

Resilience and Learned Optimism

Teacher's Guide

Overview:

Educate students about two psychological concepts: resilience and optimism, and the strategies that help students apply these concepts. The ability to bounce back from challenges and stay positive in the face of adversity is vital for every young person.

A student's outcome is determined by their mental, emotional, and physical wellbeing. Resilience and Positive Psychology's strategies for Learned Optimism can help students diffuse catastrophic thinking and pessimistic self-talk and embrace an "I can overcome" outlook for every situation. This lesson explains these two concepts in simple terms for K-12 students.

Lesson Prompt:

Have you ever known anyone who bounced back from a loss or a difficult situation? What kinds of inner qualities enable a person to be able to do that? What kinds of things do you say to yourself when things go wrong? Do you think that the way you "talk to yourself" can affect how things turn out in the end?

Share the prepared PowerPoint slide deck with students.

Select grade-based activities from the Activity Pack.

These activities allow for individual classwork or group discussion. Role playing and simple dramatizations help communicate these psychological concepts. Teachers can measure retention of the key concepts and stimulate critical thinking as well as social-emotional language development.

Activities and Assignments (grades K-8)

Multiple Choice Questions (grades 4-8)

Critical Thinking Exercises (grades K-5 with guidance; 6-8 unassisted)

Coloring Page (K-2)

Crossword Puzzle (grades 4-8; Grades 2-3 with word bank)

Woodson Principles (Teacher support document)

Vocabulary:

Resilience, Optimism, Psychological, Traits, Stressor, Emerge, Pessimism, Mindset, Adversity, Pervasive

Recommended Resources: (6-8)

Here is an online quiz that students can take to get measurement of their resiliency:

<https://resiliencyquiz.com/index.shtml>

Social and Emotional Learning Objectives

Mapped to the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies

Self-Awareness: Competence in the self-awareness domain involves understanding one's emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having a positive mindset, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

Self-Management: Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.