

# The Real 3R's Unit Plan On Resilience

## **Creating More Resilient Students Through Character Development And Courage**

**Includes Links, Podcasts, Videocasts,  
Strategies and Tips**

Designed and Created By:

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# The Real 3R's Unit Plan On Responsibility

**Creating A More Responsible Students  
Through Character Development And  
Accountability**

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# The Real 3R's Unit Plan

## Unit Plan: Resilience

**(Ask) What is the definition of resilience? – Being aware of my surroundings and being able to adjust to unexpected changes in people, situations, schedules, or my environment.**

**(Ask) What are some ways that you could demonstrate resiliency at home or in school?**

- 1.) Introduce the meaning of resiliency. Emphasize how the quality of awareness helps to prepare for pending changes and how we need to be prepared to make adjustments.
- 2.) Begin by asking students to discuss a time when a person, or a situation changed and you had to adjust your attitude or mindset because of disappointment.
- 3.) Ask the students how do your family members show resiliency and what can I learn from their ability to make adjustments.

**Read and discuss a book, or watch a video that teaches about the quality of Resiliency**

**Click on the link or copy into your browser for 2 great video on resiliency**

<https://youtu.be/losfxbMKwPo>

**(Ask)**

- What was Hunter afraid of?
- Was this fear real or imagined?
- How did Eve help so Hunter could stay calm on his own?

<https://youtu.be/gA7LZzOGJx8>

**(Ask)**

- What three steps did Eve tell Hunter to use when he needs to ask for help?
- Have you ever needed help with something?
- Who is a trusted friend that you might use to help you when needed?

**[Click here](#) or copy the link into your browser for some great books on character development and resiliency.**

<https://drive.google.com/file/d/0B7YYelComheYVEZ5QjZBSjBmQzg/view?usp=sharing>

## Helping Kid Really Become Resilient

Resiliency is not something that is taught but developed over time through experience and life lessons. We are all only a compilation of what people have said to us and what people have done to us. How we perceive the words and actions of others and difficult situations may determine how resilient we are. If a person is raised in a highly critical home and his/her parents do nothing but correct, condemn, berate, and shame, as the person grows older even the slightest amount of constructive suggestion can be a trigger that creates anger and anxiety.

Our goal should be to help our students and children realize these triggers at a young age and give them the tools to become good counter punchers and learn how to bounce back when something that is said or done to them sends them into a tailspin. How is this done? It's done by understanding what we are all individually responsible for and what can be done by "me" and me alone to manage people, situations, and the environment.

So, what do kids need to know? They need to understand that they are solely responsible for themselves regardless of what people, situations, or the environment bring into their life. What are the areas that they are responsible for? They are responsible for their thoughts, words, actions, attitudes, and motives; five areas. Understand that what people think they will often translate into words and then actions. These actions can have positive or negative results based upon what a person is thinking about. The attitudes and motives will be determined by either positive or negative thinking.

### The Science of It All

During times of stress or adversity, the body goes through a number of changes designed to make us faster, stronger, more alert, more capable versions of ourselves. Our heart rate increases, blood pressure goes up, and adrenaline and cortisol (the stress hormone) surge through the body. In the short-term, this is brilliant, but the changes were only ever meant to be for the short-term. Here's what happens ...

The stress response is initiated by the amygdala, the part of the brain responsible for our instinctive, impulsive responses. From there, messages are sent to the brain to release its chemical cocktail (including adrenaline and cortisol) to help the body deal with the stress. When the stress is ongoing, the physiological changes stay switched on. Over an extended period of time, they can weaken the immune system (which is why students often get sick during exams), the body and the brain.

Stress can also cause the prefrontal cortex at the front of the brain to temporarily shut down. The prefrontal cortex is the control tower of the brain. It is involved in attention, problem solving, impulse control, and regulating emotion. These are known as 'executive functions'. Sometimes not having too much involvement from the pre-frontal cortex can be a good thing – there are times we just need to get the job done without pausing to reflect, plan or contemplate (such as crying out in pain to bring help fast, or powering through an all-nighter). Then there are the other times.

