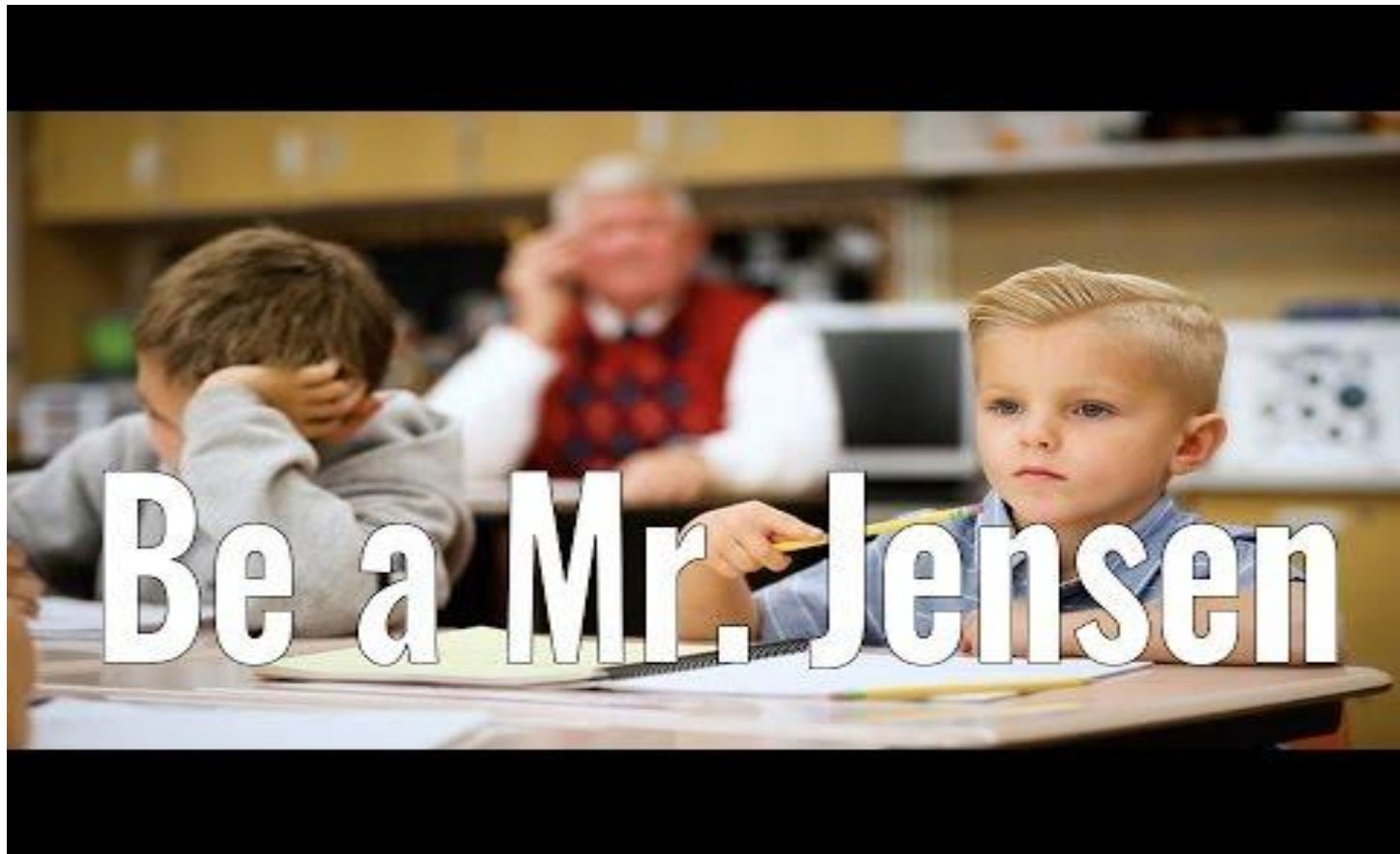


# Revision Resilience

**#BEASTS**

An inspirational video... just because x



*What do you think resilience is?*

---

## Some definitions of resilience

*“Being able to have positive outcomes having had a negative experience.”*

**“Adapting well in the face of adversity.”**

“Linking the concepts of bouncebackability and growth after negative experiences.”

