



UNIVERSITY *of*
GREENWICH

Resilience



After this presentation you should be able to...

- Explain the meaning of resilience.
- Identify key characteristics and skills required for building resilience.
- Describe methods for overcoming challenges and developing personal resilience.



What words come to mind when you think of resilience?

Take 2 minutes to think about a time when you were resilient.



So, what is resilience?

The ability to keep going when in difficult situations or the ability bounce back from difficult situations.

Resilience self-assessment

Please read the statements below and using the scale strongly disagree (1) to strongly agree (5) indicate how the statement applies to yourself.

| | | | | | | |
|----|---|---|---|---|---|---|
| 1 | I have the knowledge skills and experience to deal with almost anything that happens to me. | 1 | 2 | 3 | 4 | 5 |
| 2 | I know what's important to me. | 1 | 2 | 3 | 4 | 5 |
| 3 | I have a diverse group of friends. | 1 | 2 | 3 | 4 | 5 |
| 4 | When faced with new challenges, I can take control of the situation. | 1 | 2 | 3 | 4 | 5 |
| 5 | I find it easy to form lasting relationships and friendships. | 1 | 2 | 3 | 4 | 5 |
| 6 | I can think positively when faced with challenges. | 1 | 2 | 3 | 4 | 5 |
| 7 | I know what I want to achieve at school/college and in life. | 1 | 2 | 3 | 4 | 5 |
| 8 | When an unwelcome change happens to me, I can usually find a way to see it positively. | 1 | 2 | 3 | 4 | 5 |
| 9 | I use 'to do lists' every day. | 1 | 2 | 3 | 4 | 5 |
| 10 | I regularly participate with social activities with friends where I can relax. | 1 | 2 | 3 | 4 | 5 |
| 11 | I approach new situations with an open mind. | 1 | 2 | 3 | 4 | 5 |
| 12 | When I feel unsure about what to do, I write down my choices and my thoughts about them. | 1 | 2 | 3 | 4 | 5 |
| 13 | When I face problems, I look to myself to think of ways of resolving them. | 1 | 2 | 3 | 4 | 5 |
| 14 | I can accommodate other people's needs whilst focusing on achieving my own goals. | 1 | 2 | 3 | 4 | 5 |
| 15 | I share frustrations as well as successes with my friends and family. | 1 | 2 | 3 | 4 | 5 |

Please read the statements and indicate how the statement applies to you.

- Add up your scores and reflect on areas that you could work on or build upon.

“The Big 5”

Control

Being able to focus on the parts of a situation that you can manage.

Connection

Having a large and diverse support network e.g. friends/family/peers.

Challenge

Being able to view challenges as positive or finding positivity within new or difficult challenges.

Confidence

Trusting in your own ability to succeed.

Commitment

Having a purpose in everything that you do, even in difficult circumstances.

Resilience



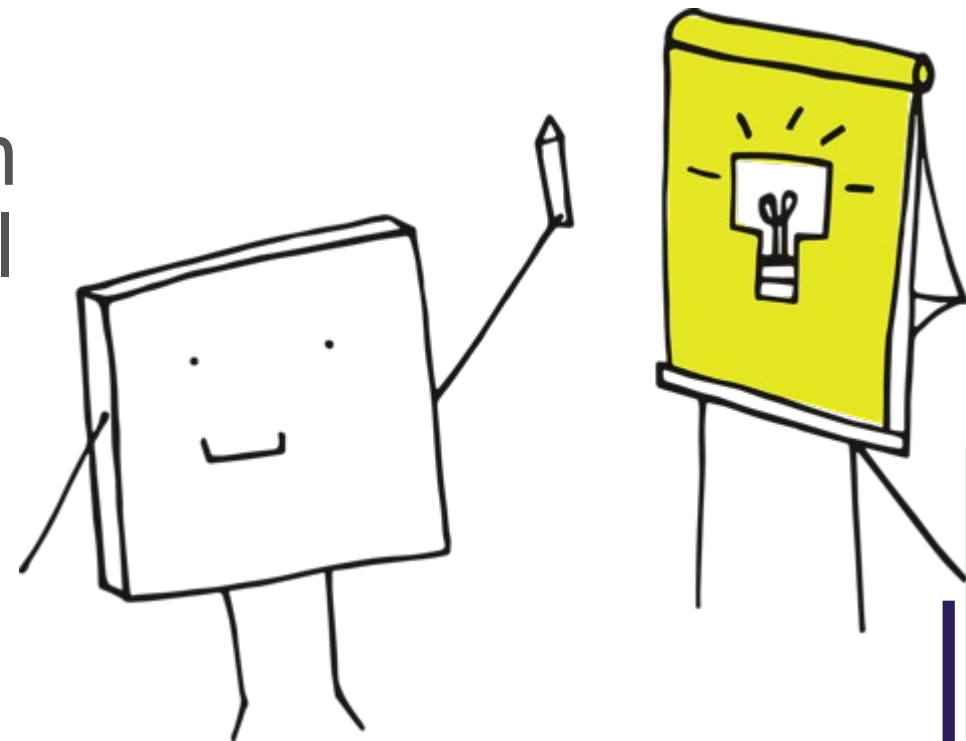
What would you do?