Resilience is related to the capacity to activate the prefrontal cortex and calm the amygdala. When this happens, the physiological changes that are activated by stress start to reverse,

expanding the capacity to recovering from, adapt to, or find a solution to stress, challenge or adversity.

Children will have different levels of resilience and different ways of responding to and recovering from stressful times. They will also have different ways of showing when the demands that are being put upon them outweigh their capacity to cope. They might become emotional, they might withdraw, or they might become defiant, angry or resentful. Of course, even the most resilient of warriors have days where it all gets too much, but low resilience will likely drive certain patterns of behavior more often.

### **Positive thinkers are more resilient**

When it is nurtured, positive thinking is a powerful coping tool and helps foster resilience. A child learns to better manage life's inevitable disappointments: not making a sports team, rejection from a university program, or failing a test. Studies show older children trained to think optimistically are less likely to develop depression later in life. Consequently, a positive-thinking child becomes a more resilient one.

#### **Links in the above passage**

<http://www.heysigmund.com/building-resilience-children/>

<http://www.aboutkidshealth.ca/En/HealthAZ/FamilyandPeerRelations/life-skills/Pages/Positive-thinking-How-to-foster-in-your-child.aspx>

Below you will find ways to help your students to develop resilient thoughts, words, actions, attitudes, and motives. Some are activities others are suggestions. The lesson plan you have on resiliency is only the start, use these suggested ideas to truly develop in your students this needed quality.

## **Resilient Thoughts**

**The Positive Monologue** - Help your students develop a positive inner monologue. Too often small failures can result in a child believing that they will never be good at math or science or will never develop the ability to hit a baseball. When a child says to you; "I am not good at math" counter it with you are not good at math yet and make them understand that some subjects take more time than others to master. It doesn't mean it will never happen.

**Life is not Win-Win** – My daughter Grace was and still is involved with a traveling soccer team. Several years ago at the conclusion of the season she and all of the other team members received a trophy at an end of the season party. Grace never missed practice, went to all of the games, and to boot she was the MVP of the team. She received an additional trophy because of this accomplishment. On the way home in the car Grace said to me; "Dad you know that about half of the team missed practices, didn't go to some games, and really never gave their best efforts when they played. How do they deserve a trophy?" Well, how do they deserve a trophy? I don't really know. I do know this though: everyone is not a winner. If that were the case we wouldn't have a Super Bowl, World Series, or political elections. Reinforce the fact that there are those that are bigger, better, smarter, and stronger and recognize those kids for the skills that they have

and not put them on the same level ground as everyone else; because the ground is truly not level. As a young boy myself, I knew that I didn't have the same skills in baseball as some of my teammates, I still respected their skill. The good feelings came because I worked, and practiced, and put forth my best effort. Did the team always win, of course not. We lost a lot. Watching the movie Moneyball really hit home with me. Billy Beane the general manager of the Oakland Athletics put together a baseball team that in 2002 won twenty consecutive games. They went to the playoffs and lost in the first round. His heart and soul was in constructing a team on a shoe string budget, and he did. But in the final analysis he is still trying to win the last game of the season, which would make the Oakland Athletics the World Series Champs. Everybody doesn't win. There are winners and there are losers. Losers lose for a variety of reasons, and they have to accept a lose as part of life. By doing this children will develop the resiliency to move forward and always look to improve and begin to see life as a challenge and not a grind.

**Competition is a Good Thing At Any Age** – As adults we compete all the time for promotions, academic recognition, and at times status. It is part of life. Kids need to know how to compete in the real world as soon as they are old enough to understand the benefits of competition. Our society wants to eliminate games like dodge ball, tag, and even spelling bees because of the belief that it promotes exclusion and we don't want kids to feel bad. Well, by eliminating competition kids will begin to feel good about themselves for no apparent reason. They will develop an entitlement mentality and believe that the world revolves around them. They will not have a clear understanding of their own limitations and will begin to see competition as a threat to who they are as a person. Several years ago a school district in northern New Jersey faced a dilemma. Six students had grade point averages that were so close that they couldn't decide who the valedictorian of the high school was going to be.

