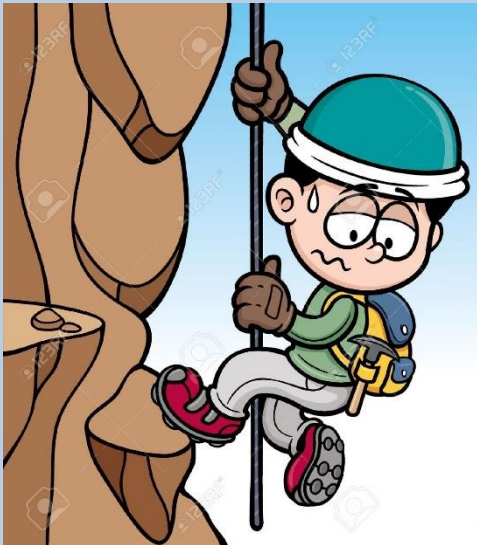


Building resilience at THS

Year 7



Guide for tutors

This set of tutor time activities aims to give your tutees the opportunity to reflect on resilience and to consider how they can become more resilient learners. The activities are split into 5 strands, each representing part of the 'Young Minds Resilience Framework' (see <https://youngminds.org.uk/resources/tools-and-toolkits/academic-resilience-resources/> for further information).

- Please book a cluster in the first two weeks of the Autumn term and ask your tutees to complete the 'Resilience Survey' on slide 4.
- The second activity should be the 'I am resilient because...' presentation on slide 5. Again, you will need to book some cluster time for this.
- Once you have completed those activities, you may complete the others in any order, but please make sure that you cover the five strands by the end of the year. You know your tutor group and are best placed to choose activities based on their current needs and priorities. You may wish to take more than one session to complete an activity.

Resilience framework categories

- [Basic](#)
- [Belonging](#)
- [Learning](#)
- [Coping](#)
- [Core self](#)



Resilience survey

<https://www.surveymonkey.co.uk/r/WCFBJF8>

On the cluster, please fill in the short survey. This will give us an idea about how resilient THS pupils feel they are.

It is very important that you answer honestly! The survey is anonymous so we won't know who has answered what.



I am resilient because...

Objective: Present an example of how you have been resilient.



You will be working on the cluster to produce a PowerPoint for this task. Present an example of when you have found something tough but have persevered. Examples could include:

- Finding something at school difficult but asking for help and getting the hang of it through hard work
- Recovering from an illness/injury and going on to do well at a sport
- Being more patient with a younger sibling and helping them with something

If you are willing to, it would be great if you could present your example to the class.

Managing your money

Objective: Understanding the limitations of a budget



Get into groups of four for this activity.

You each have £100. With your £100, you will need to do the following:

- Feed your family for a week
- Buy your best friend a birthday present
- Get the bus to school every day
- Buy a pair of school shoes

You may wish to use the internet to research some prices. Use the sheet in your work book to write out the budget you come up with.

How did it go?

- Did you find the task easy or difficult?
- Was it hard to complete the task and keep to the budget?
- Could you buy everything on the list with your £100?
- Has this activity helped you to learn about money?

Travelling to school

Objective: Discussing experiences of travelling to school

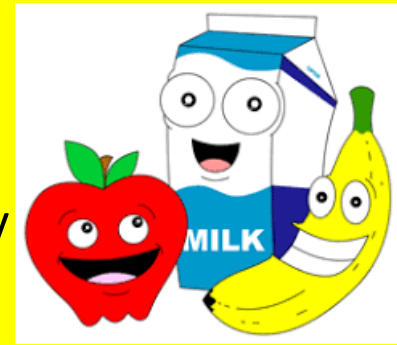


- What form of transport do you use to get to school?
- How long does it take you to get to school?
- Do you live far away from school?
- How do you find the journey - is it easy or difficult? Does it make you feel anxious?
- Is there a part of the journey that is fun? Or is there a part that is stressful?
- What could you do to make your journey better?

You can either fill in the page in your work book or draw a storyboard of your journey to school. Is it a good or bad experience? How could the journey be improved?

