

Resource Resilience

Resilience for Youth - Unit 5

Definition:

You recognize that resilience can be increased by accessing the resources you currently possess or could potentially possess.

Resource Resilience

The diagram features two cartoon figures: a man on the left and a woman on the right. Four numbered questions are placed around them, with arrows pointing to the figures. Question 1 points to the man, question 2 points to the man's hand, question 3 points to the woman, and question 4 points to the woman's hand.

- 1. What is a resource?**
- 2. What are your internal resources?**
(something that is a part of you: an ability, attribute, physical characteristic, or skill)
- 3. What are your external resources?**
(something that is outside of you: physical assets, people in your life, tools, jobs, etc.)
- 4. What are your potential resources?**
(any resources that you don't currently possess but could possess in the future)

Remember: Resource Resilience means looking at the resources you possess and those you could potentially possess as a way to solve problems and be resilient.

Vocabulary

- Internal resources
- External resources
- Potential resources
- Physical assets
- Resourcefulness

Secondary Concepts:

- Resource Resilience means you maximize your talents, mindset, abilities, relationships, money, physical assets, and personality traits.
- You also realize that you have undeveloped talents and untapped capabilities that you can use or develop.
- As you proactively acquire and build upon your resources, you become increasingly resilient.

Personalize your Lesson:

- How has resourcefulness -- or Resource Resilience -- helped you become the person you are today?
- What do you usually do when you are weak in an area you'd like to become strong in?
- Since beginning your career, what new resources have you obtained? Did you imagine starting out that you would grow as much as you have?

Introducing Resource Resilience

Directions

Start this lesson by completing the activity "Gratitude Activity."

Visual Analogy Walkthrough

Discussion Point 1: What is a resource?

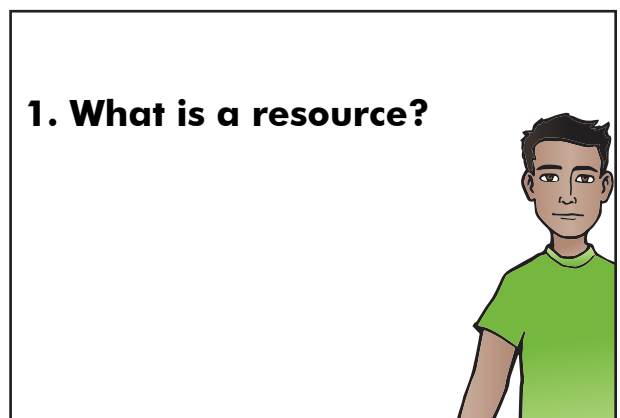
Discussion

Ask and discuss the following:

- What items in this list could be resources? (Explain that a resource is anything that can help you be resilient in some way in your life.)

Have students put a star next to the resources that are internal. Explain that an internal resource is anything that is inside of you -- an ability, attribute, physical characteristic, or skill -- something that is a part of you.

Have students put a check mark next to the resources that are external. Explain that an external resource is anything outside of you -- physical assets, people in your life, tools, jobs, etc.



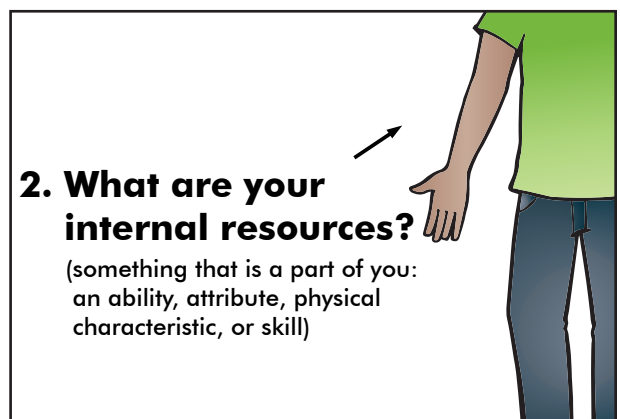
Point 2: Internal resources

Discussion

Ask and discuss the following:

- What are some of the internal resources that you listed on your gratitude list?
- What additional internal resources do people possess?

Have students brainstorm examples of internal resources. You may want to prompt them by asking things like, "For example, how can your eyes be a resource? What about your ears? Hands? Brain? Legs? Smile?" etc. When students have discussed the things they can do with their body, narrow the conversation even further. For example, you



might say. "OK, so with our mouth we're able to communicate. What can you do with your ability to communicate?" or "You said the brain helps solve problems. What can you do with your ability to solve problems?"

Ask and discuss the following:

- What are some mental resources that people possess?

Explain that our brain is one of our greatest assets, and can provide us with resources in a variety of areas. Have students brainstorm mental resources, which might include things like talents and skills, the ability to speak, the ability to understand, to read, etc. Pick out a few of the mental resources students list and ask what specific things we can do with those resources.

Ask and discuss the following:

- What can you do when you are weak in one of these resources?

