

Building Resiliency in Students

Strategies to Support the
Classroom Teacher



12 Ways to Build Resilient Learners

www.thepathway2success.com



Practice coping strategies when calm



Practice gratitude to gain some perspective



Teach and model flexible thinking skills



Learn and grow from failures together



Develop SMART goals and work on them



Reframe struggles as opportunities to grow

Teach and practice positive self-talk



Use confidence-building strategies



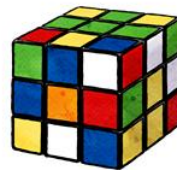
Check-in with emotions on a regular basis



Teach and encourage self-compassion



Encourage kids to solve problems on their own



Give puzzles, brainteasers, and challenges

Strategies

STRATEGIES TO BUILD RESILIENT KIDS AND TEENS

Practice coping strategies when calm.

Practice with brainteasers and riddles.

Reframe struggles as challenges.

Teach problem-solving skills.

Teach self-compassion.

Teach positive self-talk.

Let kids make mistakes.

Develop SMART goals.

Teach that perfection isn't real.



www.thepathway2success.com

How Can Teachers Support Student Resilience?



Provide students with choices when possible, empowering them in their learning.

Practice identifying things you are grateful for. Are there any positive aspects of the situation?

Encourage students to be kind and understanding to themselves, their families, and others. Have them ask themselves, "What can I do for myself now, and what can I do for others?"

Allow students to feel a range of emotions. Provide names to help children identify the feelings they are experiencing.

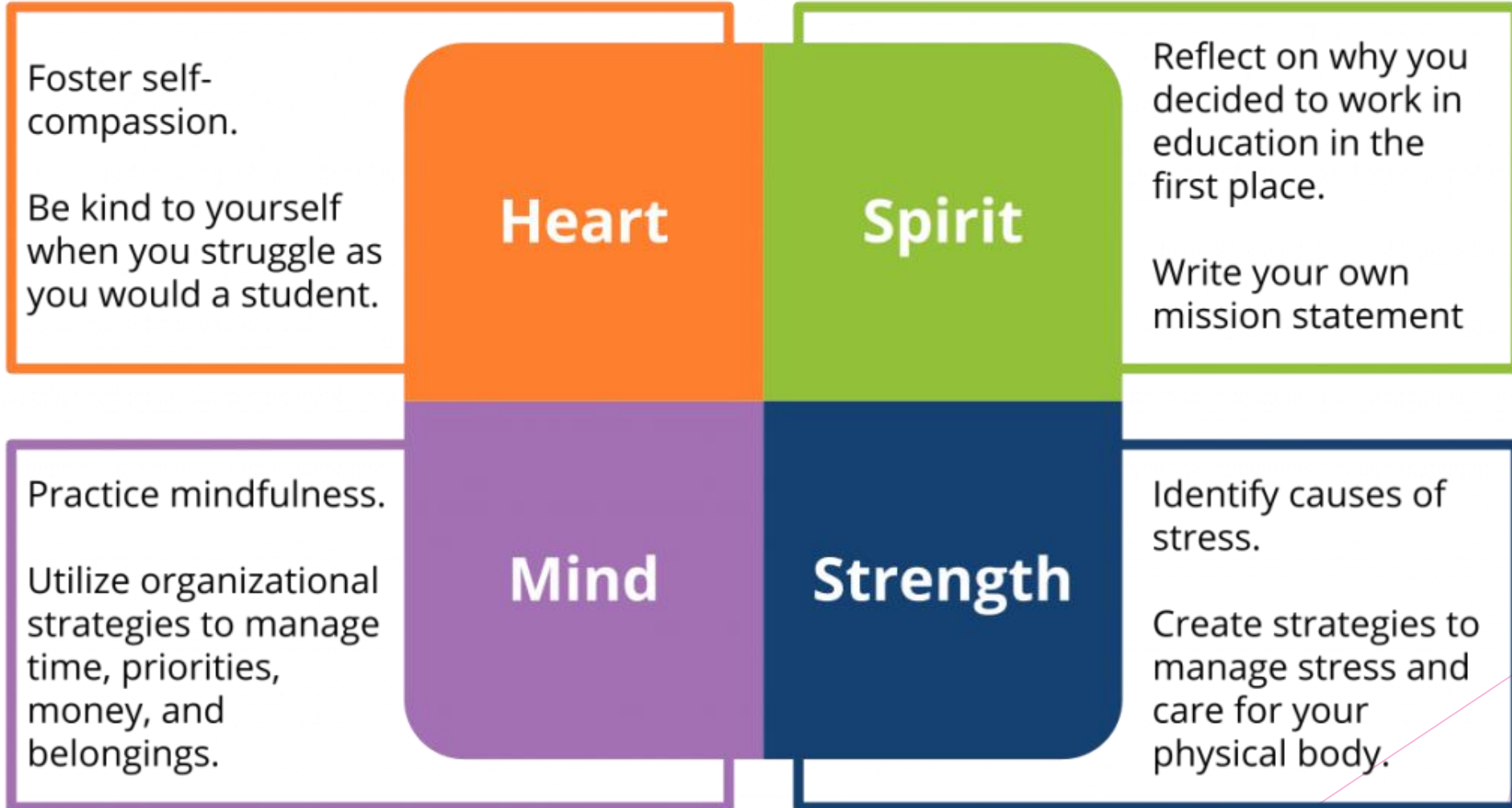
Encourage involvement in hobbies and creative activities. Ask about new things students have explored at home.

