



GENEROUS LEADERSHIP® **CHALLENGE**

Unit 3: Seeing People as People

Week 11

Growing in Resilience

Purpose

As students begin implementing their projects to help other people, they'll find that things don't always go as planned, and they'll be tempted to quit or shut down. This session will give students space to release some of the tension they may be feeling at this point in their mini project and then introduce students to the life skill of resilience.

Learning Objective

I can recognize where I need to grow in my resilience.

Standards

- Initiate and participate effectively in a range of collaborative discussions. (CCSS: SL.11-12.1)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.3)

Needed Resources

- Teacher Resource: *Possible Check-In Activities*

Session Overview

Checking-In (50 min)

"It's been a difficult year for many of us, and in times of challenge, it's natural to feel defeated and want to quit. This week we'll be discussing what it means to be resilient despite the challenges you're facing. We'll spend today's class session checking in about the challenges you've faced during this pandemic and how you're doing with these challenges."

- Spend the rest of the class session allowing the class to debrief on the challenges they've personally faced during the pandemic and how they're processing these challenges.
- Ask each student to share about their experience for at least a minute or two (depending on class size).
- Some questions that can guide this check-in time:
 - What has this time of pandemic been like for you?
 - What has been the most frustrating/difficult part?
 - Have you seen anything encouraging/inspiring during this time of pandemic?
 - Has this pandemic changed the way you see yourself and your ability to overcome challenges? How so?
- Model vulnerability for students by sharing some of your own experiences during the pandemic and how you're feeling about the challenges you faced.
- Ask follow-up questions and offer empathetic comments to help enrich this check-in session, and encourage students to do the same as they listen to their peers.

- Students may not realize the long-term mental health effects of living through a pandemic. This pandemic will likely be a pivotal experience in their lives whether they were directly affected by the virus or not. This [video](#) can help students understand some of the long-term mental health effects of the pandemic and the importance of continuing to care for their mental wellbeing.
- In the last few minutes of class, close the session by:
 - thanking students for listening and sharing their experiences
 - encouraging students that, although they've experienced some difficult situations during this pandemic, they have the ability to come out stronger and wiser on the other side by choosing resilience over defeat
 - letting students know that they'll learn more about what resilience is and how to grow in resilience during the next session

Following Through Despite Adversity

Purpose

It can be difficult to follow through on our intent to see people as people, especially when we experience push-back and obstacles. This content will help students understand the mindsets that often hold them back and why resilience is important.

Learning Objective

I can grow in my resilience.

Recommended Resources to Prepare for this Lesson:

- [Resilience Isn't Innate](#)
- [Building Your Resilience](#)
- [The 3 Secrets of Resilient People](#)

Standards

- Analyze a complex set of ideas. (CCSS: RI.11-12.1)
- Predict the impact an informational text will have on an audience and justify the prediction. (CCSS: RI.11-12.2)
- Determine how ideas interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CCSS: RI.11-12.2)
- Determine the meaning of words and phrases. (CCSS: RI.11-12.4)

Needed Resources

- Week 11 Content Slides
- Handout: *Growing in Resilience* worksheet

Ideas for Customizing Your Content Delivery

- Create a simple video for students to watch based on the content below.
- Direct student to go through the GLC slides for **Following Through Despite Adversity**.
- Hold a live zoom class session to go through content.
- Create a blended option by incorporating slides, video and additional resources as you see fit.
- Create a short quiz to test if students watched or read the content.
- Make a point to tell students that there is an assignment at the end that will serve as their “entry ticket” for the next session together.

Content Summary

Understanding Adversity

- Adversity is “the state or instance of serious or continued difficulty or misfortune” – Merriam Webster
- In other words, adversity is any significant negative experience we face in life.
- Everyone faces adversity at some point in their lives no matter their financial status, their race, their culture, or their specific background. Some people experience more frequent or more severe adversity than others, but we all face adversity.
- We’re currently all facing some degree of adversity during this pandemic because our day-to-day lives have been disrupted and at times drastically changed by the pandemic.