The simple use of a calculator could have helped determine who it was going to be. But because of the fear of parental complaints and law suits, you guessed it all six students were named valedictorian. The parents and the students feared the competition and believed again that we all win. By helping children understand that the world is competitive you will help them avoid disappointment and develop the resilient thoughts necessary to compete in the game of life without fear.

**Teach Respect For Someone Else's Ability** – Some kids can run faster, jump higher, and are just genetically better athletes and at times better students. Kids know on the playground that if the kid that was "IT" in the game of tag was the fastest running kid in the school that he wasn't going to be "IT" for very long. His speed was respected. The last thing we want to see is the best hitter on the baseball team coming to bat with the bases loaded. Kids need to learn how to be respectful and at times admire those with greater ability than they have. By admiring I don't mean to feel inferior to someone, but just to recognize it as something that is unique to him. Kids can become fearful and at times angry when they enter into competition with someone who has greater athletic or academic skills than they have. The schools then eliminate competition because they don't want to affect the self esteem of the child. This does nothing more than to prepare him for a life of jealousy and envy as they grow older and only wishing that they were someone else. By teaching this skill early kids will develop the resilient thoughts necessary to take positive risks and enjoy the competition not fear it.

**Teach Kid How To Make Friends** – Kids want and need friends, but knowing how to pick friends is a troublesome job for some. Games like basketball, football, and other sports teach kids a sense of team play. I am not talking here about sports that kids play in an organized way as part of a traveling league or as part of a high school team. I am talking about the games they play by themselves as part of recess during the school day. Most kids today have not been taught how to organize themselves, pick teams, and get a game going. Putting together a pickup game helps kids make friends; friends with similar abilities who they can play and compete with on a reasonable level and offer encouragement to one another. I hate to say it, but once parents and coaches get involved in organizing kids the sense of fun and friendship seems to be taken out of the sport and the kids seem to suffer the frustration, anxiety, and tension of the competition which is imposed upon them by a coach. That is not what competition is about; it's about camaraderie, encouragement, and a love for the sport they are playing. Teaching kids to engage in sports and other activities at a young age builds confidence and encourages the thinking that they fit it. Friendships are also not exclusive and once kids develop multiple friendships they can begin to evaluate how they feel about each relationship and will develop the ability to interact with all of them at different times and during different activities.

**Teach a Balance Between Academics and Fun** - In almost every state today kids have to pass a standardized test that determines their placement for the next school year. Not to mention the state funding that the district gets if all kids do well. Schools have been trained that teachers have to teach to the test so when the springtime comes and the test is administered all students will have the requisite academic skills in order to pass. All fall and winter kids are subject to what I call drill and kill. Less and less time gets spent moving around and more and more time is spent in a seat. Recesses are shorter and student behavior has gotten worse. The kids get out of balance and suffer from what I call a scarcity mentality. What this means is that time for movement is scarce so the student has to figure out a way to steal it during class time. Gone are the days when if a student finished his/her work they could go outside and play a game of kickball. Now, when the work gets done what the student has to look forward to is, you guessed it more work. An abundant mentality teaches that at some point I will be able to move and play, so by completing the work in a timely fashion I will have that opportunity. Students develop greater academic consistency and success by being given the time to be involved with free play. Knowing this kids develop greater resilient thinking because they know that some fun will come once the work is complete.

**Teach the Game of Life** – If we want our kids to develop pro social skills we have to coach them through the game of life one step at a time. We have to teach them how to be graceful losers, develop friendship skills, how to compete in a respectful and responsible manner, and how to solve interpersonal problems where space is allowed for productive conflict. This will not happen overnight. The bullying epidemic which society faces today is a direct result of exclusion. Too many things have been excluded from our schools that helps teach kids how to get along and develop the necessary confidence and resiliency to face their fears and understand how to function as part of a class, a group, or a team.

