil saying one word from the emotion wheel as to how they are feeling right now.

Activity: Follow up discussion from last session. Did they notice any triggers to certain emotions? What were their strategies for coping? Refer back to Frankie's case study and the varying emotions that they felt in a day.

Discuss in pairs how you could put things in place to cope, change or improve how you feel. Example: Feeling upset when sister is returning to college. Accept this will happen and enlist others who can help, such as family or friends, to support you. Remember fun times, perhaps look at photos of happy memories together. Use coping techniques and create a countdown until next time she is home.



Plenary: Pupils to share with the rest of the group a coping strategy that may be helpful for a friend.

Emotion Wheel Handout

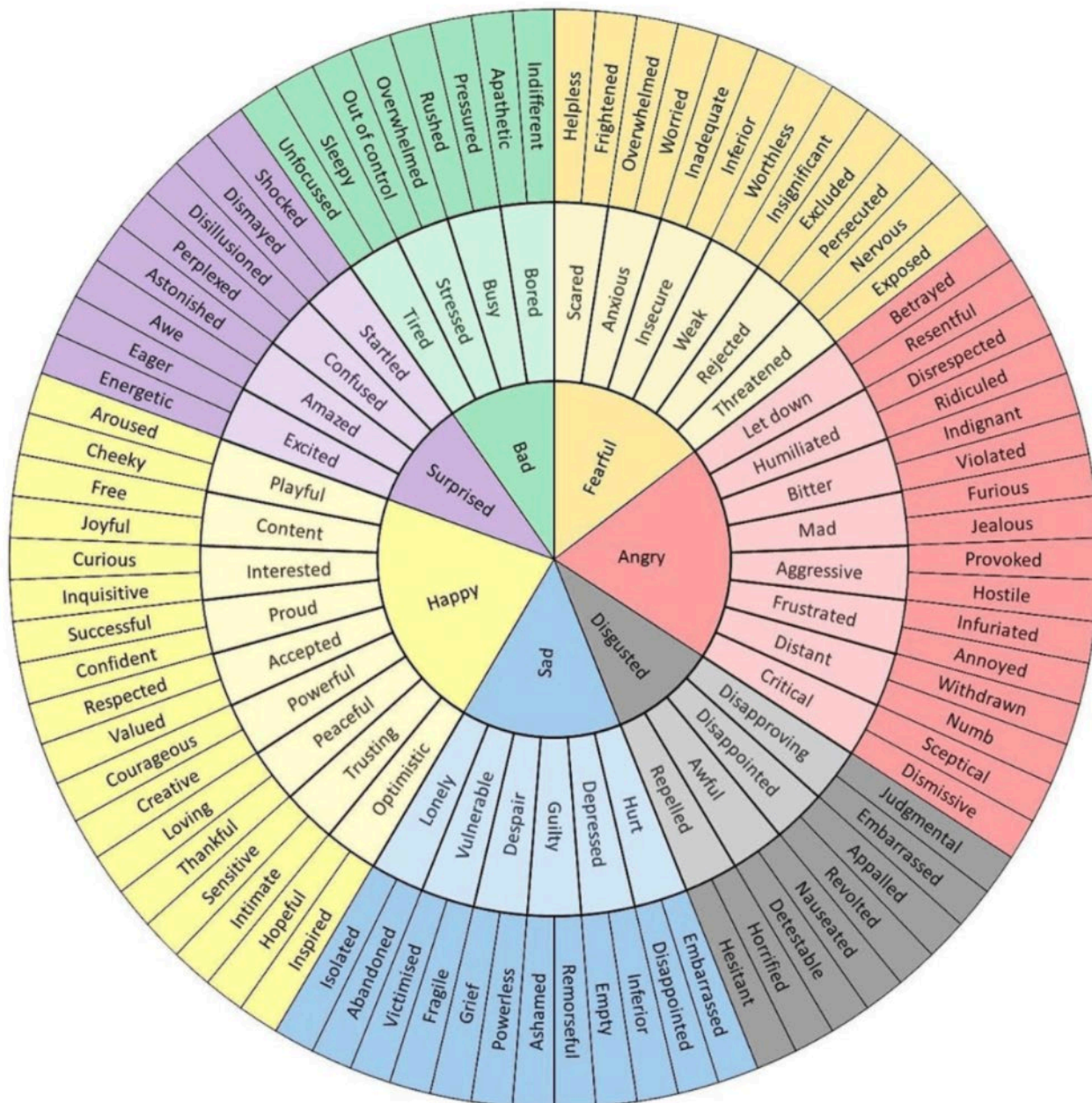


Image courtesy of Wikimedia
https://commons.wikimedia.org/wiki/File:Emotions_wheel.png

Handout: Case study

A day in the Life of Y9 student, Frankie

Frankie lives at home with their Mum and two siblings, both younger than Frankie. Mum's partner no longer lives at home so does not have any contact with Frankie.

Frankie is doing well at school and has a good social circle of friends. Frankie also likes to create videos on TikTok. They also really enjoy playing basketball at school and skateboard at the local park.

Frankie woke up at 7am but did not feel energised because they stayed up until 2am looking at their socials on their phone. Frankie is a bit upset as someone wrote a negative comment about the most recent TikTok video that they posted.

Frankie has to wait to use the bathroom as it is occupied, so they go downstairs to make some breakfast. But Mum hadn't bought fresh milk or bread yesterday, so there isn't any toast or milk for cereal. Frankie is hungry so goes to school without having any breakfast. How do you think Frankie felt now?

Frankie has to walk two siblings to their primary school, and they argue on the way. Frankie can feel that their patience is wearing a bit thin but is trying to keep calm.

Due to the siblings arguing, Frankie has to rush, and they arrive at school late. They are met by Mr Jones who issues a detention for being late without asking the reason why. How do you think Frankie felt?

Frankie was feeling quite frustrated, and things became worse as they had not completed homework for history so Ms Williams handed out another detention slip.

It's now lunchtime and Frankie has realised they have forgotten money for lunch. They can't find any friends to help out or sit with, so Frankie is feeling very sad and lonely.

The rest of school was okay, but Frankie was trying to work out who had made the unkind comment about their TikTok video, so they were quite distracted in lessons.

After school, Frankie went to their weekly basketball club in the school gym. After a good start scoring points, they then missed a few hoops. How do you think Frankie felt about this?

Frankie arrived home to find that Mum had made their favourite meal for dinner time. Frankie's mum gave them a huge hug and talked through Frankie's day. How do you think Frankie felt about this?

Frankie spent a few more hours on social media and deleted the unkind comment on the TikTok video, but they noticed it had quite a lot of views. This bothered Frankie so they were not able to settle at bedtime.

Title: What makes a good friend?

Outcome: To consider what makes a good relationship with friends, and how to sustain positive relationships.

Pupil booklet pages: 8 & 9

You will need: A4 pieces of paper, printed True/False activity pages (if using sheet activity), 1 set of printed 'diamond nine' statements on card per group, scissors. There is a blank diamond nine available as a handout on p.37.

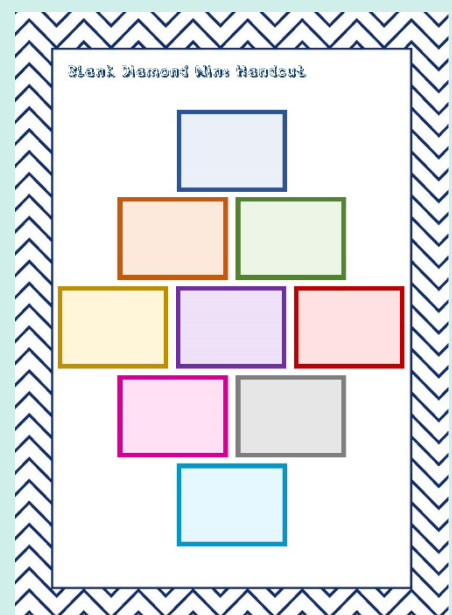
Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Ask the pupils to think about the things they like about their friends. The things you like about someone are called 'positive qualities'.