Healthy diet

Objective: Discuss favourite foods and whether they are healthy



- Draw and colour in your favourite meal on a paper plate or sheet of paper.
- Make signs to put up at one end of the room saying 'healthy meal' and one on the other side of the room saying 'unhealthy meal'. In the middle of the room put a sign 'part healthy'.
- Position your plates/sheets in the three areas making sure everyone can see what is on your plate.
- Look at all the different plates around the room and discuss with the group whether there are a lot of similarities or differences in what you all like for your favourite meal.
- Do you think any of the plates/sheets are in the wrong category? If so, put them in the right categories if they should be moved.
- Do you think most people in your tutor group like food that is healthy or unhealthy? Why may this be the case.
- Do you feel pressured into eating healthy food? What healthy food do you enjoy eating?

Exercise and fresh air



Objective: Consider how exercise and fresh air can make you feel better

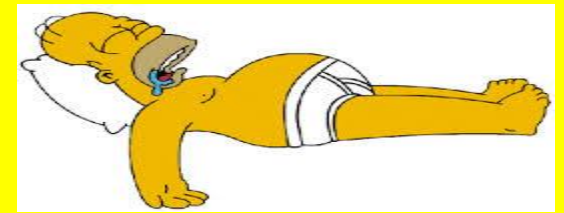
Considering your personality and what you like doing in your spare time:

- What would be your ideal form of exercise? Basketball? Dance? Walking the dog? Fishing?
- What activities could you do that would be outside in the fresh air?
- Do you exercise regularly?
- If you would like to exercise what is stopping you?
- Do you prefer to exercise in private or with a group of friends?
- Does exercise make you feel better?
- Does exercise help if you are stressed? Can exercise be a form of relaxation?
- Do you like being outside?

Your task:

Try a new type of exercise before next week. Blog how you feel before doing it, and how you feel afterwards.

Enough sleep



Objective: Identify myths about sleeping and learn about the best way to get a good night's sleep.

- Divide yourselves into small groups and think of a team name.
- Listen to the quiz questions and discuss your answers in your groups.
- At the end of the quiz, mark your answers and discuss as a class.

Sleep quiz answers.

What is the ideal room temperature to help you get good nights sleep?

18 – 22 °C

Do teenagers need to sleep more than adults and why?

The National Sleep Foundation staff say that teenagers need about 9 1/4 hours sleep each night, while adults need at least 7 hours of sleep. Teens need the extra sleep because their bodies and brains continue to grow and change rapidly.

Does eating cheese before you go to bed gives you nightmares?

Not true there is no evidence to show eating cheese before you go to bed makes you have good or bad dreams. Heavy food makes you dream more so if you eat heavy food before you go to bed you are likely to dream more.

What is the longest time that someone has gone without sleep?

264 hours is the longest scientifically documented period anyone has survived without sleep (Without using any kind of drugs or stimulants that would keep them awake)

Is it good to stretch before going to sleep? If yes why?

Stretching helps releases tension and lowers levels of stress hormones in your body

Name three foods or drinks that can help you sleep and why?

Bananas, cashews and leafy vegetables they are all full of potassium and magnesium which natural muscle relaxants.

Milky drinks have an amino acid that helps regulate sleep

Name three foods or drinks that do not aid sleep and say why?

Sugar makes you wired then tired if you are craving sugar it is your body's way of telling you it is time to go to bed

Chocolate contains caffeine which keeps your brain buzzing

Burger and chips are high in bad fats which give you a jittery feeling and increase your stress levels

Alcohol may help you fall asleep initially; it is a stimulant and stimulates the brain keeping it awake. Alcohol is also really dehydrating and can make you wake up and want to drink lots of water.

Keep relationships going

Objective: Consider why it is important to have and maintain good relationships.

Consider the following and fill in the table in your work book:

- What relationships have you had for a long time?
- What good relationships do you have in your life: e.g. mum dad/ grandparents, neighbour, corner shop worker, youth worker.
- Name an important relationship in your life and say what role that person has?
- Consider what you need to do to maintain and keep a good relationship going?
- What can you do to make it a good relationship?



People you can count on

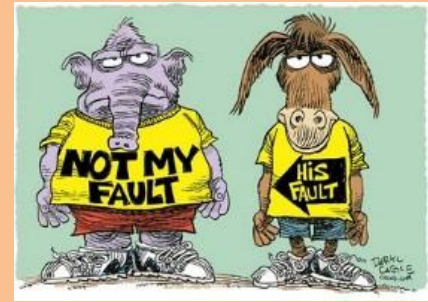
Objective: Identify people you can count on



- In your work book, write friends you can count on in the tree branches and adults you can count on the roots.
- This can be coloured in.
- How could these people help you cope when you are going through a hard time?
- Can you think of ways these people could help you cope and give you the support you need?