## [Listen To The Presentation On Playground Politics](https://drive.google.com/file/d/0B7YYeIComheYLUZiZTifLThYSW8/view?usp=sharing)

**Copy this link into your browser if you are reading a hard copy of the book**

<https://drive.google.com/file/d/0B7YYeIComheYLUZiZTifLThYSW8/view?usp=sharing>

### **Resilient Words**

**Stop Knock It Off** – At a young age children need to learn how to communicate with others when their boundaries have been violated. Having the ability to say stop knock it off, or that's not kind helps build confidence and allows for greater success in relationships moving forward. There is no guarantee that what is happening will stop and that's okay. All we want is for the child to get into the mindset that he/she does not have to be subject to unkind words or actions. The ability to do this will help the child bounce back during bullying events and will give him/her the resilient words needed at the time.

**Productive Conflict** - Conflict can be good for individuals and relationships. **Productive conflict** is an open exchange of conflicting or differing ideas in which parties feel equally heard, respected, and unafraid to voice dissenting opinions for the purpose of reaching a mutually comfortable resolution. Too often we can feel concerned about voicing our opinions for fear of starting an argument or a fight. Kids are no different but training them to voice their opinions at an early age can help build character and integrity. Children can back down in the face of bullying or intimidation and feel coerced into agreeing with things that they know or wrong. Teaching children to have productive conflict and helping them to come up with the resilient language will help them to develop the ability to disagree with the right attitude.

**Don't Interrupt** – We all do it but when kids interrupt and try to cut into an adult conversation it can begin to get on the nerves of adults, siblings, and maybe even playmates. Teaching children to wait their turn when speaking not only makes them more resilient with their words it helps develop patience and respect for other people. Try and work with kids to help them come up with methods on how to enter a conversation without interrupting.

**Kid Can Be Funny** – The media is loaded with kids who are funny, and at times sarcastic. Children who watch these shows enjoy at the humor and can begin to believe that this type of sarcasm is humorous to everyone. Surprise! It's not, and kids need to be made aware of it. This type of language can usually be used at the wrong times and can create embarrassment for parents or teachers. Teach your kids when and how to be humorous and develop the resiliency to control the urge to try and be funny when in reality it's not.

**Truthful, Kind, and Necessary** – Words should be fitly spoken and should be helpful and not hurtful. Kids hear and see things everyday and with social media they probably see and hear more than we would like as adults. When we allow kids to say what they want when they want to we set them up to become a person who spreads humor and loves gossip. Remember freedom of speech is not the right to say what you want but, the wisdom to say what you ought. Help you kids to say what they believe to be truthful, kind, and necessary. Doing this will help them to develop the resilient words necessary for lifelong success.

## [Listen To The Presentation On Freedom Of Speech](#)

Copy this link into your browser if you are reading a hard copy of the book

<https://drive.google.com/file/d/0B7YYeIComheYWk5rUDdLbXBwLUU/view?usp=sharing>

### Resilient Actions

In teaching resilient, responsible, and respectful actions the focus should be on character development. Below you will find 12 character qualities with their definitions and their opposites. The 12 qualities I have selected can be used to teach resiliency to your students. I have included a few suggestions you can implement with your students or your children.

Quality	Definition	Opposite
Alertness	Being aware of that which is going on around me so I can have the right responses.	Unawareness
Availability	Making my own schedule and priorities secondary to the wishes of others.	Self centeredness
Caring	Giving to others basic needs without having as my motive personal reward	Selfishness
Contentment	Realizing that I already have everything I need for my present happiness.	Envy
Dependability	Fulfilling what I consented to do even if it means unexpected sacrifice	Unreliability
Determination	The inward strength to accomplish my goals regardless of any opposition or	Faintheartedness

	adversity that stands in my way.	
Diligence	Investing all my energy to complete the tasks that are assigned to me	Laziness
Discernment	The ability to have acute judgment and understanding	Shortsightedness
Endurance	The inward strength to withstand stress to accomplish my goals or the goals of others	Giving Up
Enthusiasm	Exhibiting a sense of excitement and maintaining a high energy level in my daily activities	Apathy
Flexibility	The ability to adapt to new, different, or changing situations or requirements	Rigidity
Initiative	Recognizing and doing what needs to be done before I am asked to do it	Unresponsiveness