Now consider:

1. What is the most important characteristic/positive quality in a friend? (Do they make you laugh? Do they listen to you? Do they know how to cheer you up?)
2. What made you a good friend today?
3. What are the top three qualities that make *you* a good friend?
4. Were there any barriers you have had to overcome to *maintain* a friendship/s? (Friend moving away/forgiveness/ resolving conflict)
5. On a scale of 1-10 how important is a friend in aspects of the Resilience Framework (see centre pages of the pupil booklet) like *Coping, Belonging, Learning, Basics, Core-Self?*



Activity: True/False? Print handout as a sheet activity to fill out or give the pupils a piece of paper each and ask them to split the page into two parts. Write 'True' on one part and 'False' on the other, and numbers 1-26 down the side.

Now relay the statements on the following handout, asking the pupils to mark either 'True' or 'False' accordingly. Ask a pupil (or collectively) why they have made that decision for each statement.

Diamond Nine Activity Handout

Be kind

**Talk about
your
feelings**

**Make time
for one
another**

**Do
something
fun**

**Accept
situations
can and will
change**

**Accept
things will
get tough**

**Go easy
on your
friends**

**Give each
other
space**

**Be
reliable**

Title: What makes a good friend?

Activity: Sustaining friendships

Give the pupils a small piece of paper. Within a 1-2 minute timeframe, ask them to list as many things as they can think of that will keep a strong friendship going.

Then, ask the pupils to swap pieces of paper with the person closest and circle/tick the top three that they most agree with in order of importance (1=most). Get the pupils to explain to the other person why they have chosen those three, and if there were any they didn't agree with, why not.

Print off cards for the 'diamond nine' activity, where the most important things to maintain friendships sit at the top of the diamond and the least important at the bottom. You may want some blank cards for pupils to write their own statements.

Show the explanation of each quality on the whiteboard (if you feel it is suitable) as a reminder, and examples of how these qualities work in practice, to help guide their decisions:

- **Be kind** – Being kind will help you to make and keep friends, as people will know that you are a nice person and are more likely to feel comfortable around you.
- **Talk about your feelings** – If your friend upsets you, calmly explaining to them why you are upset is much better than getting angry and being mean back.
- **Make time for one another** – Spending time with your friends will show them you care, but don't forget to make time for yourself and things you enjoy too!
- **Do something fun** – Doing something fun with your friends is a great way to spend time together outside of school. Fun activities are great for building and reinforcing relationships. Why not try a new sport together? Maybe see a new movie?
- **Accept that situations can and will change** – As you get older, get new interests, and change schools, your friendship group might change. This is normal and meeting new people doesn't mean that you have to stop being friends with your old pals!
- **Support them** – When things get tough, offer to help, listen to them, or even be there for sympathy and advice. These things can encourage a positive attitude towards a situation and ultimately prevent things from getting worse.
- **Go easy on your friends** – Life happens. Broken alarms, sickness and lost keys happen to your friends just as they do to you.
- **Give each other space** – Once you have a good friendship going, find a happy balance that allows the two of you to spend time together, as well as with other people and by yourself.
- **Be reliable** – If you offered to help your school friend with their homework on the weekend, remember to show up. Nothing is quite like a friend who keeps their word and is dependable and reliable.
- **Be a good friend!** – You've probably heard these phrases: 'To have a friend, be a friend' or 'Treat others as you would want to be treated'.

Friendship Activity Handout

A good friend must:	True	False
1. be loyal		
2. be nice for me		
3. like the same music as I do or has an I do		
4. be a good listener		
5. agree with whatever I say		
6. do whatever I say		
7. have the same values as me		
8. have the best technology		
9. wear fashionable clothes		
10. be nice		
11. get me first		
12. live in a big house		
13. care about others		
14. be better at things like sport and homework than me		
15. be nice at things like sport and homework than me		
16. have lots of money		
17. buy me presents		
18. share their stuff with me (food/phone charger)		
19. be fun to be around		
20. do nice things		
21. be trustworthy		
22. be respectful		
23. be encouraging		
24. tell me the truth		
25. be nicey all of the time		
26. have the same friends as me		

Friendship Activity Handout

A good friend must:	True	False
1. be loyal		
2. be there for me		
3. like the same music and celebrities as I do		
4. be a good listener		
5. agree with whatever I say		
6. do whatever I say		
7. have the same values as me		
8. have the best technology		
9. wear fashionable clothes		
10. be kind		
11. put me first		
12. live in a big house		
13. care about others		
14. be better at things like sport and homework than me		
15. be worse at things like sport and homework than me		
16. have lots of money		
17. buy me presents		
18. share their stuff with me (food/pens/phone charger)		
19. be fun to be around		
20. do the right thing		
21. be trustworthy		
22. be respectful		
23. be encouraging		
24. tell me the truth		
25. be happy all of the time		
26. have the same friends as me		

Title: Budgeting

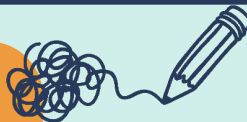
Outcome: To help pupils understand how budgeting and saving can help with effective money management.

Pupil booklet pages: 10

You will need: Pens/pencils.

Teacher notes: Handle sensitively as this could be triggering if pupil is living in a very poor household so you may need to adjust the activity by suggesting that if they had £10, how would they spend it, or what would they save for.

Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Discussion 5-10 minutes

Get class into small groups of around 4 to 5. Ask them to have a discussion on budgeting. What do they know about it? Do they have a bank card, savings account etc.?

Activity: 10 minutes

1. What income do you have and what do you choose to spend your money on? OR, if you had £10, what would you spend it on?
2. Do you save? If so, what are you saving for?
3. How could you earn more money?

Examples:

- *Doing extra chores*
- *A job*
- *Babysitting*

Ask groups to feedback to the main group. Ask the group to identify where budgeting fits in to the Resilience Framework. They might suggest:

Basics – money to live

Learning – planning future

Coping – solving problems

Extension: 15 minutes

Create a savings plan for a car, house, or a holiday. How much do they need? How would they earn the money? How would they save the money? Or complete the worksheet Budgeting Handout.

Budgeting
What do you spend your money on?
.....
.....
.....
What would you save money for?
.....
.....
.....
How could you earn and save more money?
.....
.....
.....

Colour in as you save

Budgeting Handout

Complete the weekly budget table to work out my savings per week:

Income		Expenditure	
Source	£	Total	£
Total Income	£	Total Expenditure	£
		Savings	£

Savings = Total Income – Total Expenditure

- I have seen the bike I want. It costs £199.99. How long will it take me to save for this bike?
- How much do I need to budget for myself for an expensive item? What would I do to buy it?

Image courtesy of Open Clipart-vectors from Pixabay
<https://pixabay.com/vectors/bicycle-bike-bike-illustration-161315/>

Budgeting Handout

Complete the weekly budget table to work out my savings per week:

Income		Expenditure	
Source	£	Item	£
Total Income	£	Total Expenditure	£
		Savings	£

Savings = Total Income – Total Expenditure



- I have seen this bike I want. It costs £199.99. How long will it take me to save for the bike?
- Now complete a budget table for yourself for an expensive item that you would like to buy.

Image courtesy of Open Clipart-vectors from Pixabay
<https://pixabay.com/vectors/bicycle-bike-downhill-stumpjumper-161315/>

Title: Have I?

Outcome: To become more familiar with activities that are considered Resilient Moves.

Pupil booklet pages: 11 (Activity to be completed independently, preferably before the session).

You will need: A4 paper or any workbook.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Class to stand in a circle. One person goes to the middle and says, 'Anybody who... *insert resilient move* swap places'. E.g., 'anybody who likes going for walks', 'anybody who eats bananas', 'anybody who uses Snapchat to message friends'. The people who the statement applies to will swap places in the circle.