# What about your experiences?

**Think of a negative experience  
you've had when learning?**

**Think of a positive experience  
you've had when learning?**

# *Developing your resilience*

---

- 1. Setbacks aren't permanent, see them as chances to grow**
- 2. Be positive and develop a growth mindset**
- 3. Recognise and manage your chimp**
- 4. Focus on what you can control**
- 5. Look after yourself**

# 1. Setbacks aren't permanent, see them as chances to grow

- A rule for life: 'It's not fair and bad things happen!'
- The great thing though is that bad things are not permanent.
- **Reframing** these bad things helps us rationalise and move on quicker.

## Take this scenario:

*'You had a Maths assessment on Monday. You went along to revision and you did some revision at home. You got your result back and it was lower than you expected.'*

***The easy thing here would be to say: 'What's the point! I tried to revise. It didn't work. I'm not trying anymore. I'm bound to fail.'***



# 1. Setbacks aren't permanent, see them as chances to grow

**Dr Serani proposed the 4-factor approach to help deal with these situations:**

**One. State the facts - list or talk about the situation rationally.**

- I got below my predicted grade/target grade in the assessment.
- The assessment is not a mock exam or the final exam.
- I revised for the assessment.
- I have another assessment coming up soon to try again.

# 1. Setbacks aren't permanent, see them as chances to grow

**Dr Serani proposed the 4-factor approach to help deal with these situations:**

**Two. Place blame where it belongs - but do it nicely!**

- I didn't get the grade I wanted and I have to take responsibility for that.
- I went along to Maths revision but spent a lot of time talking to my friends.
- I revised at home but didn't really revise the areas I find hard.
- I didn't feel like the revision method I used worked, I'll try something different.
- I didn't ask my teacher about one thing I revised that I didn't understand.

# 1. Setbacks aren't permanent, see them as chances to grow

**Dr Serani proposed the 4-factor approach to help deal with these situations:**

**Three. Reframing - look for the 'silver lining'.**

- Least it happened now and not in my summer exam.
- It could have been worse - I could have got a lower grade!
- Least I know now what I need to improve on.
- Next time I won't make the same mistakes, I've got another chance :)

# 1. Setbacks aren't permanent, see them as chances to grow

**Dr Serani proposed the 4-factor approach to help deal with these situations:**

**Four. Give yourself time - do something for yourself before getting back to it!**

- I'm going for a run tonight before having a look at some of my weaker areas.
- I'm going to spend some time with my friends at lunch before focusing fully at Maths revision after school.

## 2. Be positive and develop a growth mindset

- Firstly, what is the difference between a growth and a fixed mindset?

FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none"><li>SOMETHING YOU'RE BORN WITH</li><li>FIXED</li></ul>	SKILLS	<ul style="list-style-type: none"><li>COME FROM HARD WORK.</li><li>CAN ALWAYS IMPROVE</li></ul>
<ul style="list-style-type: none"><li>SOMETHING TO AVOID</li><li>COULD REVEAL LACK OF SKILL</li><li>TEND TO GIVE UP EASILY</li></ul>	CHALLENGES	<ul style="list-style-type: none"><li>SHOULD BE EMBRACED</li><li>AN OPPORTUNITY TO GROW.</li><li>MORE PERSISTANT</li></ul>
<ul style="list-style-type: none"><li>UNNECESSARY</li><li>SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH</li></ul>	EFFORT	<ul style="list-style-type: none"><li>ESSENTIAL</li><li>A PATH TO MASTERY</li></ul>
<ul style="list-style-type: none"><li>GET DEFENSIVE</li><li>TAKE IT PERSONAL</li></ul>	FEEDBACK	<ul style="list-style-type: none"><li>USEFUL</li><li>SOMETHING TO LEARN FROM</li><li>IDENTIFY AREAS TO IMPROVE</li></ul>
<ul style="list-style-type: none"><li>BLAME OTHERS</li><li>GET DISCOURAGED</li></ul>	SETBACKS	<ul style="list-style-type: none"><li>USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.</li></ul>

## 2. Be positive and develop a growth mindset

- Being positive is vital to fostering a growth mindset.
- Dr Serani's 4-factor approach is a great place to start.
- Setbacks are just an exciting challenge to overcome.
- Having a can do, hard working, open-minded attitude is so important.

