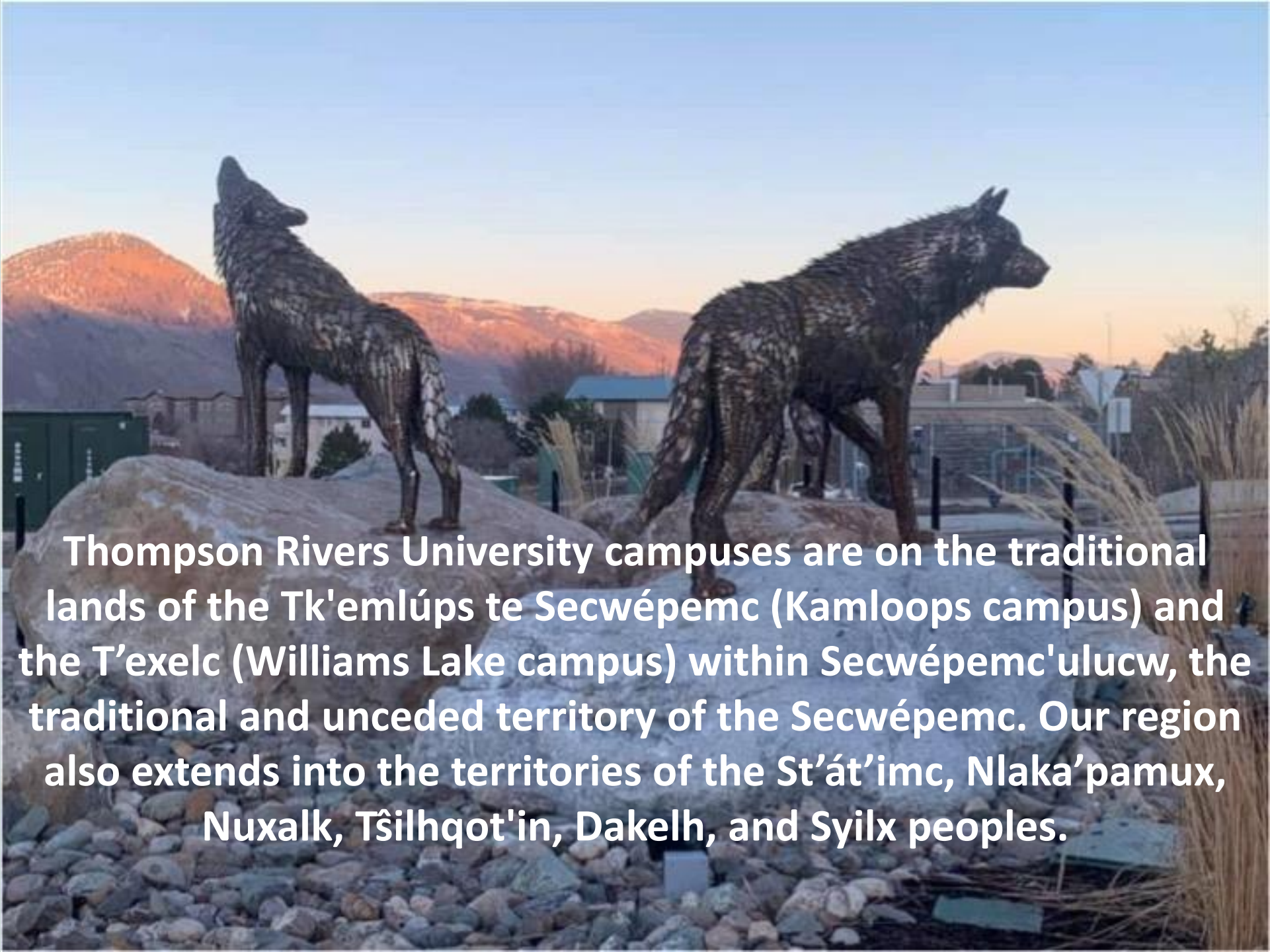


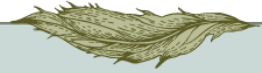
A circular wreath of various botanical illustrations surrounds the central text. The wreath includes green ferns, red maple leaves, yellow marigolds, purple cornflowers, and large green leaves. A small branch with pink blossoms is on the left, and a single green leaf is at the bottom center.

Fostering Resilience in the Classroom, Part II



Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tâilhqot'in, Dakelh, and Syilx peoples.

Overview



Introductions

Recap from last session

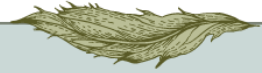
Revisiting the PQS Activity and Gallery Walk

Other Appreciative Resilience classroom activities

What about student resistance? (if we have time)

How might these tools foster resilience in learners (and myself)?

Recap: What Is Resilience?