To turn it into a game, try the seated version...

- Set up the chairs in a circle with one fewer chairs than number of participants.
- The person without a chair starts in the middle and says, 'Anybody who *insert resilient move* swap places'. However, it has to be something the person in the middle has done so they can sit down.
- There will be one person left without a chair who will go into the middle, and so on.

Activity: Pick one resilient move from the Resilience Framework in the centre pages of the pupil booklet and brainstorm the benefits of regularly doing/tracking it. E.g., if you track your sleep, you can recognise how it makes you feel when you have had a good night's sleep vs when you haven't. This can make you feel good, highlights your achievement in doing that resilient move.

Discussion:

If the class has completed the page activity, ask these questions:

- Did you complete each of the resilient moves every day?
- Which moves or activities did you track?
- How easy was it to do the resilient moves every day?
- What was challenging?
- Was it helpful?
- What were the benefits?

Suitable if the class has or hasn't completed the page activity:

- Why do we track things?
- How can tracking things help us to keep motivated?
- What resilient moves would be best to track, and which would not be, and why?
- Do you find tracking things useful? If not, why?
- Has anyone got any tips for keeping on track with positive habits/resilient

HAVE I

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Had enough sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taken time for interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connected with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organised learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed an outdoor activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11

Extension: Pick a couple of resilient moves and build them into a schedule/ plan.

Option 1: Fitting resilient moves into a schedule. Ask **when** can I complete my resilient moves? E.g., they have picked the resilient move **get exercise and fresh air**, and plan Monday 4pm - football, Tuesday - after school go for a walk etc.

Option 2: Plan out things that will help you achieve the resilient move. E.g., resilient move is **organise yourself**, they plan to source resources e.g., paper/diary/weekly plan, find out different ways they can get organised e.g., online calendar/ to-do lists/write down a plan for the day by hour, and sort tasks into different categories e.g., for school/home/by priority level.

Title: Sleep tracker

Outcome: To improve knowledge around sleep and how pupils can improve their current sleep habits.

Pupil booklet pages: 12 & 13 (**Pre- Activity** – pupils are to track their sleep for the week).

You will need: Pens, coloured pens, laptops/iPads for research, paper.


Teachers Notes: Useful websites:

<https://www.sleepfoundation.org/teens-and-sleep>

<https://kidshelpline.com.au/teens/issues/why-sleep-so-important>

Review Ground Rules/Working Agreement including signposting to sources of support.




How many hours sleep did you have each night? Draw an emoji below for how you felt each morning

Hours	Emoji
Mon:	
Tue:	
Wed:	
Thu:	
Fri:	
Sat:	
Sun:	


12

Starter: Ask pupils to close their eyes, then to put up their hands if they:


- ☺ Had 8 or more hours' sleep on 5 nights of the week
- ☺ Found it difficult to get to sleep
- ☺ Found it difficult to stay asleep
- ☺ Reflect on why you think that happened

Discussion:

Why is sleep important? Research as a group.
What can help us sleep?
What is the recommended amount of sleep for a teenager?
What makes sleeping difficult?

Make a sleep plan
What could you do to get a better night's sleep? 

.....
.....
.....
.....
.....
.....
.....

 **How do you now feel when you wake up in the morning?**

.....
.....

13

Activity: In pairs, create a personalised sleep plan using some of the examples from the group discussion. Why have they chosen those things?

Extension: Pupils can try out their plan for a few nights and monitor – does it help? What is going well? What needs changing?

Title: Celebrity Friends

Outcome: To think about what characteristics make someone admirable.

Pupil booklet pages: 14

You will need: A4 paper/pens/pencils.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Pupil turns to the person next to them and names one positive characteristic that they look for in a friend. Feedback to the group.

Activity: In pairs or individually - mind map/write down the positive characteristics of the celebrities they want to be friends with. What do they do well?

Discussion:

- What makes a good role model?
- What characteristics are admirable?
- Why do we look up to certain people?
- How are they similar to you?
- Why would you be good friends?
- What makes them a good friend?

Write answers down or whole class/group discussion.

Extension task: Plan a day out with their celebrity friend.

Celebrity Friends

Write the names of the celebrities you would like to be friends with in the mirror

Why are they your role model?

14

Plenary: Share with the group a resilient move that they do from the Belonging section of the framework.

Title: Who Supports You?

Outcome: This activity aims to help pupils to identify the range of people who can support them in different ways, and to understand how a sense of belonging can be helpful when life feels difficult.

Pupil booklet pages: 16 & 17

You will need: Pens/pencils.

Teacher notes: Evidence: [The Resilient Community: Implications for Out of School Programming](#) (see refs for full link)

For those pupils who do not have many places where they belong, this can be useful for a teacher to note.

Review Ground Rules/Working Agreement including signposting to sources of support.

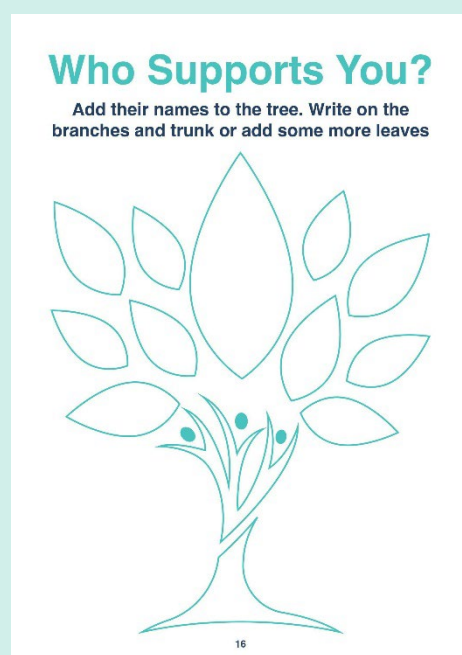
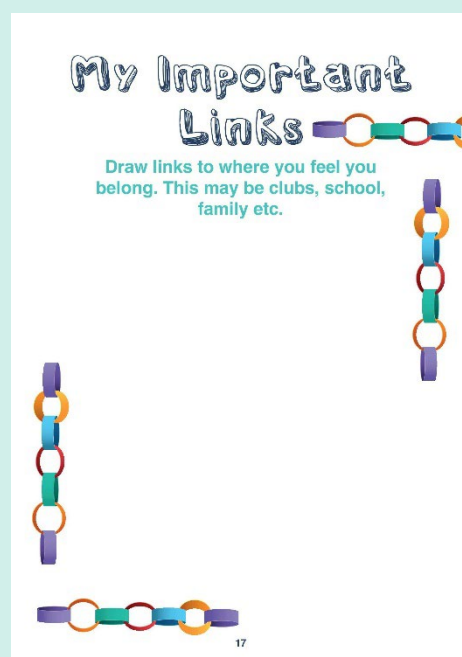
Starter: Introduce the idea that trees stand up to different types of weather and they make the most of what they have e.g., roots, trunk, and leaves for photosynthesis. You can find pictures of trees blowing in a hurricane. Indicate that support also comes from different people depending on the circumstances, and it's good to be aware of who we can turn to.

Pupils write a range of names on the tree on page 16. Use initials if they have big writing. Encourage them to think about lots of different areas of their lives e.g., owner of corner shop who always remembers their name, friendly dinner staff, someone to walk to school with, next door neighbour, online friends.

Activity: Explain that a sense of belonging has been shown to have a powerful effect on people, even if they are living in war zones, in refugee camps or they have experienced grief. Belonging can help young people to develop their identity and aspirations. Finding somewhere to belong can be the first resilient step as long as the sense of belonging comes from somewhere safe.

Pupils write a series of places they belong to on page 17. These can be online or face to face, inside or outside of school. For some, places will be hidden away, because they like peace or being in a tutor room, for others, it might be with friends playing football. It could be liking a particular type of music.