## **Suggestions /Activities**

**Alertness** - Teach your students/children to identify struggles as challenges to overcome, not tests to avoid, and teach them phrases such as “this is temporary” or “nothing lasts forever” so they can change any negative perceptions.

**Availability** - Give your students/children opportunities to help others younger than them, starting with simple ways such tutoring students at a lower grade level or being the classroom expert on a subject and helping those who are less capable.

**Caring** - Enable your student/children to gain perspective about their reality by volunteering for organizations that serve people who have more challenging life circumstances.

**Contentment** - Give your children/students many opportunities to share their belongings, school supplies and their food, by setting up ways they can be generous.

**Dependability** - Show your children/students that it is worth making a good decision for the long run even if it’s not the easiest, such as completing assignments during class time or at home choosing healthy foods over junk foods even if they take longer to prepare.

**Determination** - Resist the urge to run to help you students/children aid when they are in the midst of a struggle with an assignment or a minor conflict. Give them an opportunity to solve the problem on their own.

**Diligence** - Remind your students/children to do their best on school work, even if it means staying after school to complete assignments or stay for detention.

**Discernment** – Teach your students/children how to avoid problems by developing the ability to see further down the road than those around them can.

**Endurance** - Insist that responsibilities be fulfilled even if it means not participating in a fun school activity. Help your students/children develop the strength to complete each task completely.

**Enthusiasm** - Encourage your students/children to maintain a positive attitude about school or homework by teaching them creative ways to find fun in work.

**Flexibility** - Introduce new experiences to your students/children which will help them step outside their comfort zone, such as playing with children from other countries or trying out for a new sport or activity.

**Initiative** - Give your children/students independence to try new things they initiate, such as climbing at the playground even if you think it is “too hard” for them.

**[Listen To The Presentation On Teaching Character](#)**

**Copy this link into your browser if you are reading a hard copy of the book**

**<https://drive.google.com/file/d/0B7YYeIComheYS2hKd3VYREppNEk/view?usp=sharing>**

## Resilient Attitudes

### The Mindset of a Resilient Child

Resilient children are hopeful and possess high self worth. They feel special and appreciated. They have learned to set realistic goals and expectations. They have developed the ability to solve problems and make decisions and thus are more likely to view mistakes, hardships and obstacles as challenges to confront rather than as stressors to avoid.

Resilient children are aware of their weaknesses and vulnerabilities but they also recognize their strong point and talents. They have developed effective interpersonal skills with peers and adults and are able to seek out assistance and nurturance in appropriate ways. They focus on the aspects of their lives over which they have control rather than those over which they have little or no influence.

A Resilient Attitude **is** the first key driver and sets the stage to have the capacity for optimism. It is the expectation that good things will happen in the future. This is the outlook that a person chooses in order to keep adversity in perspective.

### Our Job

Without physical and mental well being, teachers will never be able to focus on the huge job they have of teaching the Real 3Rs. Teachers on a daily basis are placed under undue stress and tension. The workload may seem like it is never-ending. Just when they think that they have it under control, a memo appears giving them another assignment that creates more anxiety. Daily, teachers feel less appreciated and often just feel like they want to give up. They leave school exhausted both physically and emotionally, and often when they get home they don't even have the energy to devote to their families or their personal lives. The pressure from the job creates such stress that they lose their focus on their diet and begin to eat the wrong foods. They become so lethargic that exercise isn't even a consideration. Because of exhaustion, they stop reading for enjoyment, and conversations with their loved ones become just small talk that has no real substance. They tend to lose sight of the relationships in their lives that mean the most to them and are with their loved ones physically, but not emotionally. They tend to live day to day just trying to survive and are not even thinking of what their real their life purpose is.