Defining Resilience

- Resilience is defined as, “an ability to recover from or adjust to adversity or change.” – Merriam Webster
- Examples of resilience:
 - Being optimistic in the face of struggle
 - Continuing to press on even though you want to quit
 - Being tolerant of intolerant people
 - Focusing more on the big picture than the current struggle
 - Deciding to be an “agent of change” or hero rather than a victim
- In other words, resilience is choosing to keep going towards one’s goals even when difficulty stands in the way.

Why Resilience Matters

- Resilience motivates and equips us to overcome, rather than be defeated by, challenges in life, to keep moving forward when everything in us wants to quit.
- Without resilience, we will always be victims to our circumstances, letting outside forces and people determine our path in life.
- Remind students of what they learned about ‘the will’ in Week 6, specifically that no matter what comes their way, they have the ability to respond and affect change using their will.
- Resilience is the motivation behind the will that says “I’m not done. I will keep moving forward.”
- Resilience requires a person to choose to keep moving forward, and then do it.

Resilience Comes with Practice

- It’s easy for students to assume that resilient people are born resilient or have some sort of privilege that isn’t available to everyone – but this isn’t true.
- Oftentimes the most resilient and successful people are those who’ve faced hardship and rejection early on and have chosen to persevere every day since their initial rejection.
 - Examples of resilient people:
 - Post Malone: Long before Post Malone became a famous rapper and musician, he tried out for a band at 15 years old and was rejected after his guitar strings broke during the audition. Imagine if he had quit after that one failed audition.
 - Michael Jordan: At 15 years old, Michael Jordan didn’t make his high school’s varsity basketball team because he couldn’t dunk a basketball. After years of hard work and training, he eventually became the greatest basketball player of all time according to the NBA.

- Taylor Swift: Determined to start her music career at age 11, Taylor Swift travelled to Nashville and recorded demo tapes. She was rejected by the record labels because she didn't have a unique sound. After going home and learning to play guitar that next year, Taylor eventually became a Grammy Award winning musician.
- Every person has the choice whether to be a victim of their circumstances or a hero of their own story. But resilience is not an easy skill to acquire. It requires daily practice.

So how do we practice resilience in the midst of adversity?

1. Choose to change the narrative instead of getting stuck in the past.

- It is really easy for people to get stuck on past mistakes or sulk when things don't go as planned, but sulking isn't helpful for anyone. It only perpetuates people's frustration/sadness.
- Example: *You finally got an interview with a company you are hoping to intern for over the summer. You have been thinking about this interview for weeks and practicing almost every day. You show up for the interview and feel ready and confident. During your interview you realize that they seem to be rushing through your questions and not fully listening to your answers. Once your interview is finished they tell you, "Thank you, we will call," and send you out the door. The same day they call and tell you they have already chosen someone else who had more experience for the internship and they thank you for your time. You feel defeated.*
 - In this situation it would be really easy to quit and keep thinking about how terrible that interview was. However, this wouldn't do anything to improve the person's interview skills.
 - A resilient person would choose to accept the unsuccessful interview as a learning opportunity and think about ways to do better next time.

2. Face fears head on instead of avoiding them.

- It's natural for humans avoid potentially harmful or difficult situations, especially when we've experienced adversity in the past, but avoiding fears only magnifies them and makes them a more prominent obstacle in our lives.
- Example: *You were recently in a serious car accident in which someone ran into your car at a fast speed while you were stopped at a light. You were completely blindsided and you sustained a few broken bones. Six months later, you're completely healed physically and cleared to drive, but you're terrified to get behind the wheel again.*
 - In this situation, a person's mind naturally wants to protect their body from experiencing a car accident again, so their mind makes them feel afraid to get back in the car and drive again. However, this person's long-term quality of life will be worse if they never face their fear because they won't be able to drive places.
 - A resilient person chooses to take back control of their life from fear and adversity instead of letting fear and adversity rule them.