### Take this scenario:

*'You did some GCSE PE revision on the skeletal and muscular systems. You decided to try an exam question and chose a 5 marker to get started. The question read: 'Using a practical example, explain how the skeletal and muscular systems work together to produce movement (5)'. You attempted it but got only 2 marks.'*

***The easy thing here would be to say: 'Well I'm not good at that, I'll move on!'***

## 2. Be positive and develop a growth mindset



**So how could you approach this situation differently?**

### **Scaffold the practice**

1. Revise the key information again using one of our recommended methods.
2. Start with true/false questions e.g. 'Tendons attach muscle to bone? T or F.'
3. Progress to more difficult multiple choice questions e.g. 'Select the correct description of the function of tendons.'
  - Tendons attach muscle to bone; pulling on bones to produce movement.
  - Tendons attach bone to bone; pulling on bones to produce movement.
  - Tendons attach muscle to muscle. They pull each other to produce movement.
  - Tendons attach muscle to bone; pushing on bones to produce movement.

## 2. Be positive and develop a growth mindset

So how could you approach this situation differently?

### Scaffold the practice



4. Answer a short written question on each part separately e.g. Which bones articulate at the knee? **And** 'State the antagonistic pair working at the knee and describe how they function together'.
5. Answer a short written question on each part separately but now include a practical example from sport e.g. 'Using a practical example, explain how an antagonistic pair function at the elbow.'
6. Draft a plan for the longer answer question using bullet points and then compare to the mark scheme.
  - All I do is search for: the exam board, the course, past papers on Google. E.g. OCR GCSE PE past papers.
7. Practice the longer answer question under time constraints and then mark it.



## 2. Be positive and develop a growth mindset

It's like developing a sporting skill.



### 3. Recognise and manage your 'chimp'

- When something doesn't go well you can get frustrated, upset or angry.
- Sometimes your revision might not go as you expect.
- It's important you know how to manage these feelings to stay focused.

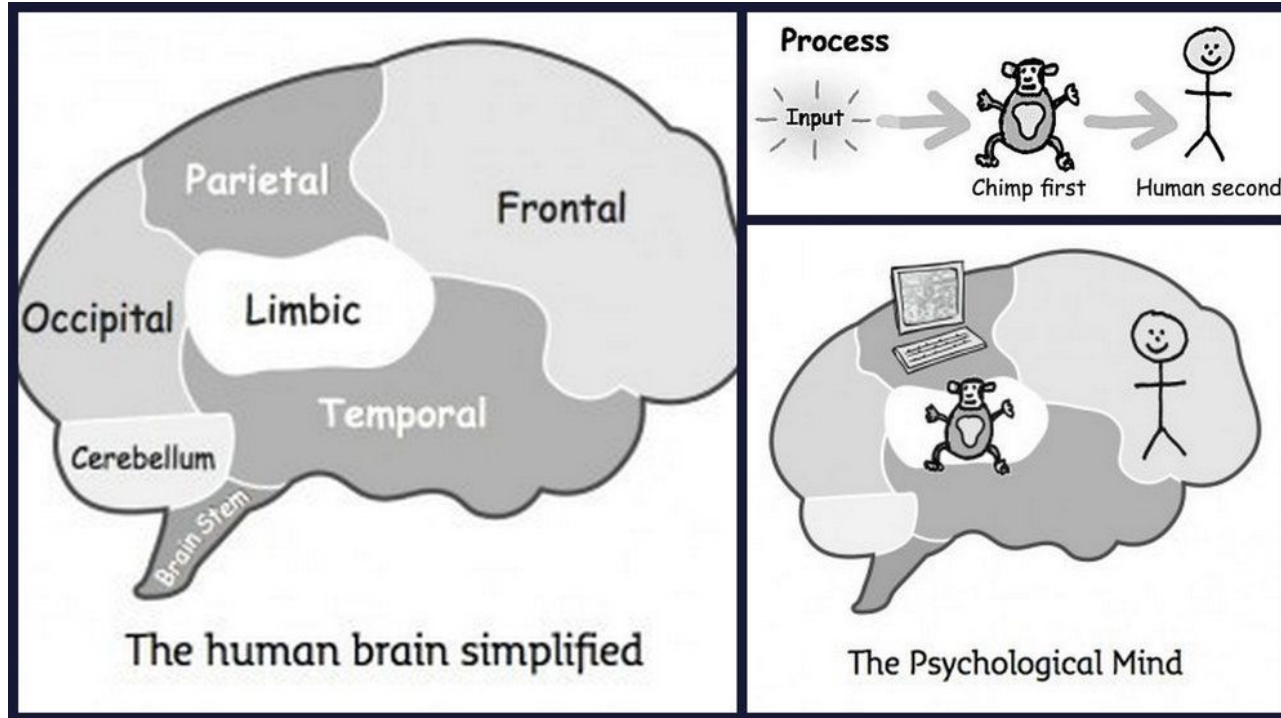
#### Take this scenario:

