

# Lesson plan

## Career resilience



**40**  
Minutes

**16-18**  
Age

**KS5:H1**  
PSHE

### Learning outcomes

#### By the end of the lesson students will:

- Be able to define resilience and its importance in developing and managing their career
- Identify how to demonstrate resilience in different situations
- Identify ways they can develop their own resilience

### Summary of the lesson

A short video introduces the theme of resilience. In small groups students consider the importance of different aspects of resilience before feeding back their ideas to the class.

Students watch a second video about a young person who met setbacks on the path to her current job; they discuss the resilience she showed and how they will cope with future challenges.

As a group they discuss, or role play, different workplace scenarios to identify how to demonstrate resilience and a growth mindset.

To conclude they reflect on what they have learnt and the actions they could take to build their own resilience.

#### Classroom requirements

- Interactive whiteboard
- Accompanying PowerPoint slides

#### Suitable for students aged

16-18

#### Time required to complete tasks

40 mins max

#### Gatsby Benchmarks covered



#### Learning area in CDI Career Development Framework

Manage careers

#### Programme of Study for PSHE Education

KS5:H1

#### Skills Builder Universal Framework



# Lesson activities

## 1. A lesson on resilience

*Note to teacher; this lesson focuses on the skill of resilience which is an important aspect of managing your career.*

Show the video: **A Lesson on Resilience.**

Ask the class what we can learn from this video about resilience (squeamish students may want to look away at around 27 seconds into the video!). Then show PowerPoint Slide 2 which emphasises the main points;

- We all experience setbacks; they are a normal part of life
- Resilience is being able to bounce back when things don't go to plan
- It's the ability to adapt and grow through adversity

Show PowerPoint Slide 3 which lists the characteristics of resilient people then divide the class into pairs or small groups. Assign one aspect of being resilient to each pair or small group, making sure all nine aspects are covered. Give them one minute to discuss why their aspect of resilience is important. Then ask each pair or small group to feedback their ideas to the class.

Supplement their answers if appropriate with the answers below:

1. **Set themselves goals** - goals motivate us to work hard for things that matter to us, even when things aren't going well
2. **Pick themselves up after a setback** - we don't let setbacks get us down for long and we don't give up; we carry on
3. **Ask for help from others** - we seek help and support from friends and colleagues when we need it
4. **Take responsibility for their actions** - we know when we need to change direction to overcome a challenge
5. **Accept that some things change or don't go according to plan** - understanding this makes it easier to accept setbacks as a normal part of life
6. **Take good care of themselves** - it's important to look after ourselves physically and mentally if we want to achieve our goals
7. **Have a positive approach to life** - by being optimistic we believe we will find a way to overcome challenges we face
8. **Have a growth mindset** - we believe we can learn from our experiences and improve if we try
9. **Try their hardest** - we don't do well if we can't be bothered; by trying hard we can overcome challenges

Ask students to suggest examples of when they will need to show resilience either during their time at school, college or university or when they have started a job. Then explain that this lesson will help give them practical ideas about how to be resilient.

Time  
required

10  
Min

### Resources

Access the video here:

[https://www.youtube.com/watch?v=\\_iuPe\\_wWbp2U](https://www.youtube.com/watch?v=_iuPe_wWbp2U)

PowerPoint Slide 2

PowerPoint Slide 3



## 2. Exploring resilience

Show the video of Jaclyn, a senior medical photographer at Addenbrookes Hospital in Cambridge, in which she talks about her career journey and the setbacks she experienced.

Ask students to reflect on the video by discussing the questions on PowerPoint Slide 4 in the same pairs or small groups as before. After a couple of minutes ask students to share their observations and ideas with the class.

Explain that, like Jaclyn, students will experience a range of thoughts and feelings about their future job or career, some of which may be positive or negative. The scenarios that follow will help students explore how a resilient attitude will help them manage aspects of working life that they feel less confident about.

Depending on how much time you have left, choose one or more of the scenarios at the end of this lesson plan. Read them out to the class to solve together. Ask:

- What would you do to resolve this challenge?
- How could you show resilience in this scenario?
- How could you show a growth mindset?
- If this scenario happened to a friend or colleague what could you say to help them in this situation?

To help with this exercise show PowerPoint Slide 3 again to remind students what a resilient person is like. Encourage students to share constructive ideas with each other and highlight that involving the support of others is part of being resilient.

Emphasise that work is often a source of challenge for people, but by adopting a growth mindset, challenges can be overcome. Ask the class to identify how successfully dealing with scenarios in the workplace, like the ones discussed, could provide a sense of achievement or satisfaction.

Remind students that work isn't all negative; for many people work provides great satisfaction and a sense of purpose to their lives.

Time  
required

20  
Min

### Resources

Access the video here:  
<https://icould.com/stories/jaclyn-m/>

PowerPoint Slide 4

### Resources

PowerPoint Slide 3

## 5. Reflection

Review the learning outcomes for the lesson:

- Can students define resilience and explain its importance for developing and managing their own career?
- Do they feel able to identify how to demonstrate resilience in challenging situations?
- Ask students to share what actions they could take to build their own resilience (What attitudes or behaviours could they adopt? Who could help them?)

Time  
required

5  
Min

### Resources

PowerPoint Slide 5



## Differentiation



In the scenarios exercise you could challenge one or more pairs of students to role play in front of the class, demonstrating how they might discuss the issue with a friend, colleague or the person who is the source of the problem.

## Extension activities



Encourage students to interview an older family member, neighbour or family friend who has worked hard to achieve a long-term goal. They could write up their interviews as a case study of resilience. Questions they could ask include:

- What is the biggest goal you set yourself that you were able to achieve?
- What did you do to achieve your goal?
- Did you ever think of giving up? If so, how did you overcome that thought?

Alternatively, students could write down how they intend to build their resilience.

Students who have a Morrisby account can add one or both of these goals to their Morrisby Action Plan.

## Scenarios

1. Your boss overloads you with tasks that aren't in your job description. You want to please your boss but you feel he is taking advantage of you.
2. You have had an argument with a colleague who is very critical of you. You feel their criticism is unfair; you know you are in the right and you work hard to do a good job.
3. You are really annoyed because a customer has made a complaint about you. You always try your best to provide excellent customer service.
4. You need to pass several professional exams to become fully qualified in your job role. You've worked and studied hard recently but have just found out you have failed the first exam.
5. You have recently been promoted at work to a role you have wanted for ages. You now realise it's much harder than you thought it would be and you are struggling to cope with all the responsibility.
6. You are already working long hours in your job when a close relative falls seriously ill. You need to offer them support but you don't know how long the illness will last. You worry how you will cope with the pressure of work and caring for your relative.