3. Choose to forgive and move on.

- Remind students that the Hero (from Week 6) chooses to forgive and move on instead of letting anger and resentment hold them down.
- Forgiving others often helps us more than the person we forgive because it allows us to move on with our lives.

4. Surround yourself with people who build you up, not tear you down.

- Students often don't put much thought into who they spend their time with, but oftentimes their "friends" can unintentionally pull them down into negativity and apathy.
- Challenge students to consider whether they leave interactions with their friends feeling encouraged and motivated or "down" and unmotivated.

- Students should consider spending more of their time with positive and helpful friends so that they're more motivated to persevere through difficult times.

“You are the average of the five people you spend the most time with.” — Jim Rohn

5. Believe that what you are doing matters.

- Resilient people keep going and choose to not quit because they believe their goal is worth the struggle.
- If students don't believe this, they will not be able to persevere for long.
- Examples of worthwhile goals:
 - Graduating high school
 - Getting a job they enjoy
 - Getting a personal record in sports
 - Improving a relationship with a difficult family member
- All of these accomplishments require hard work and resilience, so students must believe that every step they take towards each of these accomplishments matters!

Self-Talk Sets the Course

- Self-talk (the way a person thinks and talks about themselves and their situation) plays a huge role in resilience because self-talk controls the narrative (the story a person chooses to follow).
 - Negative self-talk says: *“I can't do anything about my situation. I can't trust others to help me. I have no skills to be able to help others. This will never get better. I'm done. I quit.”*
 - Outcomes of negative self-talk: Not doing anything to improve the situation, choosing to not trust others, and ultimately giving up.
 - Positive self-talk says: *“It's going to be okay. I'm going to keep pushing forward. I can trust others to help me when I'm down. I can help others when they're down too. This current bad situation will pass. There is more to look forward to in life than this current trial. I'm not done. I can be better.”*
 - The outcomes of positive self-talk: Persevering, staying positive, trusting others to help, and taking steps to improve the situation.

“Whether you think you can, or you think you can't – you're right.” — Henry Ford

Preparing for Your Socratic

- Explain that students will receive a worksheet to fill out about adversity and resilience called *Growing in Resilience*. This will be their preparation for their weekly Socratic discussion.

Choosing Resilience

Purpose

Create space for students to think critically about what keeps them from practicing resilience in their lives and how they can begin taking steps to be more resilient.

Learning Objective

I can explore how resilience can make me a stronger person.

Standards

- Initiate and participate effectively in a range of collaborative discussions (CCSS: SL.11-12.1)
- Come to discussions prepared to stimulate a thoughtful, well-reasoned exchange of ideas. (CCSS: SL.11-12.1a)
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS: SL.11-12.1b)
- Evaluate a speaker's point of view. (CCSS: SL.11-12.3)

Needed Resources

- Handout: *Socratic Rubric*

Socratic Discussion Rules (posted for students to see)

1. Students speak and the teacher listens.
2. Follow the Socratic leader who will:
 - Set up the discussion by summarizing context and then pose the question to be discussed.
 - Ensure peers hold to the discussion rules.
 - Keep the discussion on track and flowing.
3. Come prepared.
4. Be concise and do not repeat a point someone already made.
5. Provide evidence and reasoning with your opinion.
6. Listen with an open mind and heart; consider new ideas.
7. Don't raise hands; take turns speaking.

Teacher Tips

1. Require *Growing in Resilience* worksheet as an entry ticket.
2. As the teacher it is easy to interject, but allow students to work through silences, disagreements, etc. You may need to guide a little more in the beginning as Socratic Leaders learn to lead.
3. Use the Socratic Rubric for GLC or mix it up by having students grade themselves at the end of the discussion.
4. Review the Socratic rules every time.
5. If needed, allow for small group conversations before starting.