Encourage students to maintain a routine by getting up and going to bed at the same time each day.

Create opportunities for service learning, contributing in the home, and finding meaning in the situation.

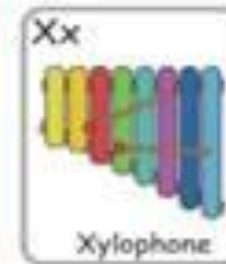
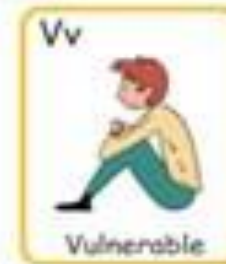
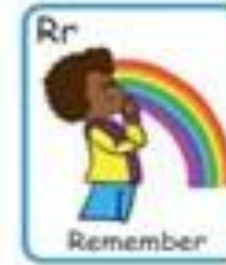
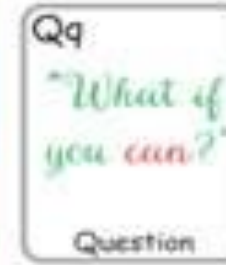
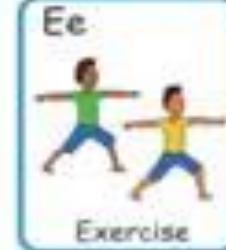
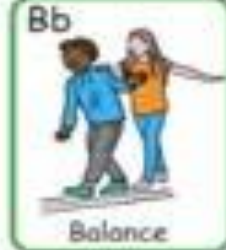
Continue to reach out to students consistently, letting them know you are interested in how they are doing.

Components of Compassion Resilience



Resilience Alphabet

Martha Simpson
Illustrated by Phil Wang



Mindfulness Activity

Resilient Me

After meditation, reflect on what strategies can be put into place to help you to 'bounce back'.

My value is

The people, places, events, and/or activities I appreciate are:

1.

2.

3.

4.

Three ways to help one of my 'beach ball' problem:

1.

2.

3.

Textbox 2. Participant worksheet for the resilience tool “My Resilience Practice” taught in the student-led workshop.

My Resilience Practice

Resilience is a daily practice. Below, in each of the quadrants identify the ways in which you have reliably dealt with stressors in the past or would like to try to in the future.

Space

Where do you go?

Reflection

How do you think and process best?

Self-Expression

How do you create? What do you create?

Connection

Who are the people you can rely on?

