

SECTION 1 – RESILIENCE

Life Lesson Learned: I Can Cope with Challenges!

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SECTION 3 – GROWTH MINDSET

Life Lesson Learned: Effort Makes My Brain Stronger!

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SECTION 5 – FRUSTRATION

Life Lesson Learned: I Can Cope with Frustration!

SECTION 6 – FEELINGS & EMPATHY

Life Lesson Learned: Empathy is the Bond that Connects People!

SECTION 7 – SOCIAL & RELATIONSHIP SKILLS

Life Lesson Learned: I Know How to Get Along with Others!

SECTION 8 – CONFLICT RESOLUTION

Life Lesson Learned: I Can Resolve Conflicts Peacefully!

SECTION 9 – E-SAFETY & ETIQUETTE

Life Lesson Learned: I Can Be Wise on the Web!

SECTION 10 – LIFE SKILLS

Life Lesson Learned: My Success is Up to Me!

SECTION 1 – RESILIENCE

Life Lesson Learned: I Can Cope with Challenges!

Resilience is one of the most important life skills a person can possess. Life is full of challenges. Unless a person has the perseverance, determination, flexibility, creativity, and resilience to navigate the bumps in the road, accomplishing anything will be difficult.

Why can some people rebound from a difficult childhood and find success in their adult lives, while others with a similar rocky start excuse their failures? Resilience is a large part of the answer to this question. Children who are flexible, believe in their ability to problem solve, learn from their mistakes, and continue to move forward in spite of setbacks, will inevitably be more successful. With a positive mindset, children grow and flourish.

Encourage students to look at the challenges they face as opportunities to grow and to creatively search for ways to resolve difficulties. Teach them that nothing worth accomplishing is easy, and there is a lesson to be learned from every mistake or failure.

When you present the following pages to your students, be sure they hear and understand the words, *resilience* and *resilient*, as you read the directions. Repetition of the words will help anchor the concept.

As with all of the sections, these pages may be used independently or put into a booklet for the students.

RESILIENCE DIRECTIONS

RESILIENCE: PAGE 1 - 1

LIFE ISN'T PERFECT! (Title Page)

Tell the students to write their names in the rounded rectangle near the bottom of the page. As the students color the title page, ask them what they think the title means. Ask if everything is perfect in their lives. After they answer that question, ask the students the same question about their parents. What about their teacher's lives? What about famous movie stars' or singers' lives? In each case, lead the students to think about what problems these people might face. (Examples: A parent's job loss or a family member who is sick. A teacher having difficulty getting the class to be quiet or having a flat tire on the way to work. A movie star not landing a movie role. A singer having trouble remembering words to a song.) The point should be that life is not perfect for anyone. Even people who seem to have a great life may have problems that are not obvious. But that is all part of life - the good AND the bad.

RESILIENCE: PAGE 1 - 2

WHEN LIFE GIVES YOU LEMONS ...

Ask the students if they have ever heard the saying, "When life gives you lemons ..." Then ask what the second half of the saying might be. (... make lemonade.") Discuss what the saying means. What do lemons taste like? (sour) How about lemonade? (sweet) How can this sentence relate to life? (Things aren't always perfect, but there are things you can do to make it better.) Discuss with the students that sometimes the lemons (imperfections) affect only you (a bad grade on your test), sometimes a larger group (your school floods), or sometimes even a larger group (a tornado hits your town). On the lemons in the tree, ask the students to write descriptions or draw simple pictures or symbols of the things in their lives that are not perfect. Have the students look at the lemons on the ground and make the point that sometimes lemons seem to pile up! If time allows, have the students color/decorate the rest of the page.