Socratic Theme for Week 11

Choosing Resilience

Provide Context

- Summarize the content from the last session about resilience, namely that every person's life experience is unique and valid, but every person has the choice whether to be a victim of their circumstances or a hero of their story.

Possible Questions

- Do you believe that people are born resilient? Why or why not?
- What keeps people from choosing to be resilient when they face adversity?
- Can resilient people overcome any obstacle they face in life?
- How can we begin practicing resilience in our day-to-day lives?

Weekly Project Actions & Reflection

Purpose

Give students the space to reflect on where they need to grow in resilience, as well as space to reflect on how their Lens 2 mini project actions are affecting the way they see themselves and others.

Learning Objective

I can reflect on my project progress and implement resilience when something doesn't go as planned.

Standards

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.11-12.3)
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.11-12.3e)
- Use a style guide to follow the conventions of Modern Language Association (MLA)

Needed Resources

- Assignment: *Week 11 Project Actions & Reflection*

Reflection Overview

- Each week students will debrief and apply the week's content through a written reflection.
- Communicate to students the guidelines for formatting
 - 12pt; Times New Roman
 - Double Spaced
 - Correct Heading
 - 2 paragraphs
- Share the competency goals from the *Written Reflection Rubric*.

Reflection Directions and Questions:

This assignment has two sections submitted on the same paper.

1. Reflect on the actions you took this week for your Lens 2 Mini Project.
 - What did you do?
 - How is it going?
 - What are you stuck on?
 - What do you need help with?
 - What is going well?
 - What are you learning about generous leadership® so far?
2. In what situations do you struggle to be resilient? What feelings do you experience in these situations? What steps can you take to be resilient instead of giving into your feelings?

Submit

Week 11

Weekly Deliverables

Deliverables Due This Week:

- Assignment: *Growing in Resilience* worksheet
- Assignment: *Week 11 Project Actions & Reflection*

Possible Check-In Activities

Gratitude circle (starting with positivity!)

- On a notecard have students write what they are thankful for that day. "Today I am thankful for _____ because _____."
- In a circle, each student will share what they wrote on their card.

Tell Me Something Good

- Have students write down one good thing that has happened to them this week.
- Allow students to share (those who want to).
- Optional: Play "Tell Me Something Good" as students are writing.

Create a mental health check in on a Google Form

- Example Questions:
 - How are you feeling today?
 - Is there anything going on either in or outside of school that you would like me to know that is effecting you personally or effecting school and getting work done for you?
 - Is there anyone that you are concerned about currently and why?
 - Any other questions or comments for me?

How are you on a Scale of 1-10

- Go around the room and have students share how they are doing that day by selecting a number (1 is horrible and 10 is awesome) and also sharing a few words on why. This can be the best way to check-in but it can also take the longest amount of time, so watch the time closely.

Choose one word to describe how you feel

- Post a list of adjectives on the board and ask students to choose a word that describes how they feel right now. Examples: anxious, exhausted, excited, frustrated, angry...
- Go around the room to share.

Personal Notes to Classmates

- This activity will work later in the semester as students get to know each other better.
- At the start of class have students draw classmates' names out of a hat as they come in the room.
- Once everyone has their classmate they will write a positive note to the classmate
 - Encouraging and affirming them
 - Sharing how they are doing
 - Telling them a story
 - More...
- Students will give this note to their classmate.

Write Thank you Notes

- Practice gratitude by having students write someone a note of thanks.
- This could be a teacher, parent, coach, friend, classmate, sibling, etc.

Teacher Resource - Week 11

Breathing exercises

- Students walk into class sometimes with a lot of stress, help them relieve this through breathing.
- Different breathing exercises can be found online or through certain apps on your phone.

Stretching

- Have students stand by their desk, take a deep breath, raise their arms above their heads, hold for a moment, and then deeply exhale through their mouth, releasing their arms back down and releasing tension in their shoulders and back.