Stephen Covey's book *The Seven Habits of Highly Effective People* describes seven habits that if incorporated into a person's life will motivate and inspire him or her to achieve balance. The habits are **Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, and Sharpen the Saw.** The seventh habit, **Sharpen the Saw, is particularly relevant.**

#### **The following is an excerpt from *The Seven Habits of Highly Effective People*:**

Suppose you were to come upon someone in the woods working feverishly to saw down a tree. "What are you doing?" you ask. "Can't you see?" comes the impatient reply. "I'm sawing down this tree." "You look exhausted!" you exclaim. "How long have you been going at it?" "Over Five hours," he returns, "and I'm beat! This is hard work." "Well, why don't you take a break for a few minutes and sharpen the saw?" you inquire. "I'm sure it would go a lot faster." "I don't have time to sharpen the saw," the man says emphatically. "I'm too busy sawing."

Sometimes we are so busy working that we just don't take the time for ourselves and our family. In his book, Stephen Covey explains that people should spend time in what he calls "renewal." Renewal is when we preserve and enhance the greatest asset we have, which is ourselves. Unfortunately, sometimes our family may just think that we are taking time away from them when in essence we are trying to we make ourselves stronger. By practicing Covey's four dimensions that are explained below, a person will become stronger and be able to fight the stresses of life and be a better parent, spouse, son, daughter, and yes, even teacher.

Now what does all of this have to do with developing a resilient attitude in a child? In order to help a child develop a sense of resilience we have to help them balance their life by making him/her aware of four critical dimensions. Further we as teachers and parents need to be the catalyst that drives these four dimensions into our students and our own children. These four dimensions are critical for the development of optimism, positive self worth, resiliency, and confidence and they need to be taught to all children formally if they want to experience lifelong success.

### **The Physical Dimension**

The physical dimension involves caring for our physical body including eating right and getting enough rest and exercise. If we think that we don't have enough time to exercise, understand that we don't have the time not to. Often, we will think that in order to get the right exercise we have to join a gym and hire a trainer. We can just take a walk or do a few calisthenics, and we will start to get results. Better yet, we can take a walk with our children and enjoy a good conversation along the way. Use this approach in your own life and model it for your students and children.

### **Activities**

Always be certain that students are **not** held out of recess or physical education as part of your discipline program. Those activities can make the difference in how productive they will be going forward.

**Use brain breaks. Here is a great website:**

**<http://minds-in-bloom.com/20-three-minute-brain-breaks/>**

**[10 Great Activities For Encouraging Movement In Your Classroom](#)**

### **The Mental Dimension**

We don't read enough for pleasure or for enrichment. For some reason, when we graduate from college we stop doing any serious reading or research. Too often, our time is spent watching television and not enough time is spent in our mental development. I have known some folks who would get cranky and despondent if they don't see their favorite shows on certain nights. With the advent of streaming and with ability to watch shows from phones, computers, and tablets, we can watch just about anything at any time. We can get so caught up in these sedentary activities that we lose sight of other things we can do with our minds. Our minds are like muscles, and have to be developed and worked on or they will atrophy. We need to find things that we like to read and that inspire and encourage us. Then we should make a commitment to try and read a book a month. Keep in mind that books on tape are in the public library as well. Kids need to see us place an emphasis on reading and research. Often much of what we need to know is in a book whether it be a hard copy or on line. Sadly the most reading that kids do today is when they surf the web. **Make it a requirement in your classroom that kids spend at least 15 minutes of documented reading time a night at the elementary level. This will lay the foundation for better reading and study habits going forward.**