Think about the following scenarios and make 2-3 suggestions for how you would deal with the problem encountered.



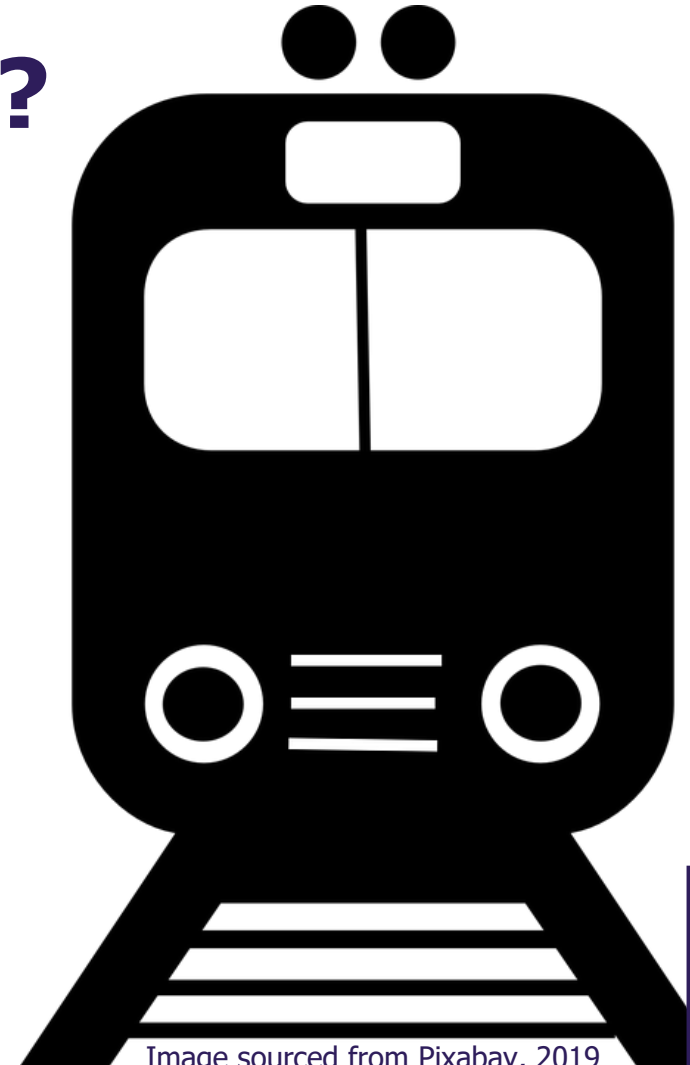
Scenario 1- What would you do?

I have my first presentation next week and I'm really nervous. I am worried I am going to make a fool of myself.



Scenario 2- What would you do?

I'm about to start a new job and I need to be in everyday at 9am. I'm worried about getting in on time...the trains are always delayed.



Scenario 3 - What would you do?

I have a part-time job and I'm trying to save money. I don't think I'll have enough to pay for University.



Where can I get support?

Form/class tutor

Student Services

Head of Year

Counsellors

Friends and
Family

YoungMinds

<https://youngminds.org.uk/>

Independent Learners' Toolkit

An online game that helps raise awareness of the independent nature of university life, and to prepare you for transitioning from school or college to university.

Register for free at:

explore.gre.ac.uk



Click and drag to explore

STAART

Supporting prospective and current disabled students (post-16). This includes physical disabilities, long-term health conditions, learning difficulties and/or mental health conditions through:

- Sharing information with disabled students, preparing them for successful transition into higher education.
- Supporting students to access support and apply for Disabled Students' Allowance (DSA).
- Workshops in schools, colleges and on university campuses.
- Social media and a closed WhatsApp group and specialist inductions.
- Assistance with UCAS, DSA and *AccessAbility Ambassador applications

Care Leaver Support

- Support with your UCAS application, including personal statements.
- Care Leaver Summer School.
- Undergraduate mentor to provide support and guidance and answer any questions.

<https://www.gre.ac.uk/study/support/care-leavers>

To access our support and for further information see website or email: careleavers@gre.ac.uk.

Education Support Unit

Email: esu@greenwich.ac.uk

**CHANGE
STARTS
HERE**

Resources produced for use during 2019-20 academic year, information correct at time of writing- Oct 2019

© University of Greenwich, 2020 All rights reserved. May not be copied or reproduced without prior written permission of the University of Greenwich.

Find out
about our
Open Days
[here.](#)



/GreenwichUniversity



@uniofgreenwich



@uniofgreenwich