- Ability to adapt, NOT “bounce back”; moving through and learning from challenge
- Resilience can be learned

(Seligman; Reivich & Shatte; Luthans; cited in McArthur-Blair and Cockell, 2022)

- Three traits:
 - Acceptance of reality
 - A deep belief that life is meaningful
 - Ability to improvise, be flexible, imagine possibilities

(McArthur-Blair and Cockell, 2022)

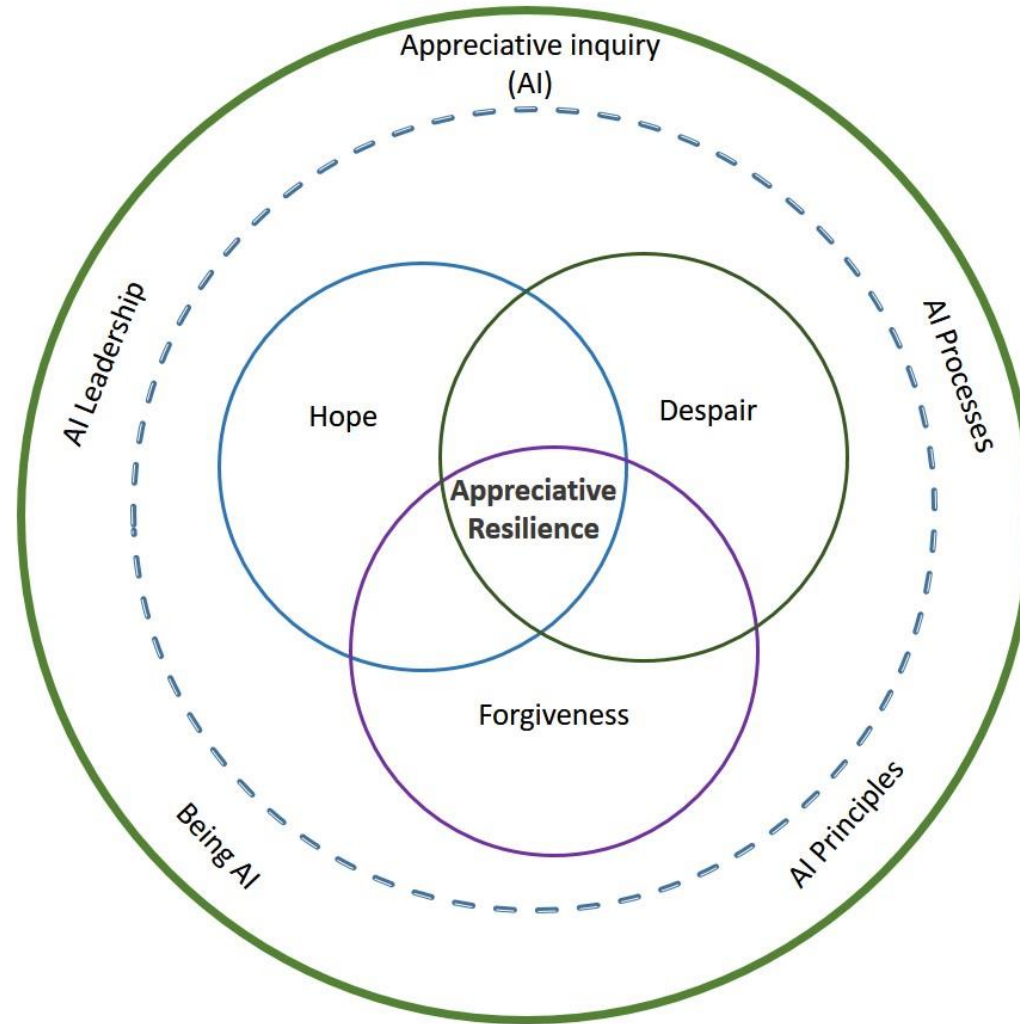
Recap: Why Is Resilience Important in the Classroom?



- It promotes wellbeing
- It promotes a realistic sense of optimism rather than toxic positivity
- It encourages people to use their strengths, to contribute
- It promotes curiosity and creativity
- It fosters a growth mindset

. . . And ALL these conditions are good for learning!

What Is Appreciative Resilience?



Recap: PQS Activity Prompts



- P: What are your goals for coming to this workshop on fostering resilience in the classroom?
- Q: What questions or curiosities do you have about fostering resilience in the classroom?
- S: Please suggest a strategy to build resilience in your classroom.



PQS Gallery Walk

What do you notice about the responses
to the prompts from last session?