Responsibilities and obligations

Objective: Discuss how responsibilities foster a sense of belonging



- In your work book, in each circle list things you are responsible for.

Examples:

- Circle 1: Things I am responsible for: myself – cleaning my teeth, going to bed, eating.
- Circle 2: Things I am responsible for at school – turning up on time, being clean and tidy, being quiet in lessons.
- Circle 3: Things I am responsible for in the neighbourhood – not being noisy, being tidy.
- Circle 4 Things I am responsible for the world – not polluting, not using loads of electricity.

Why is responsibility important? How does it make you feel?

Set a positive goal!



Objective: Set yourself a challenge that will give you a good experience

Think of a challenge for you to complete by the end of term that will give you a good experience, feel rewarding or generally build your confidence. Your challenge may:

- Build on an existing skill (earn a new belt in a martial art, run 5km faster, learn a new crochet stitch...)
- Enable you to learn a brand new skill (take up a new sport, a craft or learn the basics in a new language)
- Push you slightly out of your comfort zone (take part in public speaking/a debate, do a 'good deed' every day for a week...)

Write a short diary or blog of your challenge (prizes for the best ones! 😊) and ask your tutor to sign your pledge (see your work book).

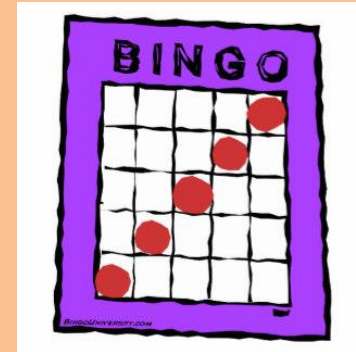
Before you start your challenge you will be given time to think about how you will organise yourself (what will the stages of your challenge look like?).

Good luck and have fun! 😊

Mix with others

Objective: Get to know others in your tutor group and find out about their interests

- Use the sheet in your work book to find as many people in your tutor group who meet the criteria. Tick them off as you go or write their name in the box.
- When you have ticked off 12, shout 'Bingo!'. First one to shout is the winner.



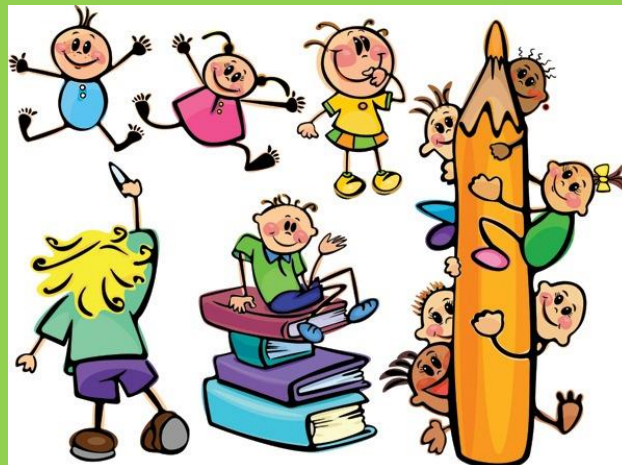
After the bingo game discuss the following:

- Were you surprised by what you found out about students in the tutor group?
- Is there an interest that someone else does that you would like to follow?
- Is there an interest you could follow with some of the students from your tutor group?
- Why would having different interests help you feel more resilient and cope better with adversity and challenges?

Making the most of school life

Objective: Consider what you need to do to make your school life positive

- Use the page in your work book to think of as many ways as you can in which your school day can go wrong and be a negative experience.
- In the right hand column, write down ways in which you could remedy those situations and make them positive.
- Now discuss your ideas as a tutor group.
- Which 3 of those ideas do you think you could adopt this week to make your learning experiences more enjoyable?



Organise yourself!

Objective: Discuss how taking responsibility for your own organisation can aid resilience.



Case study

In groups of 3 or 4, read through the case study in your work book. On a sheet of A3 paper, write down the following:

- A list of all tasks that the pupil needs to do
- How and when should they do these things? (Give times and days etc.)

Then discuss in your group:

- Is it easy to organise yourself or something that you have to learn?
- How can organising yourself well help you to learn more effectively?