*'You're revising some chemistry content. You've been going over and over it for nearly an hour. You just don't understand!'*

***The easy thing here would be to say: 'AHHHHHHHHHHH!', 'URGGHHHHHHHHH', 'I HATE THIS SO MUCH!!!!!!', 'I give up, I'm not doing it anymore (\*throw revision resources at the wall in anger\*, \*cry\*.***

# 3. Recognise and manage your 'chimp'

The key to dealing with this situation is to understand how the brain works.

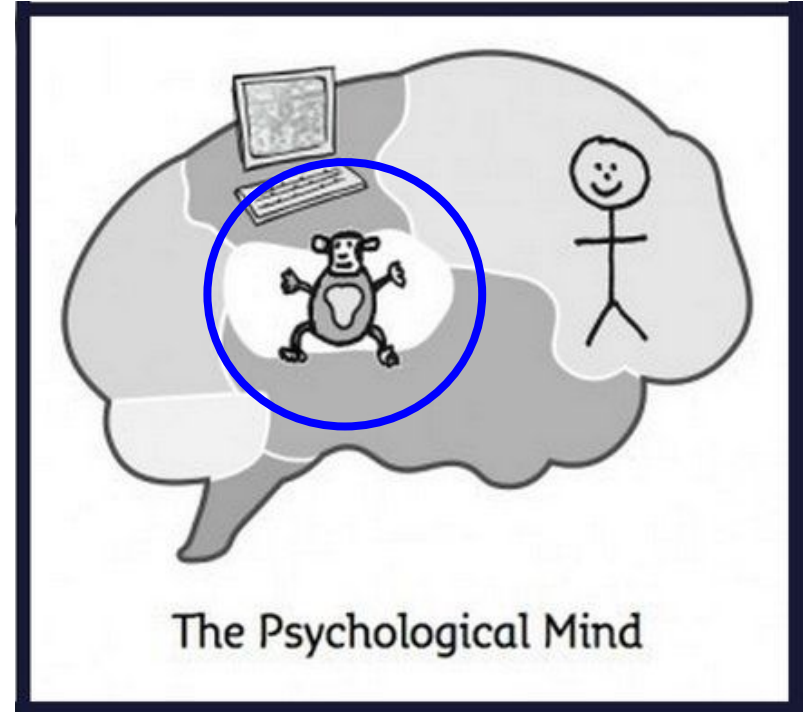


# 3. Recognise and manage your 'chimp'

The key to dealing with this situation is to understand how the brain works.

The chimp - this isn't YOU!

- Emotional thinking
  - Perception not the facts
  - **I'm never going to get this, I feel useless!**
- Thinks in black and white
  - See's only one possibility
  - **If I don't get it now, I'm not going to at all.**
- Catastrophic
  - Overreact to situation
  - **I'm going to fail the whole exam!**
- Irrational
  - Jumps to conclusions
  - **I'm terrible at chemistry what's the point!**

