**Resiliency Module**

(Note: All speaking parts are italicized)

*At the end of this lesson students should be able to define resilience, identify characteristics of resiliency, identify tips to build resiliency and help others, identify protective shield, and identify seven areas of resiliency.*

**Warm Up (5 Minutes)**

**Slide 1**

🗌 Administer Pre-Test (5 minutes)

**Introduction& Activity 1 (15 Minutes)**

**Slide 2**

**Instructor:** *Our topic for today is resiliency.*

**Slide 3**

**Instructor:** *Who can define resiliency? Why is resiliency important in the healthcare workplace?*

🗌 Allow time for feedback.

**Instructor:** *Resiliency is the ability to “bounce back” from setbacks and adversity, and having the ability to cope with high levels of ongoing disruptive changes, sustains good health and energy when under constant pressure. There are six resiliency builders:*

1. *Caring and support*
2. *High expectations for success*
3. *Opportunities for meaningful participation*
4. *Positive bonds*
5. *Clear and consistent boundaries*
6. *Life skills*

🗌 Have students to write a challenge or problem that they recently had to overcome in their life on a sheet of paper.

🗌 Distribute **Handout 1: Questions for Teaching Youth About Resiliency**. Use questions 3, 5, 6, and 8 to initiate discussion.

🗌 Distribute **Handout 2: Unlocking the Power of Resiliency**. Ask volunteers to read quotes on resiliency aloud.

🗌 Instruct students to complete **Handout 3: Resiliency Quiz**. Discuss and share answers.

**Instructor:** *If resiliency is defined as the “ability to bounce back, and successfully overcome risks and adversity”, what are some tools that can be used to help a resilient person bounce back from a situation or problem that you listed on your paper?*

**Activity 2 (15 Minutes)**

**Slide 4**

**Instructor:** *Listed on this slide are a few coping skills that can be used to help build personal resiliency and to help support personal success during challenging tough times.*

🗌 Review and encourage students to discuss the characteristics of resilience listed on the slide.

**Slide 5**

🗌 Ask for a student volunteer to read the quote aloud. Ask students to share their thoughts about the meaning of the quote.

**Activity 3 (15 Minutes)**

**Slide 6**

**Instructor:** *Everyday is a different day; therefore, it is important to have to have some tools that can be used to help become more resilient. This slide focuses on four concepts that can be considered “coping skills.” How can the use of these skills assist you in coping with challenges and adversities?*

*Resilience helps to deal with stress. Everyone handles stress differently, but it is important that you develop positive coping skills to deal with stress and challenges as they arise.*

🗌 Distribute **Handout 4: Seven Resiliencies for Teens** – encourage students to incorporate the strategies provided in their quest to strengthen personal resilience.

🗌 Distribute **Handout 5: My Stress Shield** – direct students to complete the activity sheet. Ask for volunteers to share their answers.

**Activity 4 (10 Minutes)**

**Slide 7**

🗌 Instruct students to list things about themselves that they don’t like and would change about themselves.

🗌 Distribute and review **Handout 6: Choose to Think Positive Thoughts** to **s**upport discussion on “self-talk.” Instruct students to compile a second list of the things that they like and would not change about themselves.

**Instructor:** *“Self-talk” is what we say to ourselves about who we are, what we look like, how well we do what we do. It can either strengthen or weaken your resilience because through “self-talk” we can build or break our personal confidence.*

🗌 Distribute **Handout 7: Six Stages of Attitude Change.** Instruct students to compare the two lists and discuss the length of time it took to identify and develop each list. Reinforce the importance of understanding the resilient person utilizes positive thoughts and positive talk as a tool.

**Activity 5 (5 Minutes)**

**Slide 8**

🗌 Review the listed tips to build resilience. Open the floor for discussion

**Instructor:** *Which of the tips listed do you think would work best for you? Why? Can you think of any tips not listed here that would be helpful to you?*

**Slide 9 & 10**

🗌 Review the sample list of the uses of resilience by health professionals. Discuss why the use of these behaviors/characteristics supports the provision of quality care for patients.

**Slide 11**

🗌 Discuss the value of service and giving back. Encourage students to volunteer in their community, at school, or church.

**Instructor:** *Resiliency focuses on identifying a solution rather than focusing on the problem but not on the solution. When time is taken to help others, it can help to place personal problems and challenges into perspective. It also provides opportunities to use and strengthen coping skills while making and impact within your community.*

🗌 Distribute **Handout 8: My Personal Plan.** Encourage students to work on this handout now and throughout the other HCA modules (Character, Cultural Competence, etc.) This process will assist the students in the development of a personal plan for resiliency, as well as other positive attributes. Reinforce the importance of understanding that the resilient person utilizes positive thoughts and positive talk as a tool.

**Slide 12**

**Instructor (closing statement):** *The development of resiliency is an ongoing process that continues to improve over a lifetime. It is important to learn what works for you through your experiences. Remember that what works for your betterment is what most right, and what is right is more powerful than anything that you know is wrong.*

**Slide 13**

**Instructor:** *Any questions?*

**Administer Post-Test (10 minutes)**

🗌 Before dismissing, ask each student to share one characteristic of a resilient healthcare professional.