Now think of one area of your life where you could be more organised. This week, make an effort to organise this part of your life more effectively and see if it makes a difference to your state of mind.

Growth mindset

Objective: Discuss fixed vs growth mindsets



Having a growth mindset means you accept that at times things will be difficult and in order to learn and grow you will inevitably get things wrong and make mistakes. However, it is the mistakes and subsequent attempts which will lead us to becoming successful.

Never be afraid of getting something incorrect, it is not a sign of being wrong but an indicator of how you are growing your intelligence.

Can you turn the following ‘fixed mindset’ statements into ‘growth mindset’ statements?

- I dislike things that are challenging
- I prefer people to do things for me
- When things are tough I usually give up
- Maths is hard
- I hate being wrong
- Other people are more intelligent than me
- The bare minimum is enough
- Being wrong means I’m stupid

Think tanks

Objective: Attempt to solve a problem in a creative way



Our brains are think tanks if we let them be.

- Thinkers can take the initiative without waiting to be told to do so
- Thinkers can solve problems
- Thinkers can put forward possibilities

Failure is the opportunity to start again more intelligently.

Thinking needs an open mind. Successful study needs an open mind. Try this for one minute:

Tell a friend how to get a kitten out of a high tree. The only item you can use is an umbrella.

Now try to get the kitten out of the tree with only a pair of rubber gloves. Think of some more every day items and repeat the activity.

- Bucket
- Wellington boot
- Pair of glasses
- Pair of tights

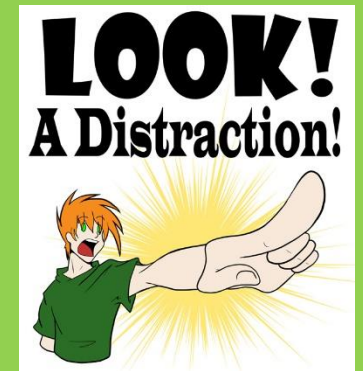
How creative and open minded were you? The ability to think outside the box will help you to become a successful learner.

Managing distractions

Objective: Consider what you can do to prevent distractions from hindering learning

1. Get into groups of three or four. In your group, think of some common distractions in lessons that can prevent you and others from learning well.
2. Choose one type of common distraction and come up with a short piece of drama depicting that distraction. Be ready to perform it to the tutor group.
3. After each group has performed, in your work book answer the following:

- What was the main distraction in this example?
- How did that distraction prevent the pupil from learning?
- What effect did that distraction have on the class as a whole?
- What would help the pupils avoid that distraction in future?



Now think of something that distracts you regularly in lessons. What can you do to help yourself in these situations?

Flex your learning muscles! This test is to see how well you follow instructions. You only have 5 minutes!

- 1) Read through the questions carefully first.
- 2) Draw **three boxes** at the **top** of your paper.
- 3) Draw a **circle** round the **middle** box.
- 4) Draw a **triangle** inside the box on the **left**.
- 5) Put a **cross** inside the box on the **right**.
- 6) Now, **stand up** and **clap your hands twice**. Sit back down.
- 7) Write '**Yes I can!**' under the boxes.
- 8) At the **bottom left** of your paper, draw a **tree**.
- 9) Draw a **bird** in the tree.
- 10) Now, say '**I am on number 10**'
- 11) Go to the **bottom right** side of your paper and draw your **favourite food**.
- 12) Now you have read all the instructions, there is only one that counts and it is this one which tells you to put your pen down and do nothing.



Flex your learning muscles! Can you solve the following brain teasers?

- 1) I have no legs but I can run. What am I?
- 2) What is so fragile that if you speak its name out loud, you break it?**
- 3) What belongs to you, but other people use it much more?**
- 4) The more you take, the more you leave behind. What could that be?
- 5) If you have it, you want to share it but if you share it you haven't got it.



Being brave

Objective: Consider what it means to be brave



- Look at the scenarios in your work book and discuss with a partner why you think they represent bravery.
- Have you ever had to be brave in a similar situation? How did being brave make you feel?
- Is it brave to walk away from a hostile situation rather than staying to fight?
- How does being brave help you cope with the challenges of life?
- Draw a cartoon strip showing a time that you felt brave or carried out a brave act. Share with your partner once you have finished.

Heart or head?



