

BAM! Student/Teacher Resilience Lessons

Lesson 1: Values (15+ minutes)

NOTE: Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found here: at.apa.org/resilience-bam. A full suggested script is also available online as a guide through the material in this lesson.

LEARNING OBJECTIVES

1. Students will be able to define resilience and understand how building resilience can help them move forward during challenging situations.
2. Students will be able to identify at least two values they hold important.
3. Students will understand that they can build resilience by using their response to stress.
4. Students will be prepared for the next four lessons by being able to use their individual values and stressors from this lesson as a springboard for discussion.

LESSON MATERIALS

- “What Do You Value?” Worksheet (Alvord & McGrath, 2023)

LESSON OUTLINE

Introduction (4-5 minutes)

Main Lesson

- Acknowledge that life has small and large stressors that impact everyone in different ways (e.g., social stressors, academic pressure, or family struggles) and define resilience as the ability to move forward from challenges. Discuss how building resilience helps us cope with difficulties including the sense of uncertainty associated with change.
- There are skills we can all learn and practice to build our resilience. (Note: Consider including a relevant example of something that has occurred in your school, city, state, or beyond, where someone or groups of people have demonstrated resilience.)
- Invite students to reflect and talk about what has happened to help them grow and what helps them thrive. In other words, how have they built their resilience as they move forward with life?
 - » Once students learn to acknowledge their challenges, they can begin to bounce forward and even learn to thrive.
- Psychologists study concepts like stress and resilience. They have learned that even though some people are more easily able to move forward from struggles and hard times than others, everyone can build resilience to help them weather tough times. (See the reference page for more resources)

Activity (10+ minutes)

“What Do You Value?” Worksheet and Personal Reflections

- Discuss how identifying their values¹ allows students to be better able to focus on what’s important in their life. By identifying their values, students can build resilience and move forward to reach goals based on those values.
- NOTE: Although the focus of this lesson is to help students reflect on their stress and resilience so that they are most

1. In this resource, we are defining values as those characteristics (e.g., honesty, integrity), activities (e.g., sports, school, clubs, art, music), or people (e.g., family, friends) that are important to individual students or individuals.

able to benefit from the skills covered in the subsequent sessions, some students might struggle more than others with these activities. Students should be reminded frequently that they don't need to share any personal information they are uncomfortable sharing. Instructors should have resources available (e.g., school counselor) for any student who needs additional support. They should also be reminded that being resilient does not mean that they should forget about their past or past losses.

- Students will complete the "What Do You Value?" Worksheet, first identifying at least three of their values and then placing those values in a pie chart, allowing them to see how important each value is to them.
- After completing the worksheet, students can discuss what values they think are important in small groups. Next, the full class can discuss and rate the values that are more often discussed.
- Teachers can also use a polling app or EdTech website to go through the values one at a time and have students anonymously indicate if they circled YES for each value. Teachers can write a tally on the board of how many responded positively to each question and students can engage in a discussion on the number of students impacted across the various areas.
- Once this activity has been completed, students can be asked to consider how their values can help them make good decisions for themselves and how these values might also drive their actions and help them cope with stressors and challenges in life.
 - » For example, let's say a student is really down about not doing well on an assignment. One of their values is friendships. They might therefore reach out to a friend to talk about how they are feeling. Talking out loud about it can often help with perspective about the situation to cope better. Perhaps with a friend they can brainstorm something they can do about it (e.g., talk with the teacher to help explain what you might not have understood or their suggestions of what you can do next time). Perhaps another value is playing music. Not only does the student enjoy it, but it helps them relax. They might put on music at home to help cope with the stress of the assignment. As time allows, call on students to share.

Closing (2-3 minutes)

Summary

Moving Forward

- By identifying and articulating their values, students are better able to adapt to future stressors or challenges based on these values and their goals. These skills can help students envision and create what they want their futures to look like.
- Explain that in the next four lessons, students will learn research-based strategies that have been proven through research to help build resilience and grow when faced with challenges.
- Tell students that they will learn tools to help them cope when stress is high. They will learn how values impact our bodies, actions, and minds, represented by this formula: Values → BAM.

Note: Optional activities and discussion questions are provided in the full suggested script to allow you to expand the discussion and engage students further.

See the resource list at the end of this document for students who may need additional help.