Extension task: Pupils share how they became part of the group, or gained their sense of belonging. Or they share what they think they gained from the experience.



Title: Resilience Framework

Outcome: To learn about the Resilience Framework.

Pupil booklet pages: 18 & 19

You will need: None required.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Activity: Review the framework and discuss why you think there are five areas of the framework. The framework is available to download in different languages and formats from the [Boingboing website](#) (see refs for full link). Teacher to read the supporting information from section 3 of this supporting guidance document to explain that:

- There are 5 Areas of the Resilience Framework
- There are 42 Resilient Moves
- They are underpinned by 4 Noble Truths

Do pupils recognise any resilient moves that they have made in the past week?

Extension task: They could share the Resilience Framework with someone at home and each identify assets/ resilient moves that they already have.



RESILIENCE FRAMEWORK

Basics

- Good Housing
- Money to live
- Being safe
- Transport and getting to places
- Healthy diet
- Exercise and fresh air
- Enough sleep
- Play and hobbies
- Not being judged

Belonging

- Find somewhere you feel like you belong
- Find your place in the world
- Spend time with good people and in good places
- Keep relationships going
- More healthy relationships the better
- Take what you can from relationships where there is some hope
- Get together with people you can rely on
- Responsibilities & obligations. For example: looking after your brother/sister or going to school
- Focus on good times and places
- Understand what has happened in your life
- Predict a good experience of someone or something new
- Make friends and mix with other people

Learning

- Make school or college work as well as possible
- Engage mentors
- Plan out your future
- Organise yourself
- Highlight achievements
- Develop life skills

Coping

- Understand right from wrong
- Be brave
- Solving problems
- Focus on the good things in life. Put on your Positivity Glasses!
- Find time for your interests
- Calming down and making yourself feel better
- Remember tomorrow is another day
- Lean on others when necessary
- LOL Have a laugh

Core self

- Instill a sense of hope
- Understand other people's feelings
- Know and understand yourself
- Take responsibility for yourself
- Find time for your talents
- There is existing help and solutions for problems, use them

Noble truths

- Accepting
- Conserving
- Commitment
- Enlisting



Adapted from Hart & Blincoe with Thomas 2007 www.boingboing.org.uk. Co-designed with Marton Primary's Resilience Committee

Resilience-Framework-with-Marton-Primary.pdf (boingboing.org.uk)

Title: Quotes

Outcome: To understand important qualities within friendships.

Pupil booklet pages: 20 & 21

You will need: Paper, pens, coloured felt tips/pencil crayons.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.

Starter: Name and compliment game.

- Sit in a circle and everyone creates a rhythm by tapping knees and clapping (knee, knee, clap, clap).
- On the first clap one person will say another member of the group's name, and on the second clap will say a word to positively describe that person.
- Then the person whose name was called will do the same thing with another member of the group, until everyone's name has been said.

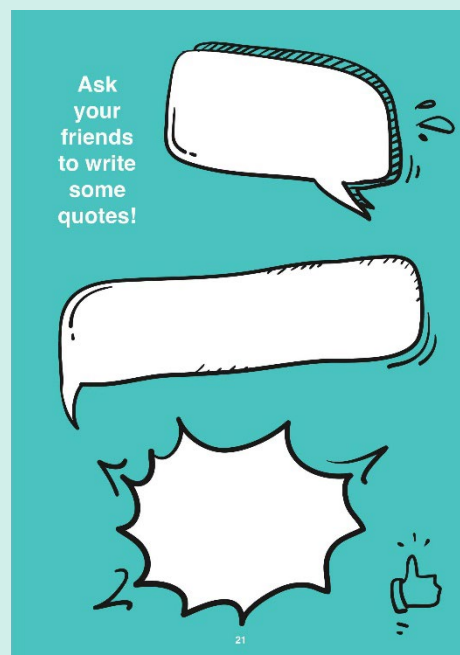
Activity: Pick a friendship duo, fictional or real life, e.g., Steve and Dustin (Stranger Things), Ant and Dec. Think about how they communicate - what do they say to each other? What catchphrases do they use?

Draw them in the middle of the page on a separate piece of paper and write their famous quotes around them.

Next ask the pupils to complete page 20 by adding their own favourite friendship quotes to the speech bubbles. (These could be mutual jokes, catchphrases, nicknames or common words/ phrases they use between their friends.) Pupils could share some quotes and then ask their friends to write some more on page 21.

Extension task: Brainstorming activity:

- What do the quotes highlight about the friendship of the people you have picked?
- How are your chosen friendship duo similar to you and your friends?



Plenary: From the Coping section of the framework, name one thing you do with your friend that makes you both laugh and share it with the rest of the group.

Title: Inspirational People

Outcome: To consider ways in which we are inspired by certain people's characteristics/ behaviours.

Pupil booklet pages: 22

You will need: For extension activity if carried out during session - paper, scissors, glue sticks, magazines, internet access.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Discussion: 10-15 minutes

- Who inspires you?
- Have you ever been inspired by a famous person/ celebrity?
- What do you think about them? What do you feel about them?
- What's the most honest and influential words of encouragement you have ever heard?
- What song/movie has encouraged you?
- What does an inspirational person look like, do or say?
- How do they inspire you?

Who inspires me?

INSPIRATIONAL PEOPLE

What do they say or do that inspires me?

How are we similar?

22

Activity: 5-10 minutes

Following on from the discussion, pupils complete page 22.

Extension task: 30 minutes

Use internet search such as Google/YouTube or magazines/ articles to research inspirational people, and then:

Create a poster about an inspirational person.

Or

Have a look at goal setting – what was their goal, motivation, planning, obstacles, and the outcome?

Title: Building Positive Habits

Outcome: To reflect on positive habits people may already have and how to maintain habits.

Pupil booklet pages: 23

You will need: Paper and pen.

Teacher notes: You may wish to read through this website prior to the session [Simplified Research Paper: Neuroscience Behind Creating a Habit](https://www.coachcampus.com), [coachcampus.com](https://www.coachcampus.com) (see refs for full link)

Review Ground Rules/Working Agreement including signposting to sources of support.

Starter: Ask pupils to look around the classroom and smile/wave/make eye contact with every person. Throughout the day they need to see if they can do this with as many people as possible (to practice the positive habit of smiling at people).

Activity: Brainstorm different positive habits e.g., sticking to a time to go to sleep, putting sunscreen on every day.

Discuss what is a positive habit. Why is it important to build up positive habits?

Creating a new habit or replacing an old one is not a quick and easy process. We have to have a strong reason for making the change, we need to accept that it will take time and effort, and we need to be compassionate to ourselves if we stumble along the way.

Pupils to write positive habits to develop in the bricks on page 23.

Extension task: Create a tracker for your positive habits to reach your ultimate goal.

OR Create a Bingo Card with 9 boxes, complete with positive habits and use as a starter in another session e.g., find someone who has eaten 2 pieces of fruit today, drinks water every day, saves pocket money.



Building Positive Habits
Write the positive habits you already have in the brick wall

Eat healthily	

Write the positive habits you would like to develop in these bricks

23

Plenary: Pick one resilient move from the framework that may help you to keep up your positive habits.

Title: Control Circle

Outcome: To understand what we have the power to influence, and what is outside of our control.

Pupil booklet pages: 24

You will need: Pens, pencils, and cards with the following three statements:

- Things I can control
- Things I have some control over
- Things I have no control over

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Offer pupils Intro talk, 'In any difficult situation, there are factors we can and cannot control. There is also the "stuff" in between, where we can kind of "push it" in a particular direction, but do not have the final say in how it turns out..... such as other people's behaviour.'

