



Nurturing Resilience

A self-directed inquiry group guide

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Theory reading

Schonert-Reichl, K. (2008). Considering Resilience in Children and Youth: Fostering Positive Adaptation and Competence in Schools, Families, and Communities. Discussion paper for The Learning Partnership. The National Dialogue on Resilience in Youth. Retrieved from http://www.jcsh-cces.ca/upload/Schonert-Reichl_Resiliency_2008_National%20Dialogue%20Paper_TLP.pdf

Reflection journal

1. What did you find the most interesting, surprising and/or problematic in this session's readings and discussion?
2. What did you learn from this session's readings and the discussion?
3. How can you integrate resilience into your own teaching?
4. Is there a question or a thought that is still lingering in your mind? If so, what is it?

the resilience that allows children, families and communities to adapt and thrive in the face of challenges and adversity.

Theory reading

Smith, V. & Schonert-Reichl, K. (2013). Contextualized Facilitators: Resilience, Sense of Coherence, and Hope. In G. Ronen & P. Rosenbaum (Eds.), *Life Quality Outcomes in Children and Young People with Neurological and Developmental Conditions* (pp. 120-135). London: Mac Keith Press.

Practice reading

Barankin, T. & Khanlou, N. (2007). *Growing Up Resilient: Ways to Build Resilience in Children and Youth* (pp. 18-74). Toronto: Centre for Addiction and Mental Health.

Discussion questions

1. Children are exposed to a wide range of challenging, confusing and threatening influences like media, disrupted family structures, bullying, and the like. Their exposure to those negative factors is usually not shielded by any meta-reflexive competencies. What teaching approaches do you think you could use to promote reflection, critical thinking, social-emotional competence and thus resilience in students? Give examples and explain.
2. Research shows that children can change their path of failure and demonstrate resilience if they are provided with counteracting, protective, and nurturing forces. Reflect on this and think about how you can be or provide such protective, nurturing force in your classroom.
3. The literature on resilience shows the importance of promoting strengths and protective factors, rather than focusing on just reducing risks. What do you think about this?
4. Discuss how individual, family, and community protective factors can act as buffers and increase resilience in “at-risk” individuals and populations.
5. We all have our own unique ways to build resilience. What strategies have helped you build and enhance resilience in your life as a person?
6. How can schools and communities contribute in creating resilient contexts and developing resilient children? Explain through examples.
7. Resilient children are more likely to have developed prosocial competencies such as empathy and the ability to seek and accept help from others. In what practical ways do you think families, teachers, and schools can promote empathy and/or other prosocial competencies?
8. According to Smith and Schonert-Reichl, “hope” is a construct that enhances resilience. It includes “both the perception that the goals can be met (agency) and the ability to plan ways of meeting those goals (pathways)” (p. 130). As a teacher, how do you think you can promote both agency and pathways in your classroom?

Activity 1: Reflection on developig resilient children

Reflect on the following and complete the sta01 Tc 0.001 9e03 Tc -0.a 2.2(ld)-? 0 Tw 26.772 0 T(o)3(o)11.o.2(n)0.004 4(e)4.95

Session 3:

Nurturing resilience as a virtue

“It may sound strange, but many champions are made champions by setbacks.” ~Bob Richards

*“It is not the strongest of the species that survives, nor the most intelligent, but rather the one most responsive to change.”
~Charles Darwin*

Introduction

Russell argues that resilience may be the central virtue in human life. Yet it has been overlooked or

between two states of deficiency and excess, each representing a vice. For example, a courageous person who does not have patience may be led to foolhardy exploits. An individual who shows little or no resilience may lack the courage to try in the face of adversity. On the other hand, courage without a willingness to be self-critical may blind the person to a needed area of adaptation. The resilient person needs experience and learning to hit the mean which involves nurturing the other virtues.

Theory reading

Russell, J. S. (2015). Resilience. *Journal of the Philosophy of Sport*. 42(2), 159-183.

Practice reading

Konnicova, M. (2016). How People learn to Become Resilient. *The New Yorker*. Retrieved from http://www.newyorker.com/science/maria-konnikova/the-secret-formula-for-resilience?mbid=social_facebook_aud_dev_kwmarsubsecretformularesilience_int&kwp_0=118943

Discussion questions

1. Russell argues that definitions of resilience which emphasize people “bouncing s5of bouoi2ce4(s)7.3(5of)69(s)11(o /Span

- Facilitate a classroom discussion or have students work in groups to discuss those questions or engage in the activities.

Activity 2: Portraiture

This session's readings highlighted the importance of exercising various virtues together in developing resilience (e.g., courage, imagination, patience, etc.).

- Think about your virtues that enable you to move through hardship and succeed. Make a list.
- Create a portraiture (see https://curriculum.gov.bc.ca/competencies/critical_thinking/illustration/3879) –

Session 4:

Resilience and the role of schools and teachers

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support—the kind of support that gradually is withdrawn. It is important that teachers also look for different forms of learning that match the students' needs and encourage them to improve.

Skinner and Vygotsky both emphasize the social and cultural environment in shaping who one is as a subject. Based on both Skinner and Vygotsky's approaches, resilience is developed socially and culturally and it encompasses constant interaction with the environment. In the

7. Having read and thought about resilience, what are the major findings and limitations of the research so far? In what areas do you think future research needs to focus?

Activity 1: Resilient students

Watch the video about a boy who struggles to make it over the vaulting horse in a gymnastics class
(<https://www.youtube.com/watch?v=43pHwRJg7Q&t=3s>)

Readings and references
