

## LEARNING GUIDE

# RESILIENCE

## ORIENTATION

Before you watch the video ([rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience](https://rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience)) on the Human Performance Centre, research the term 'resilience'. You might wish to consult a website such as Resilient Youth Australia ([resilientyouth.org.au/](https://resilientyouth.org.au/)) or discuss the term's meaning with a friend.

Develop your own definition of resilience. Can you think of an example of resilience?

Once you have your definition, complete the sentences below:

Resilience is...

I am resilient when...

Resilience is important because...

Share your sentences with your classmates.

Discuss some of the factors that contribute to resilience, such as support, empowerment, boundaries and expectations, constructive use of time, positive values, social competence and positive identity. Can you name any others?

Once you have finished your list, categorise the factors as physical, psycho-sociocultural, or economic/environmental. You may wish to use the socioecological model provided in the Student Activity Template for this.

As a group, use the sentences you wrote earlier to describe the concept of resilience. You may wish to use a bubble map (template provided) – place the term 'resilience' in the centre, then use single words or short phrases to describe the concept further.

## ENGAGEMENT

Review the '40 developmental assets for adolescents' from the Search Institute

([search-institute.org/our-research/development-assets/developmental-assets-framework](https://search-institute.org/our-research/development-assets/developmental-assets-framework) ).

### Related content:

- Video [rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience](https://rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience)
- Resilience activity [rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience](https://rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience)



Which of these assets do you think you possess? Record your responses in a journal. It will be useful for you to provide some specific examples of your strengths according to these assets.

Consider the definition of resilience you constructed as you watch the video describing the work of the Human Performance Centre at Lavarack Barracks in Townsville.

After watching the video, summarise the examples used to develop the Human Performance Framework in young servicemen and women.

Answer the following questions, explaining the reason for your responses:

- Why is resilience an important asset for service men and women?
- Why is resilience relevant for high school students? Explain your thoughts.
- How do these developmental assets link back to your definition of resilience?
- Why are these assets important for daily living?

Using the framework in the template, identify which elements of the PERMA+ model are reflected in the video.

Select one of the PERMA+ elements reflected in the Human Performance Framework to develop an action strategy for your own health and wellbeing.

For example, you may choose to include at least 30 minutes of physical activity in your daily routine. Record this personal health action strategy in a journal.

## CONCLUSION

What evidence can be used to judge the impact of an action in enhancing resilience?

In a group:

- Assess how you can judge how effective your chosen personal health action strategy is e.g quantitative and qualitative data or anecdotal evidence
- Summarise the outcomes of your discussion and report back to the class.

Use the RE-AIM template to evaluate the effectiveness of your personal health action strategy to enhance resilience. Recommend specific improvements that can be made, and justify these recommendations using primary and secondary data.

Once you have completed each activity section, you may wish to reflect on your initial definition of resilience.