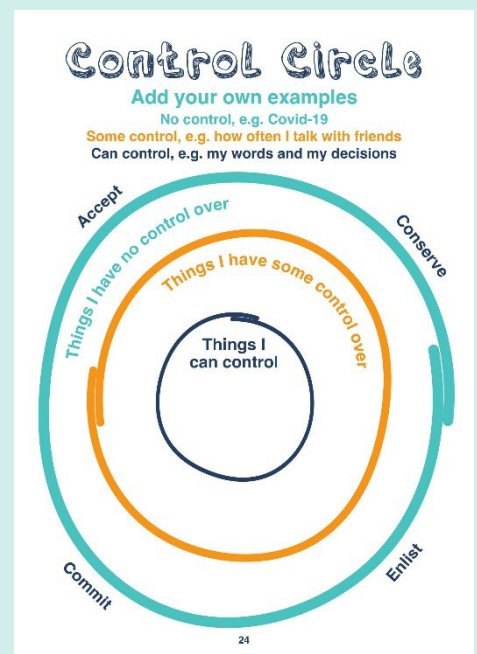
For example, the Covid pandemic has definitely been stressful for many people. Have we been neglecting things we actually can change, like Self-Care?

Quick fire (hands up) of five examples of what they think they do..... don't..... or maybe have control over.

Activity: Fast paced game for students to move around the room, to each of the three cards placed on the wall/table/floor according to what they think. Are these in your control or not:

1. Whether someone else follows the rules?
2. What about the colour of your skin?
3. What the school serves for lunch?
4. How you spend your free time?
5. Things that happened in the past?
6. What happens in another country?
7. How much sleep you have?
8. The weather?
9. Whether you follow the rules?
10. Other people's choices?
11. What other people say?
12. The amount of effort you put in?

Pupils to complete their own control circle from the pupil



Title: Coping with Negative Thoughts

Outcome: To consider some coping strategies to help with our negative thoughts, feelings and sad memories.

Pupil booklet pages: 25

You will need: Pens, plain paper, balloons (see Teacher notes), pin to pop balloon.

Teacher notes: Handle sensitively. Be prepared to change activity from using balloons if you have pupils with a latex allergy, fear of balloons or noise sensitivity.



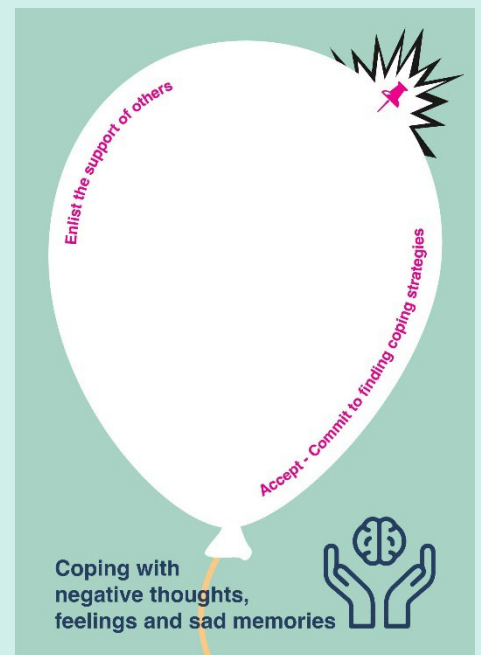
Starter: Say to the pupils, think about what negative experiences, memories and/or thoughts you have had that you feel have upset you. Were you... bullied? Suffering from illness? Traumatic experiences within your family?

Activity: Using these negative thoughts etc., get a balloon, blow it up and then carefully write these negative things on the balloon. Once everyone has completed this, encourage the young people to pop the balloon to feel that they are letting these feelings and negative experiences go. You could also do this with a piece of paper being ripped, screwed up and thrown into the bin. Ensure you state that you will remove the paper from the bin and shred to respect confidentiality.

Discussion: What coping strategies do you already have/use? How do you feel after using these coping strategies?

Extension task: Questions that pupils can ask themselves to help challenge their negative thoughts or self-talk:

- Am I falling into a thinking trap, e.g., *catastrophising* or *overestimating danger*?
- What is the evidence that this thought is true? What is the evidence that this thought is not true?
- Have I confused a thought with a fact?
- What would I tell a friend if they had the same thought?
- What would a friend say about my thought?
- Am I 100% sure that _____ will happen?
- How many times has _____ happened before?
- Is _____ so important that my future depends on it?
- What is the worst that could happen?
- If it did happen, what could I do to cope with or handle it?
- Is my judgment based on the way I feel instead of facts?
- Am I confusing 'possibility' with 'certainty'? It may be possible, but is it likely?



Plenary: Ask pupils to think of any ideas of coping strategies that would suit them and write into their Pupil booklet. These could include speaking to a peer, completing a meditation, or doing some self-care activities in their free time.

Title: Reflection Doors

Outcome: To consider responses to our thoughts and feelings, and how we have a choice in how we react.

Pupil booklet pages: 26

You will need: Pens and pencils.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



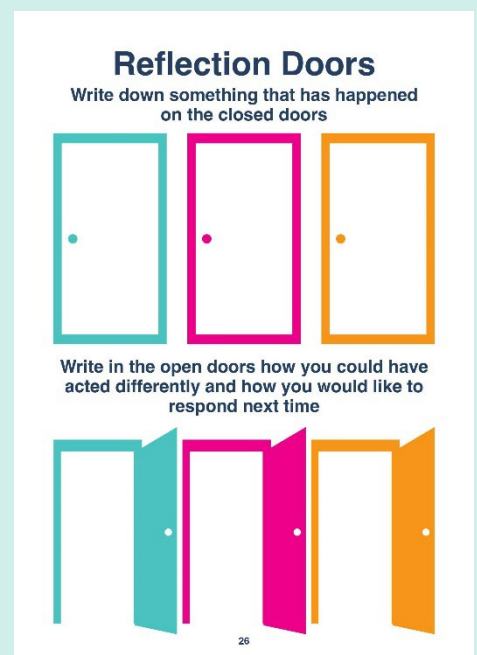
Starter: Time Machine – pupils to choose a historical event or time period to which they would like to travel. Then going round the group they share their answer and explain reasons for choosing this time period.

Activity: Ask the pupils to reflect on something that has happened in the past week and how they reacted. Invite anybody to share. Discuss the idea that thoughts in our heads create feelings. These in turn create our responses/ actions.

- Circumstances are facts.
- Thoughts are sentences in our head that create a feeling.
- The feeling is always going to create an action, an inaction, or a reaction.
- That action will create a result, or the outcome we get.

Discuss positive and negative actions. Ask them to complete page 26 in the pupil booklet.

Extension task: Create posters explaining the cycle of thoughts, feelings and action.



Plenary: Thumbs up or down or middle to show how they are feeling before ending session.

Title: Coping with Anxiety

Outcome: This activity is designed to help pupils understand that worry is a normal response, but can become a problem if it interferes with day-to-day life. Worry and anxiety can be noticed in physical responses and there are a range of strategies which can be used when anxiety is rising.

Pupil booklet pages: 27

You will need: Pens and pencils.

Teacher notes: Evidence: [Relaxation techniques for young people with tics](#) (see refs for full link)

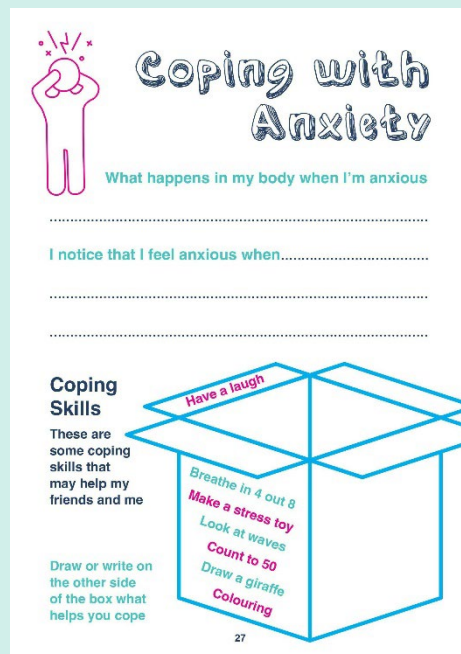
Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Pupils consider a time when they have been nervous e.g., before a netball game, an exam, meeting new people, talking in public. Share in pairs the places in their body that worry can manifest (consider that sometimes it is similar to excitement, and that some people get red faces, necks or skin conditions that can make worry even worse). Write down the different bodily sensations on page 27.