Affirmation Circle

- Explain to students what it means to give affirmation. Affirmation is an acknowledgement of a permanent aspect of someone's character.
- Grab a ball or some object to toss around the circle. Tell students to state a classmate's name, affirm their classmate, and then pass the ball to him or her.

Physical Exercises

- Choose some exercises to get the students' up and moving.
 - Jumping Jacks
 - Lunges
 - Push ups
 - Squats
 - Running in place
 - If time: take a walk outside around the building

Mirror in a Box

- Get a deeper box and place a mirror at the bottom.
- Have students sit in a circle.
- Talk up the box
 - "I have something really cool in this box"
 - "What's in this box is extremely special"
 - "When you see what is in the box you will see just how special it is"
- One at a time, students will "look" inside then and pass the box to the next student.
 - Students are not allowed to say what it is, just pass it along
- Students will think it is funny, but the anticipation is key to this activity.
- You are telling them they are special and worthy by seeing themselves in the mirror at the bottom of the box.

Sharing acts of kindness

- Have students share out to the class acts of kindness they did or saw someone do.

Positive/funny videos

- Students are immersed in videos these days and sometimes it is a great way to get kids relaxed and ready for the day
- Suggested Videos
 - [Make Your Bed Change Your Life](#)

Teacher Resource - Week 11

- [A Simple Act of Kindness](#)
- [Inspirational Piano Player](#)
- Find your own

Journaling

- Allow students to write whatever is on their mind for 5-7 min.
- Play quiet music in the background to set the tone.

Growing in Resilience

1. Why do we avoid adversity even when we know that we will come out stronger in the end?

2. What type of adversity is hardest to face and why?

3. What skills have you used to overcome or persevere through adversity?

4. Why does resilience in life matter?

5. How can you develop resilience?

Socratic Rubric

You will receive a score whenever you exemplify a competency by doing one of the actions listed during a Socratic discussion.

Levels of mastery:

- Exceeding: 5
- Advanced: 4
- Proficient: 3
- Approaching: 2
- Needs Practice: 1

Student Name	Inquiry and Curiosity <ul style="list-style-type: none"> • Asks a question • Clarifies/verifies • “What about?” or “I wonder” or “What if?” language 	Collaboration <ul style="list-style-type: none"> • Expands on an idea • Remains open-minded • Encourages others to stay on track 	Communication <ul style="list-style-type: none"> • Takes turns • Concise comments • Speaks up so others understand 	Critical Thinking <ul style="list-style-type: none"> • Novel thinking • Provides evidence and reasoning with opinion 	Prepared and Professional <ul style="list-style-type: none"> • Brings pre-work • Focused • Encourages others to stay focused

Teacher Resource - Week 11

Student Name	Inquiry and Curiosity <ul style="list-style-type: none"> • Asks a question • Clarifies/verifies • “What about?” or “I wonder” or “What if?” language 	Collaboration <ul style="list-style-type: none"> • Expands on an idea • Remains open-minded • Encourages others to stay on track 	Communication <ul style="list-style-type: none"> • Takes turns • Concise comments • Speaks up so others understand 	Critical Thinking <ul style="list-style-type: none"> • Novel thinking • Provides evidence and reasoning with opinion 	Prepared and Professional <ul style="list-style-type: none"> • Brings pre-work • Focused • Encourages others to stay focused

Week 11 Project Actions & Reflection

Formatting

- Times New Roman
- 12 Pt. Font
- Double Spaced
- Correct Heading (upper left hand corner)
 - Name
 - Teacher
 - Class
 - Date
- 2 paragraphs (1 per section)

Reflection Directions and Questions:

This assignment has two sections submitted on the same paper.

1. Reflect on the actions you took this week for your Lens 2 mini project (1 paragraph)

- What did you do?
- How is it going?
 - What are you stuck on?
 - What do you need help with?
 - What is going well?
 - What are you learning about generous leadership® so far?

2. In what situations do you struggle to be resilient? What feelings do you experience in these situations? What steps can you take to be resilient instead of giving into your feelings? (1 paragraph)