



ENTERPRISE COLLEGE

Emotional Resilience

PROBLEM SOLVING FOR YOUNG PEOPLE

COURSE INFORMATION

The resources used in this course are from the publication Emotional resilience and problem solving for young adults by Tina Rae, Nisha Nakarja and Patricia Velinor.

As stated in the book the programme is designed to promote mental health and wellbeing of young people and particularly focuses on the many challenges and stresses encountered by our young people today within both the educational and social context.

The programme will be delivered once a week on Thursdays P4 so no lessons will be missed. Students are expected to complete the course fully to gain maximum benefit. We would also ask parent/carer to feedback their thoughts on the programme at the end.

STRUCTURE OF THE PROGRAMME

Session 1 – Introduction

Session 2 – Challenging Stereotypes

Session 3 – Multiple intelligences: More than one way to act clever

Session 4 – Self Esteem

Session 5 – Positive communication

Session 6 – Friendships

Session 7 – Focus on strong emotions – Anger

Session 8 – Focus on strong emotions – Fear

Session 9 – Focus on strong emotions – Jealousy

Session 10 – Focus on strong emotions – Love

Session 11 – Stress and coping strategies

Session 12 – Making good decisions

Session 13 – Loss and Endings

Session 14 – Challenges and evaluation

EXTRACT FROM THE PUBLICATION

This programme was developed to support students attending the secondary schools in one local authority. The central aim was to raise awareness of the risk factors for mental ill-health amongst young people and those who care for them. Consequently, attention is paid to identifying and further analysing such factors and attempting to increase the mental health of the young people concerned or targeted by the programme. As stated earlier, we are not simply concerned here with prevention of illness but also with the promotion of young people's vitality, validity, sense of self-worth and general degree of happiness. We really want to ensure that young people have the opportunity to feel free and be free from bullying, violence and conflict and to be able to engage in the learning process in an energetic, motivated and caring manner.

Two of the important concepts are the strengthening of the individual, 'resilience', and the facility to use solution-focused problem solving techniques.

A person who is resilient has a sense of self-esteem and self-confidence, a sense of self efficiency and a repertoire of social problem solving approaches. It has been argued that resilience may originate from a personal and social context (Gilligan, 1997). A significant factor here is the support of friends and significant supportive adults who provide consistent support and encouragement. The school environment is naturally an important social context in any child's world and there is powerful potential to develop the capacity for resilience, both through key relationships at school and in the wider social context.

TAKE HOME TASKS

Every session there will be a home task which students will be expected to complete and hand in the following session. We would welcome parent/carer to discuss the content of the course and take home tasks with the students.

A copy of the take home tasks are included in this pack for parent/carer to see what is expected and to be able to support the students where needed to complete the task.

Session 1 – Self- reflection task	Session 8 – People who are there for me
Session 2 – Rules to combat stereotyping	Session 9 – Positive you
Session 3 – Name your stars	Session 10 – Love is.....
Session 4 – Self Esteem questionnaire	Session 11 – Building my resilience
Session 5 – Behaviour questionnaire	Session 12 – Decision making diary
Session 6 – Job Description for a good friend	Session 13 – Personal Grief
Session 7 – Personal Anger triggers	Session 14 – Parent / Carer Evaluation