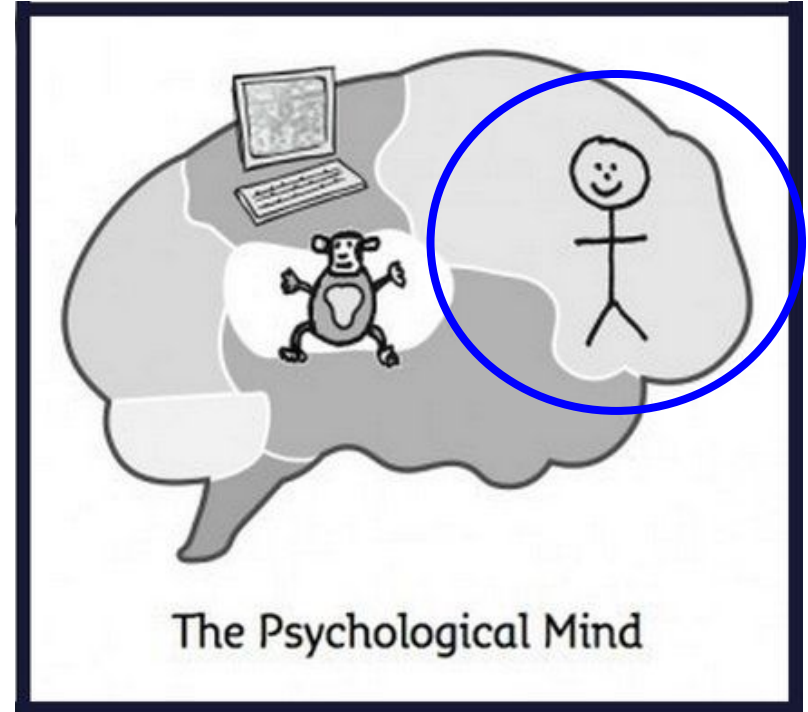


# 3. Recognise and manage your 'chimp'

The key to dealing with this situation is to understand how the brain works.

The human - this is YOU!

- Logical thinking
  - Gathers information to work out the truth
  - **This topic alone is difficult at the moment**
- Evidence-based
  - Open-minded and search for proof
  - **I don't understand this specific part of this topic.**
- In context with perspective
  - Assess the importance in the grand scheme
  - **I have 6 months until the exam, I'll get it by then**
- Rational
  - Use common sense
  - **I'll ask my teacher in my next lesson, she'll help :)**

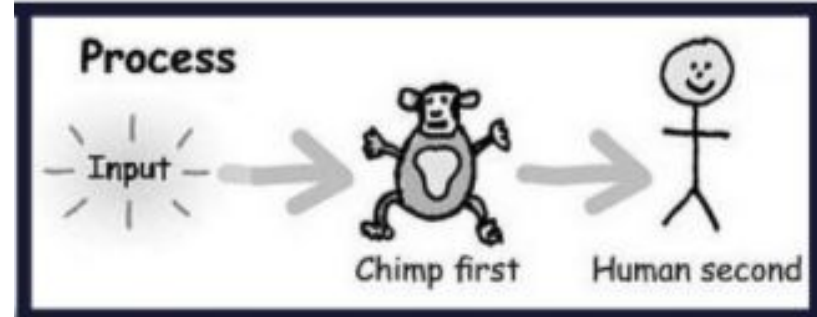


# 3. Recognise and manage your 'chimp'

The key to dealing with this situation is to understand how the brain works.

## The human needs to manage the chimp

- The chimp is an emotional machine, not YOU!
- The human is the part of the brain that's YOU!
- Recognise when the chimp has hijacked.
- **Accept that all it is doing is trying to protect you.**
- Nurture the chimp first - accept that the chimp is frustrated, angry and upset.
- Exercise the chimp, let it out! **This could be a moan, a shout etc no matter how stupid!**
  - **Note:** Do this on your own, or with a trusted person. Don't comment on the chimp.
- Box the chimp! **Once the chimp is tired from exercising, use rational self-talk.**
  - **Note:** You'll know when the chimp has been exercised enough! Talk about the hard reality of the situation.
- You've now managed the chimp and are ready to move on!



## 4. Focus on what you can control

- Accepting what you can and can't control helps to shield against negativity that may break down your resilience.

