



Staying positive (resilience)

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
10-60 mins	By the end of the activity pupils will be able to: <ul style="list-style-type: none"> • Explain the skill of staying positive (resilience) • Understand how staying positive (resilience) can help them throughout education and into the workplace • Discuss how they can practice this skill at home, school or in after school clubs 	<ul style="list-style-type: none"> • Staying positive (resilience) slides

This lesson has been developed for pupils aged 7-11, to help them understand the importance of problem solving both throughout education and in the world of work. Through case studies, class discussions and an activity, pupils will start to understand how they can show the skill of staying positive (resilience) at home and at school. Completing the lesson supports The Skills Builder Framework for staying positive.

The session can be delivered as a stand alone lesson to focus on this particular skill, or as part of a series. The Barclays LifeSkills programme has a [core transferable skills toolkit](#) containing seven lessons for seven different skills for the primary age group which can be delivered in any order.

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Word bank

- **Apprentice:** A person who is learning a trade from a skilled employer
- **Emotions:** The things we feel
- **Mental health nurse:** Someone who treats people who are mentally ill
- **Printing organisation:** A company that prints items, such as newspapers
- **Resilience:** Learning from mistakes and achieving goals even when things go wrong
- **Skills:** The things you're good at, for example listening, being creative
- **Wellbeing:** Being happy and healthy

Activity one

What is staying positive (resilience)?



Staying positive
(resilience)

- Steps 0-2 of the Skills Builder Framework for staying positive

Start by showing your pupils this [short animation](#) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Instead of showcasing this skill in a separate lesson, we embed it throughout the other core transferable skills lessons.

What's special about these skills in the world of work is that they can be used in any industry and almost any job.

Young people can develop these skills at home, in school and in clubs they attend. As they are likely to carry out a number of different roles throughout their working lives, it's important they recognise how they can transfer these skills from one setting to another, especially as they move from education into work.

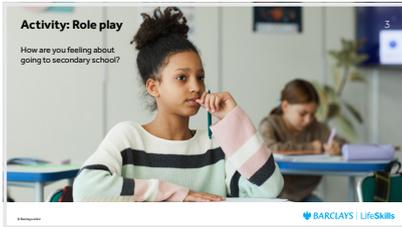
Show slide 2 and discuss the following definition of staying positive (resilience): not giving up when facing a challenge and continuing to try even when things go wrong.

It may also be useful to outline The Skills Builder Framework definition: The ability to use tactics and strategies to overcome setbacks and achieve goals. Ask pupils to think about why staying positive (resilience) is important and how they might show it already at home, school or at an after school club.

If you are working with younger pupils or those who need more support, you could use the examples like struggling with a task at school but staying positive and continuing to try or failing a music exam but trying again and passing.

Activity two

Role play



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- Steps 0-6 of the Skills Builder Framework for staying positive

Show **slide 3** and give pupils the opportunity to explore and role play how they would deal with difficult situations they may come across when moving into the next year group or going onto secondary school. If you are working with a younger age group, we recommend completing this activity as a group to ensure pupils understand and come up with ideas together. Older pupils or those who can work independently can be divided into pairs.

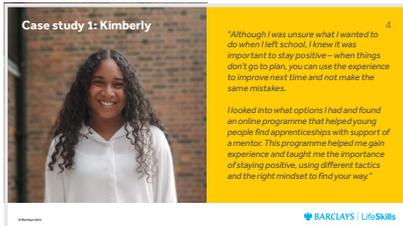
1. Ask pupils to share with the person next to them aspects of moving into the next year group or going onto secondary school that they are really looking forward to, as well as those that they are worried about
2. Collate answers they are happy to share on a board or screen, and highlight any repetitions
3. In their pairs, allocate pupils one of the challenges/worries that has been mentioned and ask them to explore possible reactions/solutions/consequences. For example, if they are worried about getting lost in a new school, they could ask other pupils or teachers for help finding where to go. Another example could be feeling worried about not being in a class with friends and the solution could be seeing them at break and having the opportunity to make new friends
4. To extend this activity, ask pupils to write a script for a role play including two different reactions – one which might make the situation harder, the other which resolves it. Pupils can present their role plays to the class for peer feedback and adapt their scripts to perform at an assembly



Activity three: Case studies

In this section you will find a written and a film case study that help demonstrate the skill of staying positive (resilience). You could use both case studies, or just one depending on what you think will work best for your class. Discussion prompts for each case study are differentiated so that you can pick the most appropriate ones for your pupils.

Case study 1: Kimberly



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- Steps 0-7 of the Skills Builder Framework for staying positive

Kimberly is an apprentice at a printing organisation, a company which prints text and images onto paper and other materials. Briefly explain to your class that an apprenticeship is a type of training that involves following and learning from an expert of a particular trade whilst working at the same time. Discuss with your class what an apprentice might do on a typical day at work, for example they might support the team, learn about the trade from more experienced people, operate machines.

“Although I was unsure what I wanted to do when I left school, I knew it was important to stay positive – when things don’t go to plan, you can use the experience to improve next time and not make the same mistakes.

I looked into what options I had and found an online programme that helped young people find apprenticeships with support of a mentor. This programme helped me gain experience and taught me the importance of staying positive, using different tactics and the right mindset to find your way.”

Show **slide 4** and work through the below discussion prompts with your class. You can either complete them as a class, get pupils to discuss in pairs or small groups, or ask pupils to write down their thoughts individually.

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Kimberly has shown the skill of staying positive (resilience), for example when things didn’t go to plan, she kept a positive mindset
- Explain to pupils how this skill is about the way you deal with things when they go wrong

Discussion prompts for older pupils or those who need less support:

How has Kimberly shown the skill of staying positive (resilience)?

Can you think of times when you have stayed positive? For example, not getting the mark you wanted in a test but staying positive and trying again in your next test.

Why can staying positive sometimes be hard?

How can you help other people feel better when things go wrong?

Activity three: Case studies

Case study 2: Jake



Head over to the BBC Bitesize website to watch its film, as a class, about Jake who is a mental health nurse, by clicking [here](#) or by clicking the link on **slide 5**. Before playing the film, you may want to discuss some background to this job with your class, for example for younger pupils you may want to explain that mental health concerns our emotions, mental health nurses look after peoples emotional wellbeing.

Work through the below discussion prompts with your class.



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- Steps 0-8 of the Skills Builder Framework for staying positive

Discussion prompts for younger pupils or those that need more support:

- Explain to pupils how Jake has shown the skill of staying positive (resilience) in his job, for example he has to stay positive in his job even when dealing with difficult calls

How do you think other people might feel when something goes wrong?

How might you be able to tell how they're feeling?

How can you encourage other people to keep trying when things go wrong?

Discussion prompts for older pupils or those who need less support:

How does Jake show the skill of staying positive (resilience) in his job?

Why do you think staying positive (resilience) is an important skill for this job? For example, it can be upsetting to hear about people feeling unhappy so it's important to stay positive to help them work towards feeling better.

How can you avoid making a difficult situation worse?