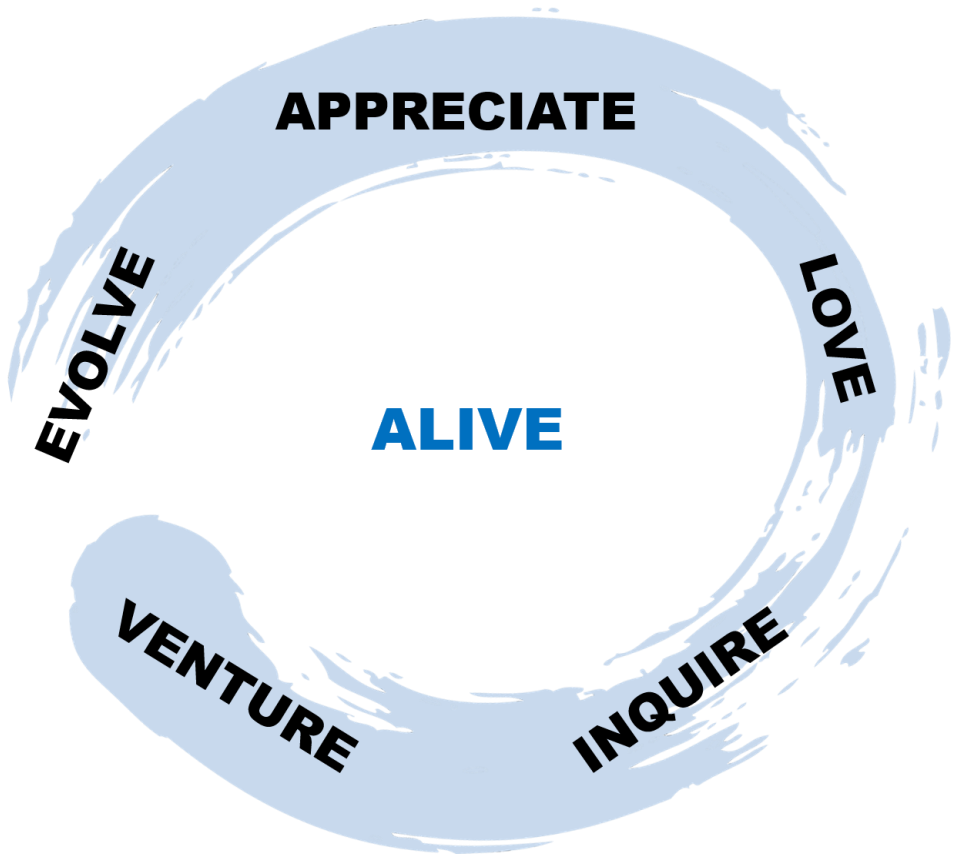
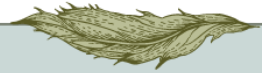


Other Appreciative Resilience Activities



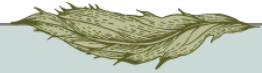
- Using the ALIVE model to determine prompts for student reflection, writing, and activities
 - Example of in-class writing prompts, usually on the day students have handed in an assignment:
 - What part of the assignment was most challenging for you? How did you manage that? (**V**enture)
 - What part was most interesting to you? What made it interesting? (**A**ppreciate)
 - What part of the assignment are you most proud of? Why? (**L**ove)
 - If you could do the assignment over again, what would you change? (**E**volve)
- Appreciative Inquiry Gratitude Practice Activity

Being Authentically **ALIVE**



- ***Appreciate*** – value; increase in value; grasp the significance of; be fully aware of; express gratitude
- ***Love*** – deeply care for yourself and others; be open and present with others; be loved and cared for by others
- ***Inquire*** – ask questions; be curious; seek to learn; research; engage in dialogue
- ***Venture*** – undertake; show courage; brave the risks
- ***Evolve*** – develop; unfold; expand, open

Appreciative Inquiry Gratitude Practice Activity

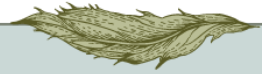


- Exercise 1: Daily appreciation list
- Exercise 2: Daily question

A circular wreath of various botanical illustrations surrounds the central text. The wreath includes green ferns, red maple leaves, yellow marigolds, purple cornflowers, and large green leaves, all rendered in a detailed, hand-drawn style.


What About Student Resistance?

Resistance Can Be Fertile



- Show students the evidence for resilience and learning. Start with the why.
- Build metacognitive skills with formative assessment.
- Make (your) learning and teaching visible. Be transparent.
- Remind them that learning is hard. Celebrate the challenge with them.
- Focus on developing a growth mindset with them.
- Remind them that learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose et al., 2014)

(Martin, 2019)



How might these tools
foster resilience in learners
(and me)?

How Might Tools Help Us Foster Resilience?



- These tools remind students (and us) that learning is more important than a single perfect performance.
- They foster a growth mindset. Skills, knowledge, and abilities are not fixed.
- They demonstrate an understanding that challenging times and situations are unavoidable, but they are also not insurmountable.
 - Emotions “harness attention,” “enhance memory consolidation,” and “inspire motivation” (Cavanaugh, 2016)—even negative emotions.

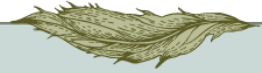


Community of Practice?

First meeting is April 14, 1:00-2:00 PM



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