Activity: Anxiety can be a vicious cycle where people are anxious about worrying and feel self-conscious and out of control. Pupils should share techniques that work for them when worry is building up. Ask people who are confident to share how they cope with nerves, as well as people who have had lots of experience of trying coping techniques. Pupils write them down. Some of the techniques can be tried out. Recognise that things don't always work all the time or for everyone.

Extension task: Pupils imagine doing an action in which they would need to be brave. This is different for different pupils. Visualise coping with the anxiety by using one of the techniques. [Visualisation](#) is a technique used by many sports people ahead of their match (see refs for full link).



Title: How well do you know your Local community?

Outcome: To learn more about their local community and the process for making changes within the community.

Pupil booklet pages: 28 & 29

You will need: Blank diamond nine grid from page 37, pens.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Discuss in pairs ways in which individuals can have a positive impact upon their local community (5 mins).

Activity: Complete pages 28 and 29 and discuss their scores (10 mins).

Closing round: I will... e.g., find out who my local Member of Parliament is (5 mins).

Extension task: Using a blank diamond nine sheet, enlarge to A3 size, print and laminate. Give one per group of three, to cut up the nine shapes. Using write on/wipe off pens:

- Write three things they would like to change at school/in local area/town.
- In groups of three, discuss and negotiate placing ideas into the diamond 9 – eventually agreeing on the top three things they would like to change.
- In groups of three, prepare a plan of how to change, considering: What to do, how will they do it, who do they need to approach, what to research, who to enlist to support, any costs involved, and if so, how will they secure funding?

Discuss benefits of individual and group action.

How well do you know your local community? ?

Score 2 points for each question you have an answer for

TOTAL

Do you know the name of your local Member of Parliament (MP)?

Have you held a fund-raising event for a local organisation?

Here's the email to contact my local council

What else?

28

Do you volunteer at any local organisations such as Beavers / Scouts / Brownies / youth club? List below

Do you know where your local recycling area is located?

How many of these have you done to change local services?

Signed a petition

Written a letter

Made a poster

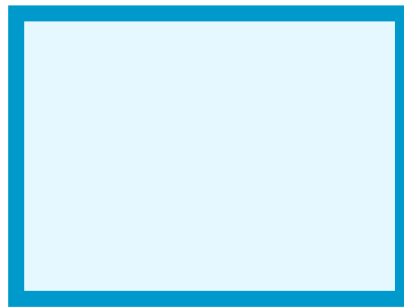
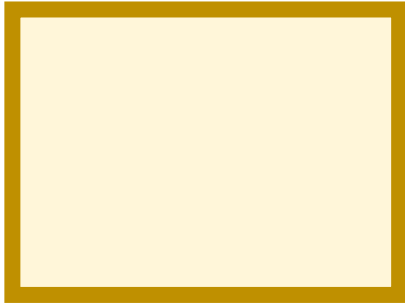
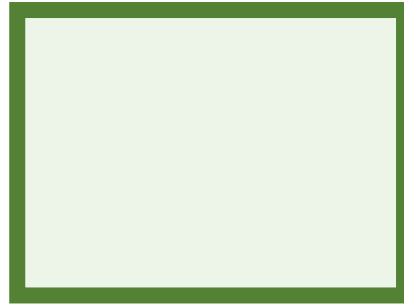
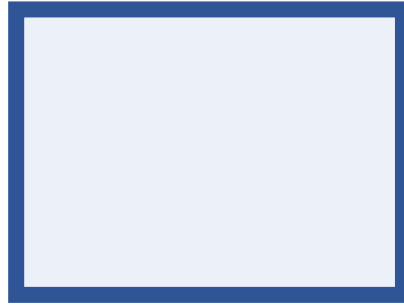
Completed a survey

Other.....

What local groups do you belong to?

29

Blank Diamond Nine Handout



Title: Activism

Outcome: To understand Activism and help pupils to recognise what they may be passionate about in terms of society/systems/politics.

Pupil booklet pages: 30 & 31

You will need: Prepared topics for debate e.g., for or against free public transport for up to 18-year-olds.

Teacher notes: Warning this could be an emotive session, so it is important to reinforce ground rules and perhaps use distancing techniques to depersonalise e.g., using phrase, "Some people think... and some people think..."

Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Ask the question, what do you understand by the word activism? (Talk to the person next to you.)

Activity: Walk the line discussion e.g., 'Stand on this side of the room if you think homework should be banned, and on the other side if you agree that homework is a good thing.' Choose people to say why they have stood on which side.

Discussion:
What forms of activism do you know of? Can you name some campaigns?
What does it mean to win an activist campaign? How do you measure your success?
How does the media portray activists?
Are you already involved in activism?
What activism do you think might already be happening in school?
How do you turn a passion for change into action?

Extension task: Create a poster for a campaign/cause. Find out where you could take part in activism in your community. An example might be Brexit, for or against – research and debate in the next session.

Activism

Are you aware of any other people who have tried to make changes to something that is unfair in society?

Greta Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action on climate change

What is activism?

- Fighting for a cause
- Strong morals
- Youth parliament
- Co-production - bringing different people together to solve problems together

Creating and signing petitions

Joining the school council

Engage with people in power who make decisions (e.g. meet with the Headteacher)

Becoming an activist
You don't need to be famous to make society fairer for all. Being an activist can be good for your mental health and wellbeing

What do you see as unfair in society?
.....
.....

30

How can you make other people care and try to fix the problem?
.....
.....

My activist plan:
Educate yourself • Plan and enlist support • Take action

Write your own plan here:
.....
.....
.....

Stay open minded • Stay curious • Be brave • Enlist help
Educate yourself and raise awareness of others
Express yourself • Donate time • Stay committed
Don't tire yourself out

Write a list of things you could do in your school or community to make improvements
.....
.....
.....

Example Organise a litter-pick and spread the word

31

Title: Volunteering

Outcome: To know more about why people may volunteer.

Pupil booklet pages: 32 & 33

You will need: Flipchart paper and pens.

Teacher notes: Please read *Volunteer opportunities, rights and expenses: When you can volunteer - GOV.UK* (see refs for full links).

Internet links that you can share with the pupils about volunteering in the UK and abroad (see refs for full links):

- [Youth Employment UK](#)
- [The National Council for Voluntary Organisations \(NCVO\)](#)
- [Volunteering Matters](#)
- [Voluntary Service Overseas \(VSO\)](#)

Review Ground Rules/Working Agreement including signposting to sources of support.

Starter: Round - Ask the pupils to say what job they want to do in the future.

Activity: Explain that some people do work that is unpaid by volunteering. Discuss in groups why people might volunteer. Have they ever volunteered? What ways do they know of to help others?

Pupils to create on flipchart paper a list of benefits for both the volunteer and the recipient. These examples of activities may help – Olympics 2012/Commonwealth Games 2022 volunteers, Festivals, Beach Clean etc.

Extension task: Find some unusual or different volunteering opportunities near where you live.



Make your own. Draw around your own hand and write 5 places you could volunteer

(Check the minimum legal age required)

How are you going to make this happen?

33

Title: Resilient Moves Planner

Outcome: To consider how you can create manageable steps to reach a bigger goal.

Pupil booklet pages: 34

You will need: Pens, plain and lined paper, case studies of resilient individuals.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Ask the pupils to think of some long-term goals that they would like to achieve in their lifetime, and also some short-term goals that they are aiming for in the next year or so.

Activity: As a group of three, complete some research of a commonwealth Paralympic athlete, able-bodied athlete or a celebrity, who has struggled with adversity, such as Marcus Rashford, Lady Gaga etc.

