**Secondary Guidance Lesson**

*Resilence Pt. 2*

**Objective:** Students will learn what resilience means, why it is important, and how to develop resilience.

**Activity:**

* Step 1: Teach students to identify their stressors:

Put these three question up and allow students a few minutes to answer each one:

-I feel stressed when:

-I feel upset/mad when:

-I feel sad when:

Let students share stressors aloud to build connection.

* Step 2: Next, lets look at reactions:

Instructions: Fill in the following statements with your first and automatic reaction to feeling stressed, upset, or sad. Don’t worry that your reaction is good or bad, or what others will think of your reaction.

Statement 1 - Feeling Stressed When \_\_\_\_\_stressed me out, I usually \_\_\_\_\_\_\_

Statement 2 - Feeling Upset/Mad When \_\_\_\_makes me mad, I usually \_\_\_\_\_\_\_

Statement 3 - Feeling Sad When \_\_\_\_\_\_\_ makes me sad, I usually \_\_\_\_\_\_\_

* Step 3: Brainstorm alternate ways to respond to stressors.

When \_\_\_\_\_\_stresses me out, instead of \_\_\_\_\_\_, I’ll \_\_\_\_\_\_\_.

When \_\_\_\_\_\_ makes me mad, instead of \_\_\_\_\_, I’ll \_\_\_\_\_\_\_.

When \_\_\_\_\_\_ makes me sad, instead of \_\_\_\_\_\_\_, I’ll \_\_\_\_\_\_.

**Follow-up/Closing:**

Coping skills are a powerful way for all students to build resilience, self-awareness, and self-regulatory skills as they face the stressors of life. Learning how to positively cope empowers them to be self-reflective and take responsibility for their actions. Most importantly, these skills are ones that will benefit them long after they leave my classroom.