Objective: Discuss the thinking mind vs the feeling mind

We have a **thinking mind** and a **feeling mind**. The thinking mind is logical whereas the feeling mind is emotional. When they work together positively learning is really effective. If, however, they are at odds with each other then it is difficult to learn.

Have you ever thought 'I'm too depressed/tired to learn today?', 'I'm too angry to concentrate' or similar? To use our feeling mind positively we need to be **confident, committed, positive** and **co-operative**. We need a **sense of purpose** and **self-control**.

- In your work book, jot down a negative learning experience you remember.
- Then jot down a positive learning experience you remember.
- What made them different? How can you help yourself get more positive learning experiences? Discuss with a partner/your group.

Feeling good about you

Objective: Focus on your positive attributes to boost your confidence

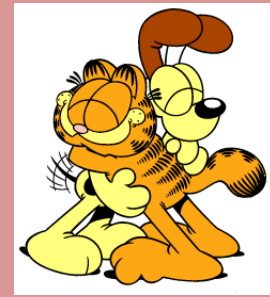


We are well into Year 7 now. The gentle transition from primary school is a distant memory and you may be feeling a little more pressure. Before we go onto focus on identifying and dealing with stress, it's important to remind you that you rock. Positive thoughts make you happy, and when you're happy you are more likely to strive and exceed all expectations. Try completing the following statements about yourself and keep your answers tucked in your planner for a little boost when needed.

- I am good at.....
- I am proud of.....
- I am liked by.....
- I am loved by.....
- I am improving at.....
- I am going to.....
- I will.....
- I can.....

A friend in need...

Objective: Discuss how you can support each other



As well as understanding when we are under pressure and dealing with it effectively, we can also help our peers by encouraging them to use positive self-talk when they feel pressured or overwhelmed by a challenge.

- In threes, brainstorm 4-5 common problems that can cause mild to medium-level stress

Each of you in the group should choose one of the problems you have written down and ask one of your friends to ask you the following questions:

1. What usually works for you when you are under this kind of pressure?
2. Is there anything you need right now?
3. What do you think would be the best thing for you to do to calm yourself down?
4. How do you think you will feel when you overcome this problem?

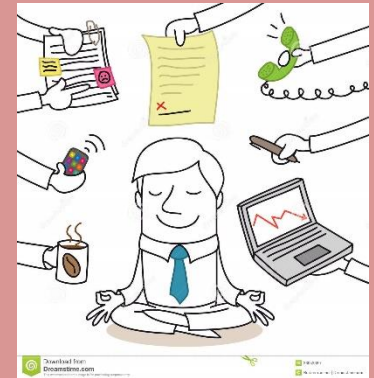
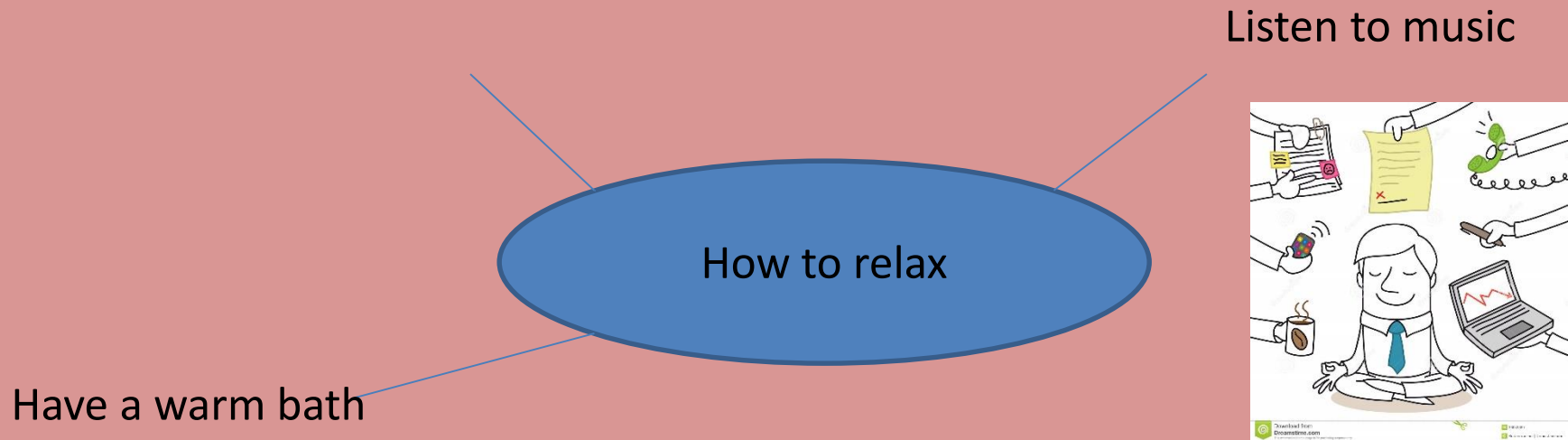
At any one time, one person should be asking the questions, one answering and one observing the conversation.