BUILDING RESILIENCE

I think being resilient means:

When I am going through a difficult time the people I can trust to support me are:

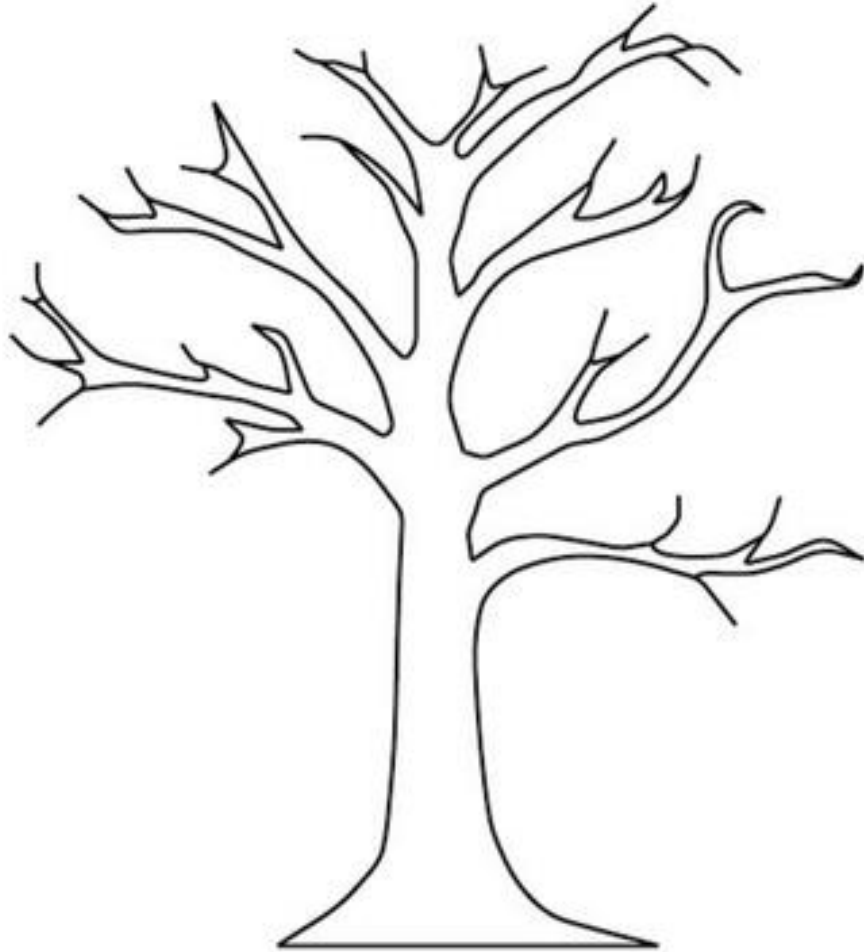
Things I can do to help me through a difficult time:

I have shown resilience and bounced back when:

Resilience

I am Strong like a Tree

Just like us, trees face many challenges throughout their lives. They survive four different seasons, extreme weather, and the threat of deforestation. However, trees have characteristics which make them strong. Including deep roots, thick trunks, tall structures and supporting branches. We too have characteristics which make us strong. What are the characteristics which make you strong? Write them in the branches of the tree.



Paying Attention to the Positive



Unfortunately, we often pay more attention to the negative events in our lives, rather than the positive. We tend to focus on one item of bad news, even amongst a sea of good news. One way to practice your ability to refocus is by making time to find the positive events in each day. Choose a positive experience to schedule into each day, add your own ideas below.

Take a walk in nature	A random act of kindness	Listen to your favourite music	Make one of your favourite foods
Watch your favourite film or video	Curl up with a good book	Chat with friends or family	Take a long bath

- Have the kids sit in a circle with their legs stretched out in front of them. Pick one child to go first. He or she will pick someone else in the circle to give a compliment to. Once you've received a compliment, you pull your legs in (crisscross applesauce style) so everyone knows you've received one already. Keep going around the circle until everyone has received praise.
- The real trick to the game is getting kids to give compliments on something other than visual traits. Try to have them avoid things that have to do with looks so the compliments are more meaningful. This is harder for younger kids and takes some practice.

<https://www.tomsofmaine.com/good-matters/healthy-feeling/building-resilience-in-children-using-fun-games>

BUILD A PROBLEM- SOLVING TOOLBOX

Find a shoebox and give your students freedom to decorate it however they want.

If your student is old enough to write or draw, have them create “problem solving options” to put in the box. While you can give examples of what works for you to get them started, the goal is for your students to produce what works for them.

Here’s a good way for teachers to practice NOT fixing the problem: have your students write down a problem first, and then talk about different solutions to that problem. Give your thoughts only if they ask for help. Otherwise, listen and empower them to produce their own solutions.

Stay quiet, let them think, summarize what they’re thinking, ask them open-ended questions, and say things like, “What do you think you would do?”