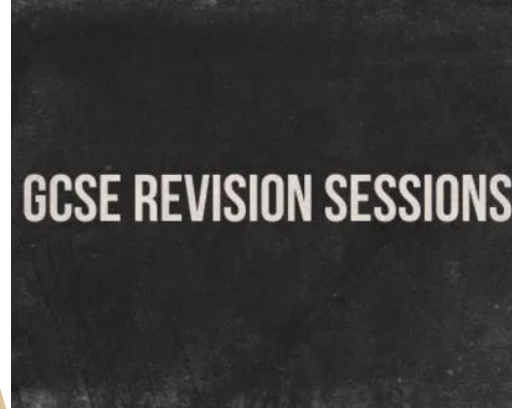
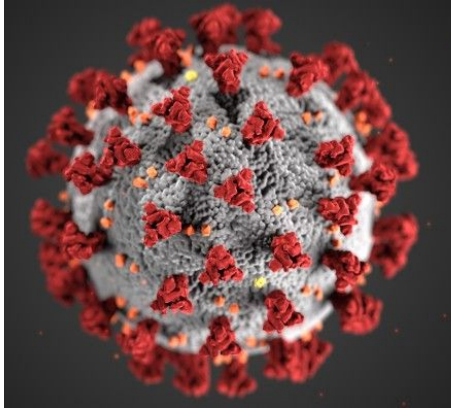
### Take this scenario:

*'It's the 2nd of November. The first day back after half term. The January 2021 mocks are approaching. The uncertainty over Covid-19 lingers on. You think back to lockdown when you didn't complete as much as you could have.'*

***The easy thing here would be to say: 'I'm completely out of control here, what's the point of me revising for these mocks. Urgh, everything is against me.'***

# 4. Focus on what you can control

What can't you control?





# 4. Focus on what you can control

What can you control?

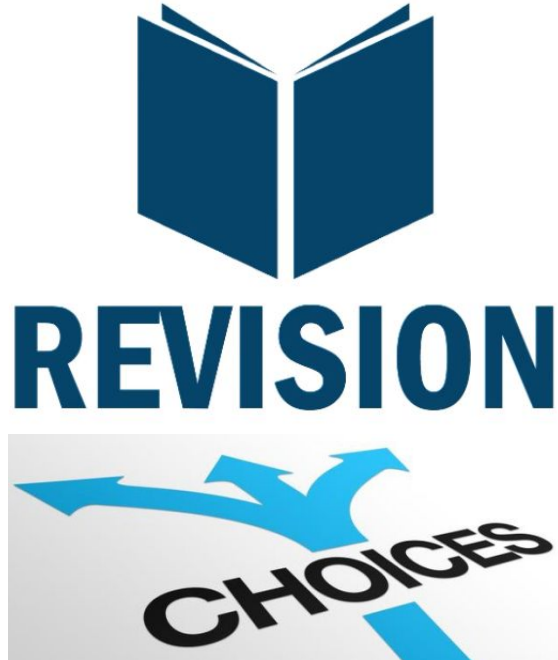
ORGANISATION

## work ethic

- A belief in the moral benefit and importance of work and its inherent ability to strengthen character.
- A belief in the moral value of work (often in the phrase Protestant work ethic)

### Examples:

They have this *work ethic* that makes them want to succeed on their own merit.  
The GOP should embrace the *work ethic* and this time act like it.



Your attitude determines your direction.



# 4. Focus on what you can control

What can you do to take control?

**There is no magic wand. It's down to you!**

- Take it day by day - do not look too far ahead.
- Have a plan - **go along to the revision timetabling and PLCs session.**
- Give your very best each day in school and with your revision at home.
- Accept the school's revision support inside and outside of lessons.
- Engage with the changes to curriculum to help consolidate lockdown learning.
- Approach each day with an attitude that you and your family would be proud of.
- Remember the previous advice for developing your resilience:
  - The 4-factor approach
  - Scaffold your revision
  - Manage your chimp

## 5. Look after yourself

- Being resilient is helped by strengthening other areas of your life.
- Having good mental health acts as a protective coat for your resilience.
- Ignoring these areas and over-focusing on revision could reduce resilience.
- This could make it more difficult to attack the challenges you face in Year 11.