What smaller steps did they take to achieve their much bigger goals in life?

A worksheet titled 'RESILIENT MOVES PLANNER' with a teal and white chevron border. The title is in a teal box. Below the title is a section titled 'Setting Goals' with a teal footprint icon. There are ten numbered lines (1-10) for writing goals, each with a dotted line for a sub-goal. A teal footprint icon is at the end of each line. At the bottom, there is a question 'Do you have an ultimate goal?' with a teal footprint icon and a line for an answer.

Discussion:

- What is a goal?
- How can setting goals improve mental health and well-being? E.g., provides focus etc.?
- What problems might you encounter throughout your life, which can get in the way of your ultimate goal?
- What helped these celebrities or role models overcome their adversities?
- Is there anything that you think you could do in your life when dealing with adversities? (This can be what they have learnt from the celebrities.)

Extension task: In pairs, think about your own goals that you chose in the starter activity, and using the same process as the person you researched, consider how you can achieve your goals using similar, smaller steps.

How does this link to the resilient moves in the Resilience Framework?

Title: "Beating the odds whilst also changing the odds"

Outcome: To think more about how systems need changing to support people to be more resilient.

Pupil booklet pages: 35

You will need: Paper/lined paper, pens, workbook for Resilience Framework.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.



Starter: Pick five resilient moves randomly from the framework (close your eyes and see where your finger lands). How would life be different if you did those resilient moves more often?

Activity: Discussion

How would you imagine your life if you were feeling resilient?
Is there a resilient move that you do often?
Is there an area of the Resilience Framework you could focus on more?
What is an example of 'beating the odds'?
Why do you think 'changing the odds' is important?
What is meant by the term 'system'?
Has there been a time where you have tried to change a system?

In a group or pairs, choose one of these systems and think about what could be unfair. What might you do to change that? (Teacher to show list on the board and give a few examples before sending them off in groups e.g., School - is there sufficient disability access?)

- School
- General Practitioner (GP) or National Health Service (NHS)
- Government financial support (benefits like Universal Credit)
- Residential care homes
- Workplace

Complete page 35 of pupil book.

"BEATING THE ODDS whilst also changing the odds"

Hart et al (2016)

This means building our individual resilience and changing systems that contribute to adversity

How would you imagine your life if you were feeling RESILIENT?

.....
.....

Is there an area of the Resilience Framework you could focus on more?

.....
.....

What will you try to do to change an unfair system during the coming months?

.....
.....

35

Plenary: Closing round - What will you try to do to change an unfair system?

List some things you could do to make a change to help others, using the resilient moves from the Basics section of the Resilience Framework.

Extension task: Write a mock letter to someone you might contact if you were making a change in a system, e.g., form tutor, headteacher, local MP, manager, care worker.

Title: My bright future

Outcome: To begin to plan out a positive future.

Pupil booklet pages: 36

You will need: Pen, paper/lined paper, Resilience Framework, somewhere comfortable to sit.

Teacher notes: Review Ground Rules/Working Agreement including signposting to sources of support.

Trigger warning ahead of the meditation: consider those pupils who may have experienced trauma, as they may not wish to close their eyes and go inwards. Plan another activity for them, without drawing attention to the fact that they don't feel safe to join in.

Starter: Read out the following statements for pupils to reflect on individually:

- Have a think independently - what you would like to achieve in the future?
- What and who do you need, to help get you there?

Ask if any pupils would like to share their responses.

Activity: Use the guided meditation script handout. Read aloud to help the pupils envisage an example of a positive future and the good things that can come their way.

Before you start:

Make sure pupils are seated in a comfortable position and that the room is quiet. Maybe dim the lights.

Be mindful of the tone and pace you use when reading the meditation script. Embody a calm confidence to help the pupils feel safe to relax into the space. Read slowly and steadily, ensuring the pace is quick enough to keep them engaged.

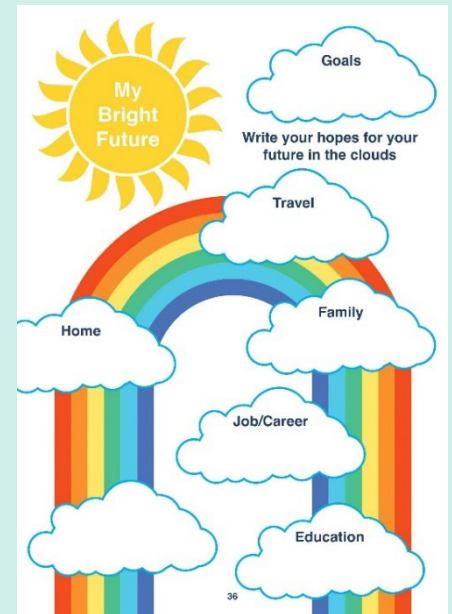
Once this is completed:

Ask the whole group to split into pairs where they can discuss their own goals and things that they would like to have. This can help them to gain some more ideas and, where possible, ask them to link into each cloud the resilient moves that will be accomplished by having this in their future life.

Discussion:

How did the meditation make you feel?

How can you achieve more resilient moves from the Resilience Framework?



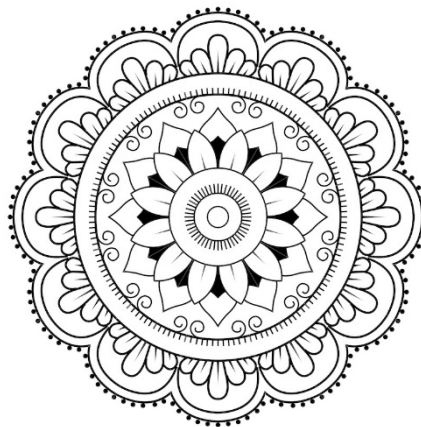
Extension task:

Independently complete page 36 in their booklets and invite to share the additional category they have chosen for the blank cloud.

Meditation Handout

- Let's begin by taking a moment to allow your body to settle. Find a comfortable position that allows your spine to be long, but with a natural curve in the lower back (2 seconds).
- You can close your eyes or keep them open with a soft gaze downward a few feet in front of you. Let the belly and shoulders relax (5 seconds).
- Today I'll guide you through a practice to envision a positive future. It's a chance to connect with that place inside us that wants to work toward a life of meaning and fulfillment (2 seconds).
- This is a useful way to consider how we care for ourselves and others (2 seconds), and how to show up at our best to meet life's challenges (5 seconds).
- Before we start, take a full breath in (2 seconds), and a long breath out (5 seconds).
- Now allow the breath to find its natural rhythm (2 seconds), in and out (2 seconds), allowing yourself to be fully present, resting on the breath (20 seconds).
- I'll provide you with questions to prompt ideas and responses that can help you to find a positive future (2 seconds).
- Throughout this practice, let your body and mind feel loose and open (2 seconds).
- Repeat the questions I offer, silently and to yourself (5 seconds).
- Resist the urge to problem-solve and see if anything comes up on its own, organically (2 seconds).
- If nothing comes to mind you can always continue to rest your attention on the breath until something comes up (10 seconds).
- Let's begin (5 seconds).
- Ask yourself, "What kind of a future do I feel deeply moved towards?" (10 seconds)
- Notice the thoughts, feelings and images that come to mind (5 seconds).
- Meanwhile, remembering to breathe, breathing in (2 seconds), and breathing out (5 seconds).
- As you hold this positive future in your mind, what feelings are present? (15 seconds).