Explain to students that when we are weak in a resource, you can strengthen that area, or identify the areas where we are strong and focus on developing them. Sometimes we may not have an interest in developing certain weak areas because they are not necessarily beneficial for us, or we can rely on the talents of others to help us in that area. Other times, the areas we perceive we are weak can actually be strengths in disguise!

Give examples of people whose perceived weaknesses actually were used as strengths. Examples may include:

- Nick Vujicic
- Helen Keller
- Temple Grandin
- Kyle Maynard

Remind students that they can accomplish ANYTHING if they are resourceful enough.

Point 3: External resources

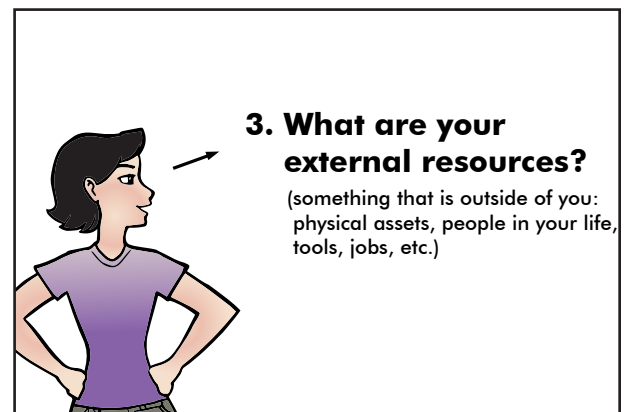
Discussion

Ask and discuss the following:

- What are some of the external resources that you listed on your gratitude list?
- What additional external resources do people possess?
- How can relationships be a resource?

Discuss the following ways that relationships can serve as resources. You may provide your own examples of times when you have used relationships as resources.

- When you are weak in certain areas, you can utilize the skills of someone who is strong in them.



- When you need help and support in life, you can utilize different relationships.
- When you want to develop a new skill, you can reach out to someone who can help you learn that skill.

Explain to students that we call “people resources” support systems. There is only one catch: When you reach to someone for help, you have to show gratitude and be willing to help in return. It’s important to constantly nurture our relationships, not just during times when we need help.

Ask and discuss the following:

- What types of relationships might serve as an external resource for you?

Examples may include teachers, parents, coaches, good friends, and other mentors. Remind students that getting help is not a weakness, it is a strength!

Ask and discuss the following:

- What types of physical assets might serve as an external resource?

Discuss with students the tools that can help us develop our talents and abilities or help us be more resilient. Examples might include:

- Transportation
- After-school jobs
- Internet access
- Books
- Phone

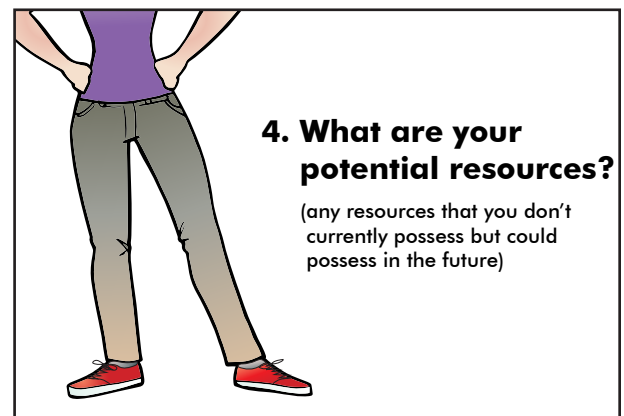
When students have discussed physical assets that can serve as external resources, narrow the conversation even further. For example, “OK, what can transportation do for you?” or “How can Internet access help you solve problems or reach a goal?”

Point 4: Potential resources

Discussion

Ask and discuss the following:

- What are three things you are good at? (Give students a minute to think about this, then have them turn to the person next to them and share at least one thing they are good at.)
- Were you always good at those things?
- What did you have to do to become strong in these areas?



Explain how, when we were very young, we probably couldn't even comprehend that one day we'd be able to tell time, drive a car, read, or do any of the other things we currently do well. But as we grew older we acquired more resources and developed more abilities.

Ask and discuss the following:

- Do you think that, right at this moment, you have all the resources you'll ever possess? Why or why not?
- Do you believe in your ability to acquire even more resources in life?

Discuss how, in life, there are limitless opportunities available to us -- many that we can't even imagine we will one day possess. It's important to reflect often on how far we've come when it comes to strengths we've acquired over time. It's also important to recognize that, in addition to our internal and external resources, there are also countless other resources waiting to be acquired.

Point out that students have identified some things they're already good at. Say, "Now let's fast-forward to ten years from now. In a moment, you'll turn to your neighbor again and share three *new* things you're good at as your 10-years-from-now self." Give students time to consider this before having them turn to the same neighbor to share their "10 years in the future" resources.

Invite students to share some of the resources they shared with their partner. Ask what it took to acquire these new resources and skills.

Directions

Consider having students fill out the Resource Resilience worksheet now, allowing them to identify for themselves their current resources and potential resources.

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