

Images of Resilience

Personal Management, Responsibility and Ability to Deal with Pressure and Stress



NOTES FOR TEACHERS

Using Images of Resilience to explore the issues around personal management, responsibility and ability to deal with pressure and stress

This set of images was carefully chosen to represent different aspects of resilience. Some of the scenes represent the pressures, challenges and environments in which we most need Resilience and some represent the dimensions of Resilience which people use to deal with those pressures. The questions relate to how people experience these aspects of resilience at present and how they might strengthen them in future.

The imagery is intended to focus an individual's thinking on personal experience and to encourage sharing and discussion.

There are no 'expected answers', although many people respond in similar ways to the stimulus of the pictures. The images are presented to students or young employees to help them to understand the need to build resilience, learn to deal with negative emotions and maintain a positive and optimistic view of the future.

There is no reason why you should not follow the instructions and run the activity exactly as described in the accompanying notes for adult use.

Many of the questions are relevant to students and will make them reflect upon personal experiences, values and beliefs. These cards were intended for use with individuals, generally in a process of coaching or counselling. As they may trigger strong emotions, we do not recommend that they be used without competent adult support available to help students to structure and process their responses.

Teachers should explore the image cards in advance of using them with students and focus on the image cards that have more direct relevance to:

1. Building specific skills that are valued by employers (eg. a willingness to accept personal responsibility, a rejection of 'blaming others' for personal failings, a willingness to learn from experience, a demonstration of a well-developed work ethic).
2. Helping young employees to manage a work-life balance and to find their own personal coping strategies when under pressure.

Specific student-centred use of the images

If working with school students about to transition into work, focus on:

1. How students recognize the situations that require determination and resilience. Suggest that there is no failure other than the failure to learn.
2. Ensuring they understand the importance of persistence and commitment
3. Helping them to recognize their personal signs of stress and address them
4. Encouraging them to admit when they need help and help them to build effective support networks to help them deal with difficult situations.