**Dr Javor, a psychotherapist from New York, encouraged various self-care strategies to protect our resilience.**

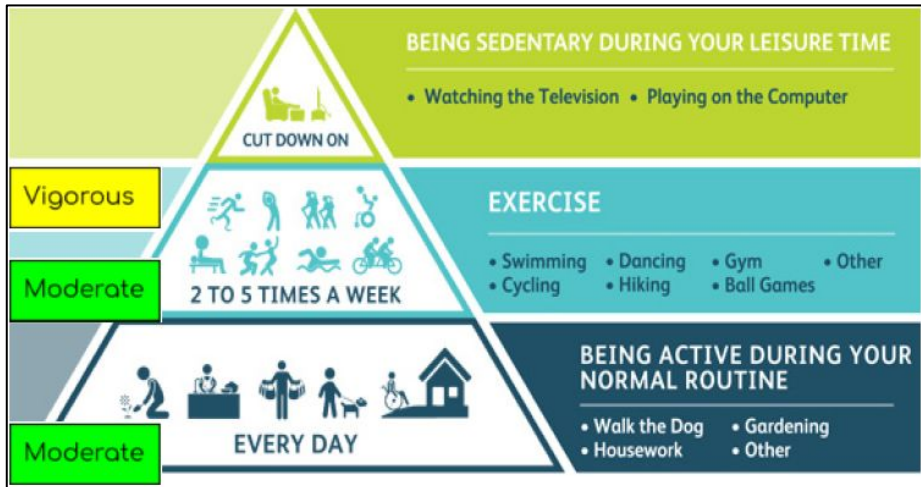


# 5. Look after yourself

## One. Exercise!

### The Stanway Snippets

1. Try doing something you love - you're more likely to stick to it.
2. Try exercising with your friends and your family.
3. Try picking three 'Body Snacks' from the book 'Feel Better in 5'.
4. Try creating a plan.
5. Start small and gradually add more.
6. Try to not make the exercise too easy or too hard.



The NICE recommendations for physical activity for young people are:

- At least 60 minutes a day
- At least 2x a week weight-bearing activity
- **Moderate to vigorous**
  - Moderate - heart rate able to be felt
  - Vigorous - out of breath and sweating
- Can be done in short, 10 minute bouts
- Can include anything where your body is moving!

# 5. Look after yourself

## Two. Connect!



- Take time each day to be with your family e.g. eating together at the dinner table
- Arrange a day out with friends you haven't seen for a while
- Try switching off the TV to talk or play a game with your family and/or friends
- Have lunch with a friend
- Visit a friend or family member who needs support or company
- Make the most of technology by staying in touch with FaceTime, Skype, or Zoom
- Search and download online community apps on the NHS apps library <https://www.nhs.uk/apps-library/category/online-community/>



- Try random acts of kindness towards other people (see the squares below)
- Try larger acts such as volunteering in your local community e.g. with a club or at a care home
- Say thank you to someone for something they have done for you
- Ask friends or family how they are and really listen to their answer
- Spend time with family or friends who need support or company
- Offer help to someone you know with a DIY or school project

## 5. Look after yourself

### Three. Relax!

#### LEARN TO MEDITATE

You can learn and practice meditation in a number of ways. One of the best is guided meditation through an app. You could try one of these:



Traditional meditation is not for everyone. You can get similar benefits from:

- Quiet reading
- Breathing exercises
- Sitting quietly
- Listening to calming music

# 5. Look after yourself

## Three. Relax!

fantastic ideas for  
mindfulness

- **Mindful moving, walking or running.** Notice the feeling of your body moving. You might notice the breeze against your skin, the feeling of your feet or hands against different textures on the ground or nearby surfaces, and the different smells that are around you.
- **Body scan.** This is where you move your attention slowly through different parts of the body, starting from the top of your head moving all the way down to the end of your toes. You could focus on feelings of warmth, tension, tingling or relaxation of different parts of your body.
- **Mindful colouring and drawing.** Focus on the colours and the sensation of your pencil against the paper, rather than trying to draw something in particular. You could use a mindfulness colouring book or download mindfulness colouring images.

### The Stanway Snippets

1. Try it and start small - try doing 5 minutes.
2. Try doing it every day at a specific time - be consistent & patient.
3. Try using guided meditation apps such as Calm/Headspace (or even YouTube/Spotify).
4. If you don't like it try an alternative like e.g. quiet reading or breathing exercises.
5. Try some of the fantastic ideas for mindfulness.
6. Try picking a 'Mind Snack' from the book 'Feel Better in 5'.

