

# Lesson Plan for teachers



## Development of Emotional Skills of Students

### RESILIENCE

# TOOL 1

## Activity for students in class

### Name of the Tool

### The three envelopes

### Objectives of the Tool

- ❖ Recognizing and valuing past achievements: The first envelope aims to help children recognize and value their past achievements. This strengthens their self-esteem and self-confidence by providing them with a positive reminder of their ability to overcome challenges and adversities in the past.
- ❖ Understanding the importance of social support: The second envelope seeks to help children understand the importance of social support in their lives. By identifying and reflecting on the important people in their circle of support, children will learn that they are not alone and that they have outside resources to turn to in difficult times.
- ❖ Setting future goals and motivations: The third envelope aims to help children set goals and motivations for the future. This provides them with direction and purpose that motivates them to keep going despite challenges, thus fostering their ability to face adversity with determination and perseverance.



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## Connection of the activity to the skill

The three envelopes activity fosters recognition of past accomplishments, promotes social support, and facilitates future goal setting and motivation, key aspects of resilience in children. By helping children develop these internal and external skills and resources, the activity prepares them to face life's challenges with greater strength and ability to bounce back from adversity.

## Outcomes

The three envelopes activity provides children with an opportunity to reflect on their past experiences, strengthen their interpersonal relationships, set clear goals, and develop coping skills, all of which contribute to the development of resilience and the ability to face life's challenges successfully.

The main outcomes of the three envelopes activity to promote resilience in children are:

**Increased awareness of their strengths:** By reflecting on their past accomplishments and recognizing the important people in their lives, children develop a greater awareness of their own internal and external strengths and resources that can help them overcome future challenges.

**Strengthening self-esteem and self-confidence:** Recognizing and valuing their past accomplishments strengthens children's self-esteem and self-confidence.

**Increased understanding of the importance of social support:** Identifying the important people in their circle of support shows children that they are not alone and that they have people they can turn to in difficult times. This strengthens their

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interpersonal relationships and helps them understand the importance of social support in developing resilience.

**Setting clear goals and future motivations:** The process of setting goals and future motivations provides children with a sense of purpose and direction in life.

## Introduction of the Tool

- ♥ It is crucial to equip our children with the tools they need to overcome obstacles and thrive in the face of adversity.
- ♥ This ACTIVITY is designed to help children understand and strengthen their ability to cope effectively with life's challenges by recognizing and cultivating their inner and outer resources.
- ♥ Through a series of carefully designed envelopes, children will explore three key aspects of resilience: their past accomplishments, their social support network, and their future goals and motivations. By reflecting on these aspects and sharing their experiences with the group, children will develop a deeper understanding of what it means to be resilient and how they can apply these skills in their daily lives.

## Required time

Time frame, 30-40min

## Resources, material needed (+ if needed, extra materials enclosed,

No needed

## Tips for implementation of the tool by teacher

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Before carrying out the activity, prepare all the necessary materials.

- ❖ Make sure the examples provided are relevant and meaningful to them and consider making adjustments as needed to ensure their participation and understanding.
- ❖ Clearly explain the steps of the activity and ensure that students understand what is expected of them at each stage. Provide clear and relevant examples to help students understand how to complete each envelope effectively.
- ❖ After completing the activity, spend time in group reflection and discussion. Ask students about their experiences and what they have learned about themselves and resilience in the process. Encourage open and respectful conversation where students can share their thoughts and listen to each other's experiences.

## **Age group most suitable for the tool implementation (10-12 or 12-14)**

Both age groups (10-12 or 12-14) can perform the activity

## **Suitability of the tool** (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

Although the tool is designed to be empowering and reflective, some students may find it difficult to identify accomplishments or supportive people in their lives. In addition, talking about future goals may be difficult for some children who may lack clarity or resources to imagine their future. Sensitivity to these

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challenges is crucial, and educators should provide support and encouragement throughout the activity.

The tool can be implemented both offline and online, depending on the learning environment. For offline implementation, educators can provide physical envelopes and paper for students to write their reflections. In an online environment, educators can adapt the activity using digital tools such as virtual whiteboards.

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## Development of Emotional Skills of Students

### RESILIENCE

## TOOL 2

### Activity for students in class

#### Name of the Tool

A toolbox for Resilience

#### Objectives of the Tool

The objectives of the activity are

- ❖ to learn to trust in their abilities to overcome challenges and adversities.
- ❖ To teach children to tackle problems and find practical and creative solutions in difficult situations.
- ❖ to deal with stress, frustration and adversity in constructive ways, such as deep breathing, positive visualization or seeking social support

#### Connection of the activity to the skill

- The activity introduces the metaphor of a toolbox for coping with problems and difficult situations. This helps students understand that resilience is not only an innate quality, but can also be learned and developed through the use of different strategies and tools. The activity provides students with the



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opportunity to apply what they are learning through stories of adverse situations. This allows them to relate abstract concepts of resilience to real-life situations, which facilitates their understanding and application. Students have the opportunity to plan concrete actions to apply to difficult situations. This part of the activity encourages reflection and critical thinking, as well as informed decision making on how to deal with challenges.

## Outcomes

The expected outcomes of the activity would be

- Increased awareness of the importance of resilience as students will have a stronger understanding of why resilience is important to their personal well-being and academic success.
- Development of coping skills, by selecting tools from the toolbox and planning concrete actions to deal with difficult situations, students should develop practical skills to deal with challenges effectively.
- Improved decision making, by considering different options and selecting appropriate tools to deal with difficult situations, students should improve their ability to make informed and effective decisions.

## Introduction of the Tool

With this activity, teachers teach children effective strategies for dealing with problems and finding practical and creative solutions in difficult situations and encourage children to keep going even when faced with obstacles or failures, and to learn from difficult experiences rather than give up easily.

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## Required time

Time frame 30-60min

## Resources, material needed

All materials can be created by the teacher:

Cards with steps to apply to problem-solving

Flip-chart with the arrow model

Templates with stories of adverse situations

## Tips for implementation of the tool by teacher

Before carrying out the activity, the teacher should carefully plan each step, making sure to have all the necessary materials and a clear understanding of the objectives and flow of the activity.

➤ It is important to take into account the characteristics of the students when designing and adapting the activity (age range). This may involve modifying the language used, the adversity stories, or the tools in the toolbox to be appropriate for the age group and developmental level of the students.

➤ The teacher should create a safe and supportive environment where students feel comfortable sharing their thoughts, emotions, and experiences. This may involve establishing clear rules of engagement, encouraging mutual respect, and being available to provide additional support if needed.

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- Before beginning the activity, the teacher should clearly explain to students the key concepts related to resilience and how they will be applied in the activity. This can help establish a solid foundation for student understanding and participation. After completing the activity, the teacher should facilitate a reflective discussion about what students have learned about resilience. This can include open-ended questions that encourage students to share their thoughts, emotions, and personal experiences, as well as reflect on how they can apply what they have learned in their daily lives.

## Age group most suitable for the tool implementation

It is an activity that is easily adaptable to the age of the students. It is not necessary for a specific age to practice this activity, in any case, the teacher can adapt the adversity stories or the tools.

## Suitability of the tool (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

This activity can be easily adapted to be performed in digital version.

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