- Here's some more questions to help explore the future you feel deeply moved towards (5 seconds).
- How can I show up in a way that will allow this positive future to unfold? (20 seconds)
- Who do I want to be in relation to others? (20 seconds)
- What might get in the way and how will I move beyond it? (20 seconds)
- Maybe it's putting your energy into learning new skills (2 seconds), or maybe it's how you allow yourself to connect with others (5 seconds).
- See those things in your mind's eye and notice what it feels like as you imagine doing them (25 seconds).
- What are the skills or capabilities that I'll need to get there? (20 seconds)
- See yourself right now somewhere in this positive future and reflect on the things that you did that enabled you to get there (5 seconds).
- See yourself doing some of those things (2 seconds).
- Maybe its spending time with family (2 seconds), maybe it's putting your energy into learning new skills (2 seconds), or maybe it's how you allow yourself to connect with others (5 seconds).
- See those things in your mind's eye and notice what it feels like as you imagine doing them (25 seconds).
- We all have the ability to improve our lives and the lives of those around us (2 seconds).
- Can you take this feeling with you as you head back to your day? (2 seconds)
- Can you allow it to guide how you interact with your world now? (5 seconds)
- Let's finish this positive future practice now by taking a full breath in (2 seconds), and a long breath out (5 seconds).



Adapted from www.mindful.org.uk

6. Additional Resources

Academic Resilience Approach - Find out more about the Academic resilience approach, Boingboing. www.boingboing.org.uk/academic-resilience-approach.

Academic Resilience Approach Resources - A collection of resources for implementing a whole school approach to mental health and resilience, Boingboing. www.boingboing.org.uk/academic-resilience-resources-directory/

Bronfenbrenner's Ecological Systems Theory – An article describing Bronfenbrenner's Ecological Systems Theory, Simply Psychology. www.simplypsychology.org/Bronfenbrenner.html

Mental Health Toolkit - Supporting children and young people's mental health - A guide for schools, Boingboing. www.boingboing.org.uk/supporting-young-peoples-mental-health/

My self-care plan - A resource to help young people support their mental health, annafreud.org. www.annafreud.org/schools-and-colleges/resources/my-self-care-plan-secondary/

Neuroscience behind creating a habit – Simplified research paper, coachcampus.com. <https://coachcampus.com/coach-portfolios/research-papers/lucia-hargasova-neuroscience-behind-creating-a-habit-simplified/>

ReMiT: Resilient Minds - Mental health toolkit for young people and toolkit for parents and carers, Boingboing. www.boingboing.org.uk/remit/

Resilience Framework: Download - Download the Resilience Framework in a range of formats and languages, Boingboing. www.boingboing.org.uk/resilience/download-resilience-framework/

Resilience Framework: Find out more - Find out more about the Resilience Framework, Boingboing. www.boingboing.org.uk/resilience/resilient-therapy-resilience-framework/

Resilient Therapy - Strategic ways of thinking and practical ways of doing, based on research, that nurture resilience in children and young people, Boingboing. www.boingboing.org.uk/resilient-therapy-background/

Resilient Therapy book - Resilient Therapy: Working with children and families, Boingboing. www.boingboing.org.uk/resilient-therapy-working-children-families/

Resources for schools - A collection of resources for Schools, Boingboing. www.boingboing.org.uk/resources/resilience-resources-for-schools/

Socio-ecological model of child development - A socio-ecological approach to resilience, Boingboing. www.boingboing.org.uk/resilience/socio-ecological-approach/ and

Sports visualisation - Article explaining the importance of visualisation in sports, peaksports.com. www.peaksports.com/sports-psychology-blog/sports-visualization-athletes/

The Resilient Classroom - A resource pack for tutor groups and pastoral staff, Boingboing. www.boingboing.org.uk/the-resilient-classroom-resource/

Uniting resilience research and practice with an inequalities approach, Boingboing. www.boingboing.org.uk/uniting-resilience-research-with-an-inequalities-approach/

Websites

- **Boingboing** – Register for one of Boingboing's courses on co-production. <https://www.boingboing.org.uk/training-events/>
- **Sleep Foundation** – Information on teens and sleeping. www.sleepfoundation.org/teens-and-sleep

- **Kids Helpline** – Useful information on kids and sleeping. <https://kidshelpline.com.au/teens/issues/why-sleep-so-important>
- **Anxiety Canada** – Tips to challenge negative thinking. www.anxietycanada.com/articles/challenge-negative-thinking/
- **GOV.UK** - Volunteer opportunities, rights and expenses: When you can volunteer. www.gov.uk/volunteering/when-you-can-volunteer
- **Youth Employment UK** – Volunteering in the UK for Young People. www.youthemployment.org.uk/employment-help-young-people/choices/volunteering-in-the-uk/
- **The National Council for Voluntary Organisations (NCVO)** – Information about volunteering in the UK. <https://www.ncvo.org.uk/>
- **Volunteering Matters, formerly Community Service Volunteers (CSV)** - Information about volunteering in the UK. <https://volunteeringmatters.org.uk/news/national-charity-community-service-volunteers-csv-becomes-volunteering-matters/>
- **Voluntary Service Overseas (VSO)** - Information about volunteering overseas. <https://www.vsointernational.org/>

7. References

Hart A et al (2016) **Uniting resilience research and practice with an inequalities approach**. *Sage Open*, 6(4). doi:10.1177/2158244016682477

Hart A et al (2019) **Supporting children and young people's mental health: A guide for schools using a resilience-based approach**. UK: Boingboing, University of Brighton Centre of Resilience for Social Justice, Blackpool Council. www.boingboing.org.uk/supporting-young-peoples-mental-health/

Masten AS (2001) **Ordinary magic. Resilience processes in development**. *American Psychologist*, 56(3), 227-38. doi:10.1037//0003-066x.56.3.227

McKay C (2011) **The Resilient Community: Implications for Out of School Programming**. *Child Adolesc Soc Work J* 28, 357. <https://doi.org/10.1007/s10560-011-0240-2>

Shean M (2015) **Current theories relating to resilience and young people: a literature review**. Melbourne, Australia: Victorian Health Promotion Foundation. www.vichealth.vic.gov.au/-/media/ResourceCentre/PublicationsandResources/Mental-health/Current-theories-relating-to-resilience-and-young-people.pdf

Social Care Institute for Excellence (2022) **Co-production in social care: What it is and how to do it**. London, UK: Social Care Institute for Excellence. www.scie.org.uk/publications/guides/guide51/

Storch EA et al (2012) **Psychosocial Treatment to Improve Resilience and Reduce Impairment in Youth With Tics: An Intervention Case Series of Eight Youth**. *Journal of Cognitive Psychotherapy*, 26(1) pp. 57-70. <https://doi.org/10.1891/0889-8391.26.1.57>

8. Acknowledgements

Ready, Set, Resilience was co-produced by a whole team of people including students and staff at St Mary's Catholic Academy in Blackpool, UK.

Many thanks also to Newham HeadStart Youth Panel for advice and suggestions during the consultation phase of creating the pupil booklet.

This Supporting Guidance 'Ready, Set, Resilience' Pupil Booklet has been compiled and published with support from Lisa Buttery, Emily Gagnon, Becky Heaver, Bethan Morgan, Gabrielle Rowles and Kris Wodehouse.

RESILIENCE
REVOLUTION

READY
SET

RESILIENCE

Blackpool Council



Ready, Set, Resilience: A guide for schools

Authors

Ben Hall, Professor Angie Hart, Lindsay Jones, Grace Robson, Emma Smith, Kris Wodehouse and Lauren Wyatt from Boingboing.

Alyssa O'Keefe and Sarah Wells from HeadStart Resilience Revolution, Blackpool, UK

Harrison Bowdell-Bentley, Molly Caton, Mr M Dodgson, Miss C Gardiner, Niamh Lumsden, Thomas Lumsden, Mr B McKay, Mrs L Robson, Chloe Sanderson, Mr G Singleton, Holly Taylor, Lacey Tooze and Ms K West from St Mary's Catholic Academy, Blackpool, UK.

To cite this guide

Boingboing, St Mary's Catholic Academy, Centre of Resilience for Social Justice and HeadStart. 2022. Ready, Set, Resilience: A Guide for Schools. Blackpool and Brighton: UK.