When you have all had a chance to ask, answer and observe, discuss as a form group how you found that exercise. Do you think it is a useful way of supporting your peers?

Calming down and self-soothing

Objective: Learn ways to relax and stay calm

Work in pairs or groups of 3. On a sheet of A3 paper, draw a spider diagram of as many ways as you can think of to relax, e.g.



Under each heading, write as many extra details as you can, for example what music do you listen to? You could list the bands/songs that help you relax the most. How can you make time in a bath more relaxing? Bubble bath, candles?

This week, the next time you feel tired or under pressure, make an effort to try one of these techniques to help you relax.

My future self!

Objective: Think about future goals



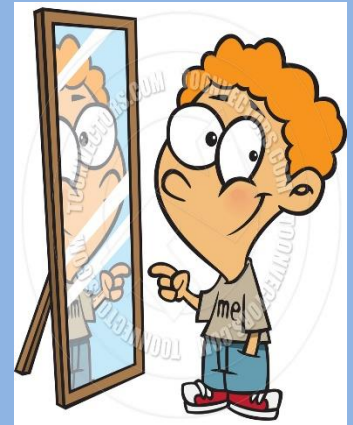
One way of motivating ourselves to work hard and persevere is to reflect on who we would like to be in the future. Who would you like to be? What do you want to be doing, thinking and feeling in ten years time? In your booklet either:

- Write a list under the headings 'Doing?', 'Thinking?' and 'Feeling?'
- Draw and label a picture of your future self
- Create a small mind map or spider diagram about your future self

Discuss with a partner what you think you need to do between now and ten years time to become that future self.

Knowing yourself

Objective: Encouraging you to take responsibility for yourself



- Answer the questions in your work book
- Pick one thing you are not so good at and would like to improve.
- How would you feel better if you could improve and take better responsibility for this issue?
- How would it make your life better? How would relationships with people in your life improve?
- Choose one thing you would like to change and make a pledge that you will try to change that one thing in the next week.
- What help will you need? Which key people do you need to inform to say that you are trying to achieve this pledge and in what ways would you like them to encourage you to complete it?

Foster your talents

Objective: Identify something you are good at to encourage resilience

1. Think about something you enjoy doing that you are good at. It could be a sport/hobby, looking after a pet, volunteering, etc.
2. Chat to your partner about why you are good at it and how that skill helps you in other areas of your life.
3. Think about something you could bring in to show everybody linked to your talent. Bring it in next session and be ready to talk to a small group about it.

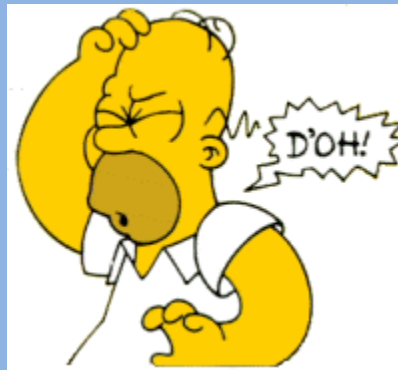


Self belief

Objective: Understand that everybody suffers self-doubt and that you can overcome it

Research celebrities who are high achievers in their field and read accounts of how they've achieved their success.

- Did they fail before they achieved their success?
- How did they cope with failure and bounce back?
- What do you think you could learn from their attitude to learning from mistakes?



Year 8 beckons...

Objective: Reflect on the year and plan ahead



As the year comes to a close it is time to reflect on how we have learnt and how we would like to learn next year. In your booklets, answer the following:

1. Have you made any concrete changes to your learning habits this year?
2. Have those changes been successful? If so, how? If not, why not?
3. Write down one key goal that you would like to achieve by the end of Year 8.
4. How are you going to ensure you achieve your goal?

Discuss your answers with the person sitting next to you. Can you offer any advice as to how they can achieve their goal?