### **The Social/Emotional Dimension**

If we come home worn out from the day, we may not have the energy to devote to the key people in our lives. Often, these key people (husband, wife, son, and daughter) can feel short-changed by the lack of time and attention that we give to them. Too often, we come home and want to talk about some unruly kid who gave us a hard time that day. That is not the conversation our loved ones want to have with us. Oh, they do want to hear about our day, but they also have a desire for us to have an equal interest in their day. Remember one thing, the school we are working in can run with us or without us. We may believe we are indispensable at work, but that is an absolute fallacy. We can be replaced—and we may not even be missed. But can our family run without us? You know the answer. Your family needs you and you need them. There isn't a person alive who on their death bed stated that they wished they had spent more time at work. We must focus on giving the people who love us the time they deserve. Then they will give us their blessing when we go off to work.

For our students and children the social dimension has taken on a very different meaning. The use of social media is now the approach that young people use to communicate with each other. At times even husbands and wives and parents and children don't talk they just text. Face to face communication is almost never done anymore and as a society I believe we are hurting for it. I love you is texted to each other and it is never heard verbally. Our attitudes have changed and what once would never be said face to face is not texted and sent with great impulse. This social dimension that our children now use is hurting them and others emotionally and we need to reevaluate our communicative impulses going forward. If not the guilt that we will feel as a society will become overwhelming in the future. **The Activity below should be used in your classroom as often as time allows.**

## “The Thing I Like Most About You”

- 1) Write your name on a piece of paper and place it in a hat or a container.
- 2) The teacher will draw a name out of the hat. Let's say the name is Jim.
- 3) Jim will not be involved in the activity at this time.
- 4) Write one paragraph describing the thing that they like most about Jim.
- 5) The paragraph must contain one quality that they like with supporting details.
- 6) The teacher collects the essays and reads them first to be sure that there are no disparaging remarks made about Jim.
- 7) Each student will then read their short essay to Jim.
- 8) Jim would be given these essays in a decorated folder to take home and to read when he would like to.
- 9) This activity should start around October when the students have had a chance to get to know each other. This activity builds a sense of resiliency and helps the receiving student understand his true self worth and builds confidence

## The Spiritual Dimension

The Spiritual Dimension is a very private area for most people. Many people have their own method of feeding their soul. Some folks communicate with nature, read inspirational literature, or spend quiet time alone in prayerful meditation. The great reformer Martin Luther said, “I have so much to do today that I will have to spend three hours praying instead of two.” I have come to realize that there is a spiritual connection that all people want, but that many people do not do enough to develop it. The spiritual dimension often gets ignored, and that can leave a large void in a person's life. For Kids many of them don't even have an understanding a spiritual and need to with the amount of anxiety, drug addiction, and mental illness that has entered out schools. As art of a school curriculum school officials should work to incorporate yoga, and meditation classes into the students schedule. These activities along with exercise, and some form of relationship training will help improve school climate, improve attitudinal resiliency, and help to reduce the bullying epidemic that has been affecting our society for the past decade.

## Resilient Motives

Do you ever watch CSI (Crime Scene Investigation)? I do, occasionally. I am at amazed how all of the evidence that is collected can point directly at the suspect in question, but they just can't seem to figure out a motive. They need the motive to convict the person of the crime. The two motives here that need to be addressed are power and revenge. In schools kids want to have power over someone and the person who they have power over usually want revenge. That is truly how the bully victim dynamic works. How do you change the motive of a bully? By being the strongest and most influential person in the classroom. That's right, you, the teacher have this ability. You don't need to use power; you need to use your influence. **When your students realize that you are in charge their motives change from wanting to hurt others, to wanting to help. They have met their match. Remember, it is not about the influence of your power, but rather the power of your influence.** Victims who have been affected by bullying need to develop resilient motives due to the fact that a victim who takes matters into their own hands potentially could hurt their self or others. To ask a victim to forgive doesn't get the best result primarily because unless he/she gets amnesia the thoughts of being bullied can last a lifetime. Holding bullies accountable and helping to strengthen the victim through resiliency activities as the ones mentioned here will help to improve student relationships in your classroom.