RESILIENCE: PAGE 1 - 3

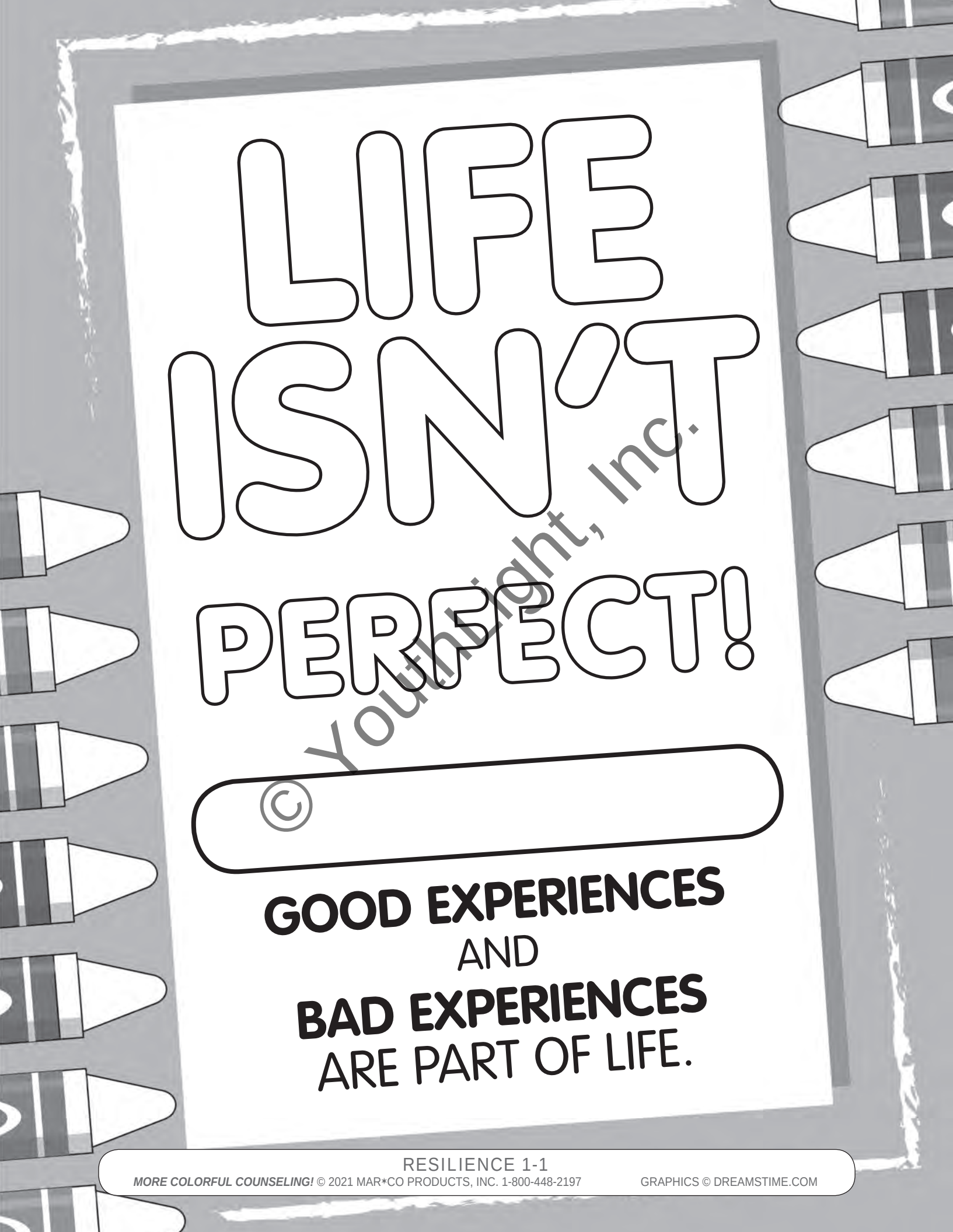
LEMONS TO LEMONADE!

Ask the students why they think some people are able to look at lemons (bad things in their lives) and make lemonade (something sweet and nice), while other people can only see lemons (negative outlook/closed mindset). Tell the students that **resilience** (the noun) is the ability to recover from difficulties or challenges. **Resilient** (the adjective) people show strength and are able to handle the imperfections in their lives, because they have decided that they have the power to make positive changes. Tell the students to color the word **RESILIENT** on the lemonade stand's sign. If time allows, have the students color/decorate the rest of the page.

RESILIENCE: PAGE 1 - 4

IT'S IMPOSSIBLE (4 DIVERSE VERSIONS OF THIS PAGE ARE INCLUDED IN THE DIGITAL LINKS)

Next to the first four pictures, have the students write a description or draw a simple picture or symbol of something they learned to do during each phase of their lives. (Examples: Learning to crawl, talk, tie shoes, learn math, play a sport well, etc.) Discuss why learning to do that thing might have seemed impossible at first. After each example, say to the students, "It was a challenge, but were you able to do it?" Have them join in by saying, "YES! It was POSSIBLE!" Ask the students why they were able to learn each particular skill (because they were **resilient** and kept trying). Then, next to the last picture of the adult, have the students write



LIFE ISN'T PERFECT!

©

**GOOD EXPERIENCES
AND
BAD EXPERIENCES
ARE PART OF LIFE.**

When life gives Y😊U lemons ...



RESILIENCE 1-2

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LEMONS + 😊 LEMONADE!

I WILL BE ...

RESILIENT



© When life gives
you lemons,
make lemonade!

It's



POSSIBLE

1



2



3



4



5



I WILL ...

PERSEVERE