# 5. Look after yourself

## Four. Sleep!

**SLEEP HYGIENE**  
HELPFUL TIPS TO HELP YOU SLEEP

- 1 Products containing caffeine (tea, coffee, cocoa, chocolate, soft drinks, etc.) should be discontinued at least 4 hours before bedtime. Caffeine is a stimulant and can keep you awake.
- 2 Avoid nicotine (including nicotine patches or chewing gum, etc) an hour before bedtime and when waking at night. Nicotine is also a stimulant.
- 3 Avoid alcohol around bedtime because although it can promote sleep at first, it can disrupt sleep later in the night.
- 4 Avoid eating a large meal immediately before bedtime, although a light snack may be beneficial.
- 5 Try to do regular (even mild) physical exercise if you are able, but avoid doing this in the 2 hours before bedtime.
- 6 Keep the bedroom calm and tidy. Select a mattress, sheets, and pillows that are comfortable.
- 7 Avoid making your bedroom too hot or too cold.
- 8 Keep the bedroom quiet and darkened during the night, but try to spend some time in daylight (or bright artificial light) during the day.
- 9 Keep your bedroom mainly for sleeping; try to avoid watching television, listening to the radio, or eating in your bedroom.
- 10 Try to keep regular times for going to bed and getting up.

*Do you do these as part of your bedtime routine? If not give them a try and see the positive effects :)*



# 5. Look after yourself

## Five. Nutrition!



Diets high in plant foods such as fruits, vegetables, legumes e.g. beans/lentils and wholegrains e.g. brown rice/bread are associated with a lower risk of mental health conditions.

The more healthy food you eat the better your mental health.



Diets high in processed foods e.g. takeaway foods, sugary foods and processed meats are associated with a higher risk of mental health conditions.

Diets high in saturated fats and processed sugars e.g. fizzy drinks, pastries and sweets are associated with poorer mental health in young people.

## PROCESSED FOODS EXPLAINED



Food as it would be found in nature. These foods are generally highest in nutrients and fiber.

WWW.CHRISVOGLIANO.COM



Food that is canned, frozen, trimmed, or preserved. These foods still contain essential nutrients. Be careful of added sugar, fat, and salt.



Food which contain few nutrients and fiber. These foods are usually sourced from corn, soy, or wheat with added fat and. Many packaged foods fall into this category.

### The Stanway Snippets

1. Try eating less processed foods.
2. Try eating more fruits and vegetables - aim for 5 a day.
3. Try drinking at least 2 litres of water a day.
4. Try starting with some small changes and gradually make more.
5. Try eating breakfast, lunch and dinner.
6. Try helping with the cooking at home - try to make a Mediterranean-style dinner.

# 5. Look after yourself

Six. Learn new skills!

Enhance old skills!



Learning new skills can improve your mental wellbeing by:

- Boosting self-confidence and raising self-esteem
- Helping you to build a sense of purpose
- Helping you connect with others



The NHS recommends trying to:



Learn to cook something new



Learn & try basic home DIY



Learn a new instrument



Find a new hobby

- 1. Setbacks aren't permanent, see them as chances to grow**
- 2. Be positive and develop a growth mindset**
- 3. Recognise and manage your chimp**
- 4. Focus on what you can control**
- 5. Look after yourself**

# Want to do more?

Have a go at creating your resilience development plan.

We have some available for you to take home or alternatively you can access a copy at

[https://www.acponline.org/system/files/documents/about\\_acp/chapters/or/resilience\\_building\\_plan\\_worksheet.pdf](https://www.acponline.org/system/files/documents/about_acp/chapters/or/resilience_building_plan_worksheet.pdf)

tenki หอขอขอบคุณ takk спасибо kam sah hamnida  
дзякуй hvala תודה dhanyavadagalu tack  
gracias djere dieuf mési xièxie tanemirt dank je  
arigatô manana diolch bedankt blagodaram rahmet enkosi mochchakkeram trugarez  
aciü aacun danke kop khun krap faafetai lava  
dhanayavad gratias ago shukriya ありがとう kia ora dankon dëkuji  
teşekkür ederim barka mamnun gràcie kaitos spas  
sagolun murakoze taiku mahalo didi madloba obrigada tapadh leat chnorakaloutioun  
sukriya obrigado chokrane rahmat  
terima kasih misaotra welalin mercé najis tuke  
asante grazie nandri 謝謝 mersi köszönöm اراكش  
mauruuru matondo cam on ban go raibh maith agat merci nanni vinaka  
paldies ngiyabonga